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УЧРЕЖДЕНИЕ ОБРАЗОВАНИЯ  
«БАРАНОВИЧСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»

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**АНГЛИЙСКИЙ ПАРТНЁР**  
**THE ENGLISH PARTNER**

Сборник методических материалов

В 3 частях

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Третья часть сборника методических материалов включает свод тематических модулей, содержащих тексты, упражнения и задания, направленные на совершенствование умений устной и письменной речи, развитие умений аналитического чтения, а также на развитие профессионально важных умений будущих преподавателей английского языка.

Предназначено для студентов факультетов иностранных языков и широкого круга лиц, изучающих английский язык и культуру.

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## FOREWORD

The present edition is done in a two-language (English/German) format for learners who study English as the second foreign language. The distinctive feature of the book lies in the opportunity to use the presented methodical materials and the students' knowledge of German in the course of their English studies.

Thematically, the book meets the requirements of the curriculum and covers a wide range of verbal communication areas. The present part contains 5 modules ("Great Britain: Outside and Inside", "USA: Outside and Inside", "On Art", "Health and Healthcare", "Getting a Pro") each resulting in a series of revision tasks.

Part 3 of the edition represents a series of study materials aimed predominantly at the students' self-study and further development of their speaking and writing skills. Modules 1—4 suggest the material facilitating the development of the learners' pronunciation, reading, speaking and writing skills. Module 5 offers also theoretical material and practical assignments vital for the development of students' target professional skills and intercultural competence.

The present edition comprises a stock of authentic printed, audio- and video materials and comes with a CD version of audio and video tasks and activities. Appended to the book is a list of used resources.

Although primarily intended for the learners of the specialty "German. English", the book can be successfully used by other learners of English.

Репозиторий БарГУ

## VORWORT

Die vorliegende Ausgabe ist in zweisprachiger Form (Englisch/Deutsch) für die Studierenden, die Englisch als zweite Fremdsprache erlernen, ausgearbeitet. Die Besonderheit dieser Ausgabe besteht darin, dass die Studierenden anhand dieser methodischen Materialien ihre Deutschkenntnisse im Englischunterricht gebrauchen können.

Thematisch entspricht das Buch allen Anforderungen des Lehrplans und umfasst eine große Auswahl an den Umgangsthemen. Das Lehrwerk umfasst 5 Module («Großbritannien: von Außen und Innen», «USA: von Außen und Innen», «Kunst», «Gesundheit und Gesundheitspflege», «Auf dem Weg zum Profi»), die eine Reihe der Schlüsselaufgaben haben.

Teil III von der Ausgabe stellt eine Reihe der Aufgaben dar, die hauptsächlich auf die selbständige Arbeit der Studierenden und weitere Entwicklung ihrer Fähigkeiten im Sprechen und Schreiben gezielt sind. Die Module 1—4 bieten das Material an, das auf die Entwicklung der Fertigkeiten der Studierenden in der Aussprache, im Lesen, Sprechen und Schreiben gerichtet ist. Das Modul 5 bietet auch den theoretischen Lehrstoff und die praktischen Aufgaben an, die für die Entwicklung der professionellen und interkulturellen Kompetenzen der Studierenden notwendig sind.

Das Lehrwerk umfasst eine Reihe der authentischen Druck-, Hör- und Videomaterialien und geht im Satz mit der CD-Version von Hör- und Videoaufgaben. Das Buch hat ein Quellenverzeichnis.

In erster Linie ist diese Ausgabe für die Studenten der Fachrichtung «Deutsch. Englisch» bestimmt, es kann aber auch von den Studenten anderer Lehrgänge fürs Erlernen des Englischen erfolgreich benutzt werden.

Репозиторий Барнау

## MODULE 1

### GREAT BRITAIN (GB): OUTSIDE & INSIDE

#### ^ ANTICIPATING THE ISSUE

In your opinion, is GB in any aspect different from other European countries? How?

#### √ Step 1

##### 1.1 Vocabulary Focus: GB. Geography & Tide

1. Look at the map of GB. Try to analyze in brief the country's physical geography. What benefits of the latter can you name here?



2. Using the map, answer the following questions:

- What are the major country-parts of the UK?
- What are the capitals of the “components” of GB?

- What are the principal islands included into the country's territory?
- In what way is GB connected with the continent?
- Taking into account GB physical geography, characterize the country's climatic conditions. What can they be, in your opinion?

3. Have a closer look at the map given. What are the advantages/disadvantages of the geographical position and climate of GB?

Advantages	Disadvantages

4. Do you believe the relief, climate and other geographical data can influence the personality? Do you think this is the case with GB?

If you do, what traits of character formed by the geographical/climatic conditions do the following nationalities demonstrate?

Nationality	Traits of character
the English	
the Scots	
the Irish	
the Welsh	

## F PRACTICE

1. Read the text on GB geography and answer the questions that follow.

**Great Britain** is an island situated to the northwest of Continental Europe. It is the ninth largest island in the world, and the largest European island. With a population of about 60.0 million people in mid-2009, it is the third most populated island on Earth. Great Britain is surrounded by over 1,000 smaller islands and islets. The island of Ireland lies to its west. Politically, Great Britain may also refer to the island itself together with a number of surrounding islands which comprise the territory of England, Scotland and Wales.

The whole island is the territory of the sovereign state of the United Kingdom of Great Britain and Northern Ireland, and most of the United Kingdom's territory is in Great Britain. The term "Great Britain" (and the abbreviation "GB") is the traditional "short form" of the full country title "the United Kingdom of Great Britain and Northern Ireland". Most of England, Scotland, and Wales

are on the island of Great Britain, as are their respective capital cities: London, Edinburgh, and Cardiff. Northern Ireland with its capital city of Belfast is relatively remote.



are on the island of Great Britain, as are their respective capital cities: London, Edinburgh, and Cardiff. Northern Ireland with its capital city of Belfast is relatively remote. The earliest known name of Great Britain is *Albion* or *insula Albionum*, from either the Latin *albus* meaning white (referring to the white cliffs of Dover, the first view of Britain from the continent) or the "island of the *Albiones*", first mentioned in the *Massaliote Periplus* and by Pytheas.

Great Britain is separated from the continent by the North Sea and by the English Channel, which narrows to 34 kilometres (21 miles) at the Straits of Dover. It stretches over about ten degrees of latitude on its longer, north-south axis, and occupies an area of 209,331 km<sup>2</sup> (80,823 square miles).

The North Channel, Irish Sea, and St George's Channel separate the island from the island of Ireland to its west. The island is physically connected with continental Europe via the Channel Tunnel, the longest undersea rail tunnel in the world which was completed in 1993. Geographically, the island is marked by low, rolling countryside in the east and south, while hills and mountains predominate in the western and northern regions.

There is a wealth of birdlife in Britain, 583 species in total, of which 258 breed on the island or remain during winter. Because of its mild winters for its latitude, Great Britain hosts important numbers of many wintering species, particularly ducks, geese and swans. Other well known bird species include the golden eagle, grey heron, kingfisher, pigeon, sparrow, pheasant, partridge, and various species of crow, finch, gull, auk, grouse, owl and falcon. The robin is popularly known as "Britain's favourite bird".

Animal diversity is modest, as a result of factors including the island's small land area, the relatively recent age of the habitats developed since the last Ice Age and the island's physical separation from continental Europe, and the effects of seasonal variability. Great Britain has also gone through industrialisation and increasing urbanisation, which have contributed towards the overall loss of species. A DEFRA study from 2006 suggested that 100 species have become extinct in the UK during the 20th century, about 100 times the background extinction rate. However, some species, such as the brown rat, red fox, and introduced grey squirrel, are well adapted to urban areas.



In a similar sense to fauna, and for similar reasons, the flora of Great Britain is impoverished compared to that of continental Europe. The island has a wide variety of trees, including native species of birch, beech, ash, hawthorn, elm, oak, yew, pine, cherry and apple. Other trees have been naturalised, introduced especially from other parts of Europe (particularly Norway) and North America. The tallest species are the Douglas firs; two specimens have been recorded measuring 65 metres or 212 feet. The Fortingall Yew in Perthshire is the oldest tree in Europe.

There are at least 1,500 different species of wildflower in Britain, Some 107 species are particularly rare or vulnerable and are protected by the Wildlife and Countryside Act 1981. It is illegal to uproot any wildflowers without the landowner's permission. A vote in 2002 nominated various wildflowers to represent specific counties. These include red poppies, bluebells, daisies, daffodils, rosemary, gorse, iris, ivy, mint, orchids, brambles, thistles, buttercups, primrose, thyme, tulips, violets, cowslip, and heather.

**Answer the following questions:**

1. "What's in a name?" — why 'Albion'? What other names would you give to GB?
2. What are the geographical factors that distinguish GB from the rest of European countries?
3. In your opinion, what features of GB physical geography are beneficial for the country's economical development? Why do you think so?
4. What do you know about the Channel Tunnel mentioned in the text?
5. Compare the flora and fauna of GB with those of your country. In what way are they a) similar to and b) different from each other?

2. Prepare a crossword puzzle on GB physical geography, flora and fauna. Be ready to present it in class (Remember: ACROSS... and DOWN...).

**✓ Step 2**

**2.1 Vocabulary Focus: GB Sights**

**^ ANTICIPATING THE ISSUE**

What is usually comprised into the notion of "sights"? What attracts people's attention more these days — traditional architectural sights or something else? What would attract your immediate attention?

1. Look at the map of some of the UK top tourist attractions. Have you ever heard anything about them? What exactly the items given are famous for?



All sights normally can be divided into certain categories according to their features and function. What categories can the given sights be divided into?

Category	Sights
Natural resources	
Architecture	
Places of religious pilgrimage	
Historical sights	
Places of famous people's birth	
Transport facilities	

### PRACTICE

1. Read the text on one of the most mysterious and popular sights of Britain. What makes it so attractive, in your opinion?



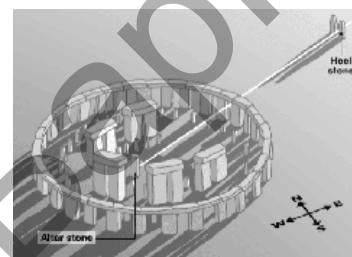
## STONEHENGE: A MYSTERY UNSOLVED

**Stonehenge** is a prehistoric monument located in the English county of Wiltshire, about 3.2 kilometres (2.0 mi) west of Amesbury and 13 kilometres (8.1 mi) north of Salisbury. One of the most famous sites in the world, Stonehenge is composed of earthworks surrounding a circular setting of large standing stones. It is at the centre of the most dense complex of Neolithic and Bronze Age monuments in England, including several hundred burial mounds.

Archaeologists had believed that the iconic stone monument was erected around 2500 BC. One recent theory, however, has suggested that the first stones were not erected until 2400—2200 BC, whilst another suggests that bluestones may have been erected at the site as early as 3000 BC. The site and its surroundings were added to the UNESCO's list of World Heritage Sites in 1986 in a co-listing with Avebury Henge monument. It is a national legally protected Scheduled Ancient Monument. Stonehenge is owned by the Crown and managed by English Heritage, while the surrounding land is owned by the National Trust.

Archaeological evidence found by the Stonehenge Riverside Project in 2008 indicates that Stonehenge served as a burial ground from its earliest beginnings. The dating of cremated remains found on the site indicate burials from as early as 3000 BC.

Stonehenge was produced by a culture that left no written records. Many aspects of Stonehenge remain subject to debate. This multiplicity of theories, some of them very colourful, is often called the “mystery of Stonehenge”.



There is little or no direct evidence for the construction techniques used by the Stonehenge builders. Over the years, various authors have suggested that supernatural or anachronistic methods were used, usually asserting that the stones were impossible to move otherwise. However, conventional techniques using Neolithic technology have been demonstrably effective at moving and placing stones of a similar size.

Proposed functions for the site include usage as an astronomical observatory, or (and many scientists support the idea!) as a place of religious ceremonies for the ancient druids.

More recently two new theories have been proposed. Professor Mike Parker Pearson, head of the Stonehenge Riverside Project, has suggested that Stonehenge was part of a ritual landscape and was joined to Durrington Walls by their corresponding avenues and the River Avon. He suggests that the area around Durrington Walls Henge was a place of the living, whilst Stonehenge was a domain of the dead. A journey along the Avon to reach Stonehenge was part of a ritual passage from life to death, to celebrate past ancestors and the recently deceased. On the other hand, Geoffery Wainwright, president of the Society of Antiquaries of London, and Timothy Darvill of Bournemouth University have suggested that Stonehenge was a place of healing — the primeval equivalent of Lourdes. They argue that this accounts for the high number of burials in the area and for the evidence of trauma deformity in some of the graves. However they do think that the site was probably multifunctional and used for ancestor worship as well. Isotope analysis indicates that some of the buried individuals were from other regions. A teenage boy buried approximately 1550 BC was raised near the Mediterranean Sea; a metal worker from 2300 BC dubbed the “Amesbury Archer” grew up near the alpine foothills of Germany; and the “Boscombe Bowmen” likely arrived from Wales or Brittany, France.

### Discuss the following issues:

1. “*Stone-hedge*” — how does the name characterize the place? Give your ideas on the matter.
2. How can one define the construction of Stonehedge — is it a building, a monument, a fortress?
3. Comment on your viewpoint.
4. What are the theories concerning the history of the construction? What theory do you support?
5. Which of the theories concerning the earlier functions of Stonehedge seems credible to you? Why?
6. Have a look at the pictures of Stonehedge. Does the form of the construction remind you of anything? What does it look like?

2. Prepare the information on one of the UK top sights. Get ready to present it in class.

### ▼ Step 3

#### 3.1 Vocabulary Focus: GB Cities



#### ^ ANTICIPATING THE ISSUE

What cities build the image of the country? What GB cities (London excluded) have you heard of? What are they known for?

1. Look at the map of the UK major cities. In your opinion, what are the oldest ones? What do you know about these places? What role did they play in history?
2. Analyze the offered nicknames of the UK cities. What do they “tell” us about the places mentioned?

“The Big Smoke” (London)
“Granite City” (Aberdeen)
“Modern Athens” (Edinburgh)
“Irish Canterbury” (Armagh)
“The City of Dreaming Spires” (Oxford)

#### F PRACTICE

1. Read the information about one of the “festival” European capitals and discuss the issues that follow.

The beautiful city of Edinburgh is an enchanting place for a break. With a wonderful menu of events and festivals including the Linlithgow Folk Festival, the Scottish International Storytelling Festival and the Edinburgh Festivals including the Military Tattoo, Book and Fringe the city is a known tourist Mecca.



Edinburgh is the capital city of Scotland, the second largest city in Scotland after Glasgow and the seventh most populous in the United Kingdom.

Located in the south-east of Scotland, Edinburgh lies on the east coast of the Central Belt, along the Firth of Forth, near the North Sea. Owing to its spectacular, rugged setting and vast collection of Medieval and Georgian architecture, including numerous stone tenements, it is often considered one of the most picturesque cities in Europe.

Edinburgh is the seat of the Scottish Parliament. The city was one of the major centres of the Enlightenment, led by the University of Edinburgh, earning it the nickname “Athens of the North”. The Old Town and New Town districts of Edinburgh were listed as a UNESCO World Heritage Site in 1995.

There are over 4,500 listed buildings within the city. In the 2009 mid year population estimates, Edinburgh had a total resident population of 477,660. Edinburgh is well-known for the annual Edinburgh Festival, a collection of official and independent festivals held annually over about four weeks from early August. The number of visitors attracted to Edinburgh for the Festival is roughly equal to the settled population of the city.

The most famous of the events are the Edinburgh Fringe (the largest performing arts festival in the world), the Edinburgh International Festival, the Edinburgh Military Tattoo, and the Edinburgh International Book Festival. Other events include the Hogmanay street party (31 December), Burns Night (25 January) and the Beltane Fire Festival (30 April).



The longest established festival is the Edinburgh International Festival, which first ran in 1947. The International Festival centres on a programme of high-profile theatre productions and classical music performances, featuring international directors, conductors, theatre companies and orchestras.

The International Festival has since been taken over in both size and popularity by the Edinburgh Fringe. What began as a programme of marginal acts has become the largest arts festival in the world, with 1867 different shows being staged in 2006, in 261 venues. Comedy is now one of the mainstays of the Fringe, with numerous notable comedians getting their “break” here, often through receipt of the Perrier Award.

In 2008 the largest comedy venues on the Edinburgh Fringe launched as a festival within a festival, labelled the Edinburgh Comedy Festival. Already at its inception it was the largest comedy festival in the world. Alongside these major festivals, there is also the Edinburgh Art Festival, Edinburgh International Film Festival (moved to June from 2008), the Edinburgh Jazz and Blues Festival, and the Edinburgh International Book Festival. The Edge Festival (formerly known as T on the Fringe), a popular music offshoot of the Fringe, began in 2000, replacing the smaller Flux and Planet Pop series of shows.

Running concurrently with the summer festivals, the Edinburgh Military Tattoo occupies the Castle Esplanade every night, with massed pipers and fireworks.

The Edinburgh International Science Festival is held annually in April and is one of the most popular science festivals in the world.

The city attracts 1 million overseas visitors a year, making it the second most visited tourist destination in the United Kingdom, after London. In a 2009 YouGov poll, Edinburgh was voted the “most desirable city to live in the UK”. Edinburgh was also rated The Best Place to Live in Channel 4’s 2007 4Homes survey.

**Discuss the following questions:**

1. What associations do you have with Scotland? What is the first thing that comes into your mind while discussing the country and its people?
2. Why is Edinburgh nicknamed “Athens of the North”?
3. What is the city for the Scottish?
4. What is Edinburgh internationally famous for?
5. What are your thoughts on the so-called ‘Military Tattoo’? What is it, in your opinion?

2. Don’t you think that every country has its own “musical” capital? What other international/national musical capitals do you know? Do we have such a capital in our country? If we do, what is it and what are the celebrations held there?

3. Prepare the information on one of the notable British cities. Get ready to present it in class.

## ✓ Step 4

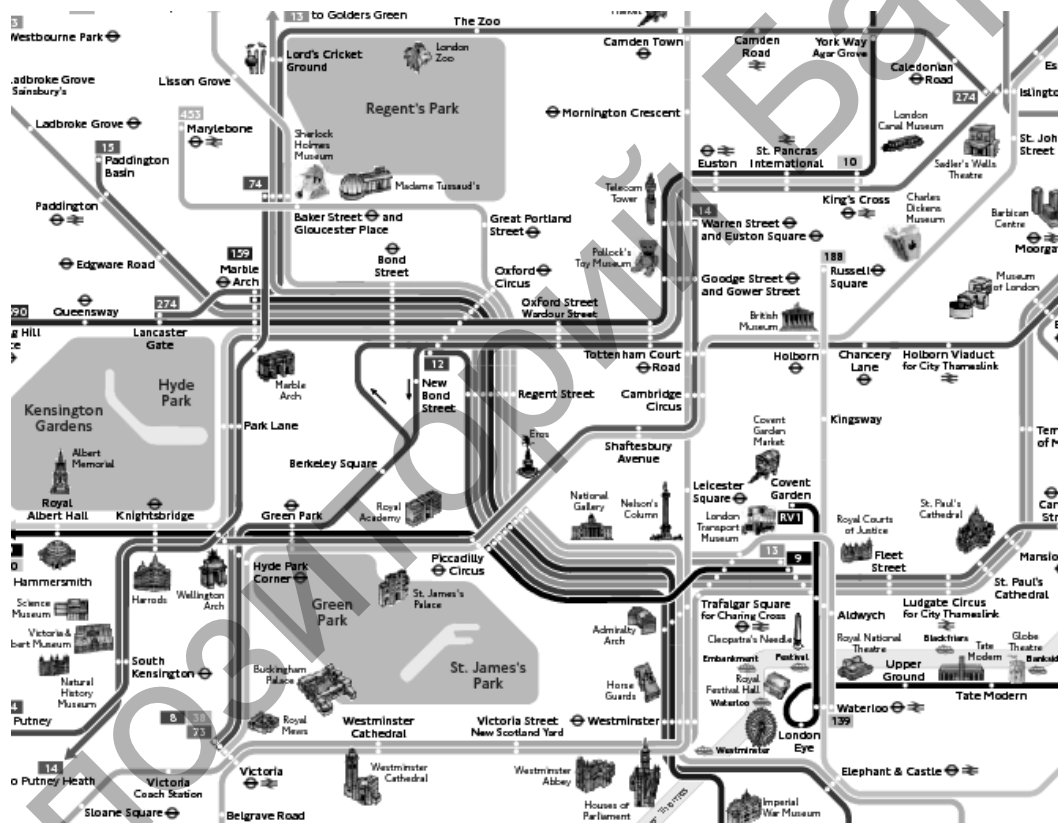
### 4.1 Vocabulary Focus: London

#### ^ ANTICIPATING THE ISSUE

London is known as one of the most attractive world's capitals. What, in your opinion, builds up such an image?



1. Have a look at the map of major attractions in central London. Which of them capture your attention at once? What attractions, do you think, make up the famous London postcards?



In your opinion, what are the top 10 London tourist attractions today?

2. Using the map given, complete the "hints" of the items presented below. What do you know about these sights?3

*Top 10 of London:*

1. The British M\_\_\_\_\_;
2. The N\_\_\_\_\_ Gallery;
3. Madame T\_\_\_\_\_’s Wax Museum;
4. St Paul’s C\_\_\_\_\_;
5. T\_\_\_\_\_. of London;
6. Westminster A\_\_\_\_\_;

7. Buckingham P\_\_\_\_\_;
8. The \_\_\_\_\_ Eye;
9. The Houses of P\_\_\_\_\_(+ B\_\_\_\_\_ B\_\_\_\_\_);
10. H\_\_\_\_\_ Park.

9 3. Watch the video on the attractions described above and answer the following questions:

1. Where does time “start” in London?
2. Where can one explore the history of “man & sea” in London?
3. Who lived earlier in history in the famous Hampton Court?
4. What is the British equivalent for what Americans call “a round ticket”?
5. What kind of place is Kew Gardens today?

## F PRACTICE

1. Read the information on the famous London parks and answer the questions that follow.

Historically London parks represent the city’s most treasured natural peculiarity. The green areas, large and enormous, let the famous “Big Smoke” rest and breathe. The largest parks in the central area of London are the Royal Parks of Hyde Park, its neighbour Kensington Gardens at the western edge of Central London and Regent’s Park on the northern edge. Regent’s Park contains London Zoo, the world’s oldest scientific zoo, and is located near the tourist attraction of Madame Tussauds Wax Museum.

Closer to central London are the smaller Royal Parks of Green Park and St. James’s Park.

Hyde Park is popular for sports and sometimes hosts open-air concerts. A number of large parks lie outside the city centre, including the remaining Royal Parks of Greenwich Park to the south-east and Bushy Park and Richmond Park to the south-west, as well as Victoria Park, East London to the east. Primrose Hill to the north of Regent’s Park is a popular spot to view the city skyline.



Some more informal, semi-natural open spaces also exist, including the 320-hectare (790-acre) Hampstead Heath of North London. This incorporates Kenwood House, the former stately home and a popular location in the summer months where classical musical concerts are held by the lake, attracting thousands of people every weekend to enjoy the music, scenery and fireworks.

### What else to see in London?



The green of the parks gets entangled with the lively city streets. Within the City of Westminster, the entertainment district of the West End has its focus around Leicester Square, where London and world film premieres are held, and Piccadilly Circus, with its giant electronic advertisements. London’s theatre district is there, as are many cinemas, bars, clubs and restaurants, including the city’s Chinatown district (in Soho), and just to the east is Covent Garden, an area housing speciality shops. The United Kingdom’s Royal Ballet, English National Ballet, Royal Opera and English National Opera are based in London and perform at the Royal Opera House, the London Coliseum, Sadler’s Wells Theatre and the Royal Albert Hall.

Islington’s 1 mile (1.6 km) long Upper Street, extending northwards from the Angel, has more bars and restaurants than any other street in the UK. Europe’s busiest shopping area is Oxford Street, a shopping street nearly 1 mile (1.6 km) long — which makes it the longest shopping street in the UK and home to many shops and department stores including Selfridges. Knightsbridge — home to the famous Harrods department store — lies just to the southwest.

London is home to designers Vivienne Westwood, Galliano, Stella McCartney, Manolo Blahnik, and Jimmy Choo; its renowned art and fashion schools make it an international centre of fashion alongside Paris, Milan and New York. London offers a great variety of cuisine as a result of its ethnically diverse population. Gastronomic centres include the Bangladeshi restaurants of Brick Lane and the Chinese food restaurants of Chinatown.

There are a variety of regular annual events in the city. The beginning of the year is celebrated with the relatively new New Year's Day Parade, fireworks display at the London Eye, and the world's second largest street party, the Notting Hill Carnival is held during the late August Bank holiday each year. Traditional parades include November's Lord Mayor's Show, a centuries-old event celebrating the annual appointment of a new Lord Mayor of the City of London with a procession along the streets of the City, and June's Trooping the Colour, a formal military pageant performed by regiments of the Commonwealth and British armies to celebrate the Queen's Official Birthday.

**Answer the following questions:**

1. What, in your opinion, is the "Big Smoke" mentioned in the text? Why "Big" and, most importantly, why "Smoke"?
2. What, in your opinion, are the famous London parks for common Londoners? Are these parks similar to ours? Why (not)? Give your reasons on the matter.
3. What is the so-called London Mecca for theatre-goers? What do you know about the place?
4. What makes the city of London — literally — one of the "fashionable" capitals of the world?
5. What are the city's annual attractions? What is your idea of the annual June's Trooping the Colour?
6. Out of the places mentioned in the text, which one would you like to visit most? Why? Comment on your choice.

2. Prepare a project on one of the top London tourist attractions. Get ready to present your work in class.

**✓ Step 5**

**5.1 Vocabulary Focus: GB. Personalities**

**^ ANTICIPATING THE ISSUE**

What names do you associate with GB? What are these people's achievements?

1. Have a look at the pictures given. Do you recognize the personalities presented? Who are the people?



2. Look through the list of the famous British. Surely you can recognize certain names. Divide the people into the offered categories according to their field of activity. Try to give as many details you know about them as possible.

Helena Bonham Carter	Michael Faraday	Natasha Richardson	Sir Isaac Newton	Sir Francis Drake
Dido	Alfred Hitchcock	John Constable	Captain James Cook	Joseph Wilson Swan
Thomas Paine	Kate Beckinsale	Audrey Hepburn	Rupert Everett	Charles Darwin

Orlando Bloom	Ralph Fiennes	George Stephenson	Steve Davis	Vivien Leigh
David Beckham	David Clarke	Henry Cavendish	Kate Winslet	John Lennon
Charles Babbage	Sir Elton John	Sir Joshua Reynolds	Charles Barry	Eric Clapton
Francis Bacon	Margaret Thatcher	John Lock	Winston Churchill	Hugh Grant
Christopher Wren	Sir Timothy Berners-Lee	Isambard Kingdom Brunel	Sir Andrew Lloyd Webber	Keira Knightley
Henry Moore	Ridley Scott	Colin Firth		

Activity field	Personalities
Actors and actresses	
Artists	
Archaeologists and anthropologists	
Architects	
Engineers	
Explorers	
Filmmakers	
Inventors	
Musicians	
Philosophers	
Politicians	
Scientists	
Athletes	

In what sphere of activity, in your opinion, do the British demonstrate their best? Why do you think so? Comment on your viewpoint.

3. Following the familiar tune, try to recognize the author and performer. Who is the man? What do you know about him and his many achievements?

≈ LISTENING COMPREHENSION

1. What associations do you have with the notion of “blessing”? You are going to listen to one of the most popular tunes related to the topic.

While listening to the song for the first time, fill in the blanks with the words you hear.

Pay attention! The missing words are taken from your active vocabulary.

\_\_\_\_\_

Hey you, you're \_\_\_\_\_  
 You haven't walked yet  
 Your \_\_\_\_\_ have yet to be said  
 But I swear \_\_\_\_\_

I know \_\_\_\_\_  
 Your eyes might be \_\_\_\_\_  
 Or the bluest that I've ever seen

Anyway \_\_\_\_\_

And you, \_\_\_\_\_

I \_\_\_\_\_ you that

I'll pick a star from the sky

Pull your name from a hat

I \_\_\_\_\_ you that, \_\_\_\_\_ you that, \_\_\_\_\_ you that

I need you \_\_\_\_\_

To have and to hold

To walk with you and \_\_\_\_\_ you grow

And know that you're \_\_\_\_\_...

\_\_\_\_\_

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

#### H Home assignment

Translate the lyrics up to the end. Be ready to sing it.

#### F PRACTICE

1. Have you ever heard of the legendary "Iron Lady"? Who is the lady?

Read the story about one of the most intriguing figures in the British history. How, in your opinion, did this little woman deserve such a reputation?

Margaret Thatcher, born Margaret Hilda Robert in the year 1925 in Grantham (Lincolnshire) is known throughout history as a woman of strong substance. Nicknamed "the Iron Lady", she was the first and the only woman to become the prime minister of the United Kingdom. Her tenure was for a period from 1979 to 1990. She was one of the longest serving British prime ministers in history.

She got chemistry degrees from the University of Oxford where she studied from 1947 to 1961 and worked as a research chemist. In 1951, she married Dennis Thatcher and two years later, having studied for the bar, she became a tax lawyer. She joined the Conservative Party and was elected to the House of Commons in 1959.



She was also the leader of the conservative party from 1975 to 1990. Margaret Thatcher served as education and science minister from 1970 to 1974. In 1979, she led the party to victory and became prime minister. In 1982 Argentine forces occupied Falkland Islands claimed by both Argentina and the United Kingdom. Thatcher's government sent a naval force to the Falklands that defeated Argentina.

The victory at Falklands helped Thatcher lead the Conservatives to a sweeping victory in the 1983 parliamentary elections. In October 1984 she survived an attempt on her life when a bomb planted by Irish extremists exploded in Brighton's Grand Hotel during a party conference. Thatcher again won elections in June 1987, thus becoming the first British prime minister in the 20th century to serve three consecutive terms.

**Discuss the following issues:**

1. Why is Margaret Thatcher notable as a politician even today?
2. Do you believe Thatcher's profession influenced her politics? Why do you think so?
3. What challenges did Margaret Thatcher have to face while being PM?
4. Can we call Margaret Thatcher a pioneer? A pioneer in what, do you think?
5. What do you know about the "Iron Lady" apart from her professional career?

2. Have a look at the Margaret Thatcher's spectacular quotes. In your opinion, how do they characterize her personality? Give your ideas on the matter.

- Any woman who understands the problems of running a home will be nearer to understanding the problems of running a country.
- Being powerful is like being a lady. If you have to tell people you are, you aren't.
- Being prime minister is a lonely job... you cannot lead from the crowd.
- I do not know anyone who has got to the top without hard work. That is the recipe. It will not always get you to the top, but should get you pretty near.
- If you want to cut your own throat, don't come to me for a bandage.
- If you want something said, ask a man; if you want something done, ask a woman.
- If you set out to be liked, you would be prepared to compromise on anything at any time, and you would achieve nothing.
- If you lead a country like Britain, a strong country, a country which has taken a lead in world affairs in good times and in bad, a country that is always reliable, then you have to have a touch of iron about you.

3. Prepare the information on one of the British outstanding personalities. Get ready to present your findings to the group.

**& A WORD WITH ANDY ROONEY**

1. What do you usually judge people by? Is nationality one of the factors people may take into account in such cases? Why, do you think?

Read the essay and discuss the issues that follow.

**NO ONE'S PERFECT**

(1) I received three checks in the mail. One of them, from my publisher, was the second installment on my share of profits of the book *My War*. The others were my regular monthly retirement check from the Writers Guild and the Directors Guild. I get them even though I am not retired. It's the same with Social Security. I get that even though I am not socially insecure.

One of my simple pleasures is taking a check to the bank. Somehow when a check is mailed to the bank and all I get is a notice saying that it has been deposited, it isn't satisfying.

(2) Wednesday morning I decided to take the three checks to the bank. While I was out, I planned to take four watches that needed various kinds of help to a real watchmaker in Grand Central Terminal. One watch was given to me by CBS, the other by *60 Minutes*. I'd just as soon

have had a raise but they gave me the watches. I seldom wear either but they needed new batteries. The \$29 Timex, which I wear, needed a new strap.

My bank is near Grand Central so I put the three checks and the four watches in a briefcase and got a taxi. At Grand Central I paid for the ride and crossed the street to take the elevator to the watchmaker on the fourth floor ... without my briefcase.

(3) I had left the three checks on the back seat. I ran into the middle of 42nd Street and looked east as the cab disappeared in traffic.

How, I asked myself, could I be so dumb, careless, irresponsible? Was senility setting in?

I got back to the office 45 minutes later having decided not to tell Susie because I felt so foolish. It is difficult to look normal when you don't feel normal but I walked in trying to look normal. I didn't want her to suspect anything.

(4) "Did you lose something?" she asked cheerily as I came in. "Here's your briefcase. They just brought it up. They said an English tourist saw your address on an envelope and turned it in to security downstairs."

I was dumbfounded and I don't dumbfound easily.

They had taken the man's name and the name of his hotel. I called. Like most Americans anyone with a British accent sounds educated and cultured to me. I thanked him profusely and asked if I could show him around CBS News and buy him lunch the next day. I wanted him to know how grateful I was, not only about getting my possessions back but for providing evidence that there are still decent people in the world. I planned to take him to a good, expensive French restaurant a few blocks from the office.

(5) He arrived with the same accent I'd heard over the phone but his appearance was a surprise. He was about 40 years old, balding and wearing tattered blue jeans and a tacky T-shirt with some indistinguishable, four-color image on it.

As I showed him into my office, I slipped Susie a note to cancel my reservation at the restaurant. It isn't a T-shirt kind of place.

We spent half an hour touring CBS including a long stay on the balcony overlooking the *Evening News* Studio where Dan Rather was sitting at the anchor desk about to do a breaking news story. After the tour I took my guest to the CBS cafeteria in the basement. The food is seldom of a high enough quality to be called mediocre. He thought it looked great and took a full plate. At lunch we talked about world problems. He was, like so many Englishmen, better informed than most Americans. He cleaned his plate and, after a moment's hesitation, asked if he might go back for a second helping.

(6) When he finished, we went upstairs to my office and I started saying goodbye to this new British friend to whom I was so indebted. There was no question that offering him any kind of reward would have been wrong and offensive to him. He was genuinely pleased to have helped me. I took down his London phone number and made a mental note to call our daughter Ellen, who lives in London. I thought perhaps she might invite him to her house for dinner. Realizing I didn't know what my new British friend did for a living, I asked where he worked.

"Me and me buddy have a company" he said. "We make porno films".

Listen, no one's perfect. We said goodbye and I erased the mental note I'd made to have him call my daughter.

2. Decide which title (A—F) best matches the passage (1—6):

- A. A saviour to meet.
- B. Catastrophe at hand.

- C. Just not fit for perfection.
- D. Pangs of conscience.
- E. Paperwork: to and from.
- F. Appearances deceptive.

**3. Discuss the following:**

1. What kind of acquaintance does the author describe? Was it ordinary/extraordinary in any way? Why?
2. Trace how the author — an American himself — characterizes the English. What is Rooney’s attitude towards this particular nation? Why is it so, do you think?
3. Does the author draw any comparisons? What do they demonstrate, in your opinion?
4. What expectations do people usually have about the people from other countries — from England, for instance? Is Andy Rooney an exception to the rule or not?
5. How does the ending of the story characterize Rooney? Any revelations about the author?

**4.** In the text, Rooney states that a restaurant is not “*a T-shirt kind of place*”. Do you agree? What does he mean by that?

Give your examples of places that a) can and b) cannot be called “*T-shirt*” ones.

**5.** What are your thoughts on the peculiarities of the English national character? What are the wide-spread stereotypes?

Compare the national character of the English with that of a typical German/Belarusian. Is there anything in common? Any striking differences? Be ready to comment on your viewpoint.

**6.** Have you ever met anyone perfect? And anybody close to perfection? What makes people “perfect”, in your opinion? Give your thoughts on the issue in a 300-word essay.

**Module 1 Round-Up**

**1.** It’s a well-known fact that GB is a “4-country”. 4 major parts, 4 capital cities, 4 “green” symbols... Go on with the list. Name all the relevant 4s you know.

**2.** Interview your partner on the following issues:

- a) whether the British climate appeals to him/her and why;
- b) what place/city in GB he/she would like to visit most and why;
- c) if given a choice, where in GB he/she would like to live and why;
- d) what famous British he/she would like to meet personally and why;
- e) what associations he/she has with everything “traditionally British”.

**3.** In GB every country is notable for something. Complete the table below and point out, what is peculiar about each of the UK parts.

Country	Peculiarities
England	
Scotland	
Northern Ireland	
Wales	

4. What towns/cities are “hidden” under the following nicknames? Where do the nicknames come from, in your opinion? What are the places known for?

- “the Big Smoke”.
- “the City of Dreaming Spires”.
- “Granite City”.
- “Modern Athens”.
- “Irish Canterbury”.

5. What are the top 10 London sights? Be ready to talk on one of them in every detail.

6. What famous British traditions are connected with the country’s capital city? Give your examples.

7. What are the greatest achievements of the British? What fields of science/art/social life are they especially good at? Give as many examples to prove your viewpoint as possible.

8. What British do you associate the image of the country with? Be ready to report on the personality chosen.

9. Comment on the following statements:

1. Tea to the English is really a picnic indoors (*Alice Walker*).
2. The Irish gave the bagpipes to the Scots as a joke, but the Scots haven’t got the joke yet (*Oliver Herford*).
3. St. Patrick’s Day is an enchanted time — a day to begin transforming winter’s dreams into summer’s magic (*Adrienne Cook*).
4. The English are not a very spiritual people, so they invented cricket to give them some idea of eternity (*G. B. Shaw*).
5. We have really everything in common with America nowadays except, of course, language (*Oscar Wilde*).
6. England is the paradise of women, the purgatory of men, and the hell of horses (*John Florio*).
7. An Englishman is a man who lives on an island in the North Sea governed by Scotsmen (*Philip Guedalla*).
8. When a man is tired of London, he is tired of life; for there is in London all that life can afford (*Samuel Johnson*).
9. When it’s three o’clock in New York, it’s still 1938 in London (*Bette Midler*).
10. An Englishman is a person who does things because they have been done before. An American is a person who does things because they haven’t been done before (*Mark Twain*).

@ 10. “To me, GB is...” Go on with a 300-word essay on the issue.

## MODULE 2

### USA: OUTSIDE & INSIDE

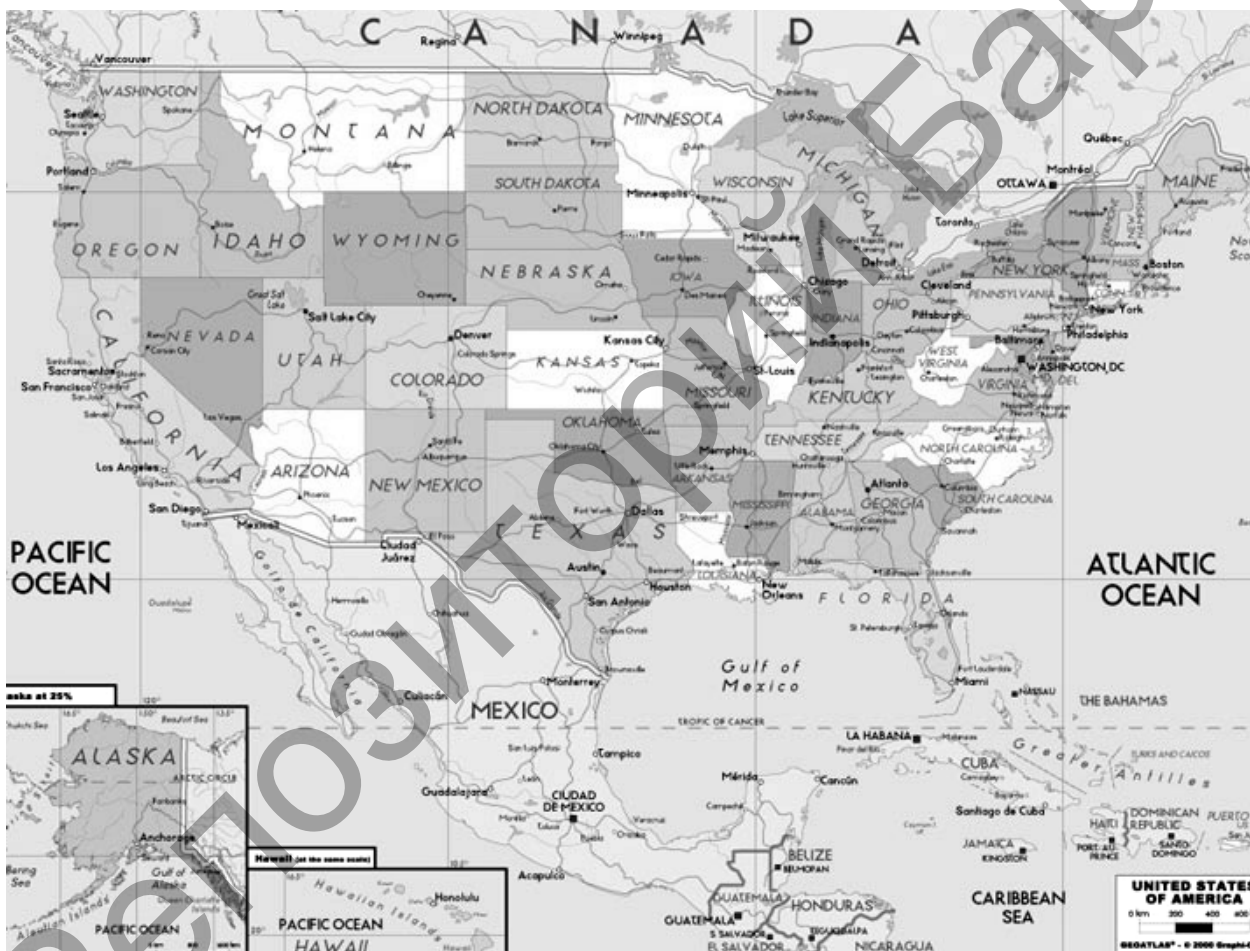
#### ^ ANTICIPATING THE ISSUE

Sometimes they call the USA a “melting pot” or “salad bowl” of nations. Why, in your opinion? Can we say that the US is diverse as geographically as culturally?

### 2.1 US Geography & Tide

1. Look at the map of the US. Judging by the data of the US physical geography, what advantages and disadvantages of its geographical position can you mention?

What can you say about the country’s climate?



Advantages	Disadvantages

2. Using the map, answer the following questions:

1. What waters surround the territory of the USA?
2. What countries does the US border?
3. What states lie in the subtropical climate zone?

4. What states are characterized by the temperate climate conditions?
5. In your opinion, what are the most populous US states? Why do you think so?

3. Do you agree that some places in the US are more famous than the others? Why do you think it is so? What are the best-known places, do you think?

## 2 LISTENING COMPREHENSION

1. What associations do you have with the notion of “traveling”? You are going to listen to one of the most popular tunes related to the topic.

While listening to the song for the first time, fill in the blanks with the words you hear. Pay attention! The missing words are taken from your active vocabulary.

\_\_\_\_\_

On a dark desert \_\_\_\_\_, cool wind in my hair  
 Warm \_\_\_\_\_ of colitas, rising up through the air  
 Up ahead \_\_\_\_\_, I saw shimmering light  
 My head grew heavy and my sight grew dim  
 I had to stop for the night  
 There she stood in the doorway;  
 I heard the mission \_\_\_\_\_  
 And I was thinking to myself,  
 This could be Heaven or this could be \_\_\_\_\_  
 Then she lit up a candle and she \_\_\_\_\_ me the way  
 There were voices down the corridor,  
 I thought I heard them say...

*Refrain*

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Plenty of room at the \_\_\_\_\_  
 Any time of year  
 You can \_\_\_\_\_ it here

Her mind is Tiffany-twisted, she's got the Mercedes bends  
 She's got a lot of pretty boys \_\_\_\_\_  
 How they dance in the courtyard, sweet summer sweat.  
 Some dance to remember, \_\_\_\_\_

So I called up the Captain,  
 Please \_\_\_\_\_ me my wine  
 We haven't had that spirit here since \_\_\_\_\_  
 And still those \_\_\_\_\_ are calling from far away,  
 Wake you up in the middle of the night  
 Just to hear them say...

\_\_\_\_\_

\_\_\_\_\_ (\_\_\_\_\_)

They livin' it up at the \_\_\_\_\_

Bring your alibis

Mirrors on the ceiling,  
Pink champagne on ice  
We are all just prisoners here, of our own device  
And in the master's \_\_\_\_\_,  
They gathered for the feast  
They stab it with their steely knives,  
But they just can't kill the beast!

*Refrain*

*Ortiz*

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

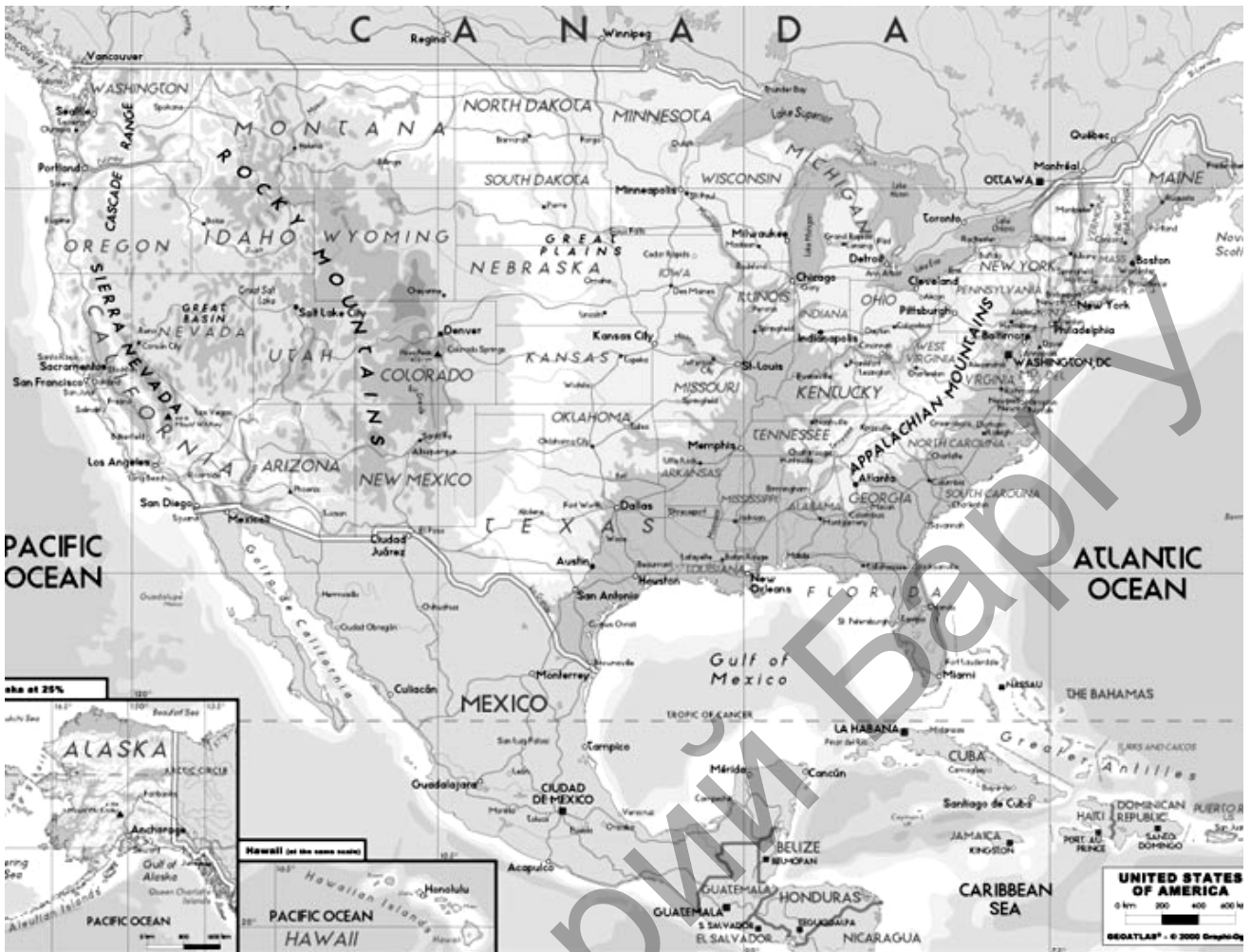
#### H Home assignment

Translate the lyrics up to the end. Be ready to sing it.

4. Every state in the USA has several characteristic nicknames. Look at the list of the nicknames presented below. What associations do they evoke?

Trust your intuition and, using the map, try to match the states given with their original nicknames. When possible, explain your choices:

Nickname	State
"the Last Frontier"	California
"the Great Lake State"	Idaho
"the Aloha State"	New Mexico
"the Sunshine State"	South Dakota
"the Gem of the Mountains"	Alaska
"the Cactus State" ("the Spanish State")	New York
"the Mount Rushmore State"	Hawaii
"the Lone Star State"	Michigan
"the Empire State"	Florida
"the Golden State"	Texas



5. Read the information on the US geography and decide what “privileges” of the latter make the country so appealing to its habitants.

**The United States of America** is sometimes called “The Land of Opportunity”, and in no area is that more true than when it comes to travel. The 50 individual states of America compare favourably in size and population with the various countries of Europe. At 3.79 million square miles (9.83 million km<sup>2</sup>) and with over 310 million people, the United States is the fourth largest country by total area (after Russia, Canada and China), and the third largest both by land area and population. It is one of the world’s most ethnically diverse and multicultural nations, the product of large-scale immigration from many countries. The USA offers a wonderful combination of large cities, smaller towns, farmlands, forests, deserts, mountains, prairies and much more. The climate ranges from tropical to arctic, although most of the country is temperate, with four distinct seasons.

The USA is a federal constitutional republic comprising fifty states and a federal district. The country is situated mostly in central North America, where its forty-eight contiguous states and Washington, D.C., the capital district, lie between the Pacific and Atlantic Oceans, bordered by Canada to the north and Mexico to the south. The state of Alaska is in the northwest of the continent, with Canada to the east and Russia to the west across the Bering Strait. The state of Hawaii is an archipelago in the mid-Pacific. The country also possesses several territories in the Caribbean and Pacific.

America is a land of physical contrasts, including the weather. The southern parts of Florida, Texas, California, and the entire state of Hawaii, have warm temperatures year round; most of the United States is in the temperate zone, with four distinct seasons and varying numbers of hot and cold days each season, while the northern tier of states and Alaska have extremely cold winters. The land

varies from heavy forests covering 2,104 million hectares, to barren deserts, from high-peaked mountains (McKinley in Alaska rises to 6193.5 meters), to deep canyons (Death Valley in California is 1,064 meters below sea level).

The United States is also a land of bountiful rivers and lakes. The northern state of Minnesota, for example, is known as the land of 10,000 lakes. The broad Mississippi River system, of great historic and economic importance to the U.S., runs 5,969 kilometers from Canada into the Gulf of Mexico — the world’s third longest river after the Nile and the Amazon. A canal south of Chicago joins one of the tributaries of the Mississippi to the five Great Lakes — making it the world’s largest inland water transportation route and the biggest body of fresh water in the world. The St. Lawrence Seaway, which the U.S. shares with Canada, connects the Great Lakes with the Atlantic Ocean, allowing seagoing vessels to travel 3,861 kilometers inland, as far as Duluth, Minnesota, during the spring, summer and fall shipping season.

America’s early settlers were attracted by the fertile land along the Atlantic coast in the southeast and inland beyond the eastern Appalachian mountains. As America expanded westward, so did its farmers and ranchers, cultivating the grasslands of the Great Plains, and finally the fertile valleys of the Pacific Coast. Today, with 1,214 million hectares under cultivation, American farmers plant spring wheat on the cold western plains; raise corn, wheat and fine beef cattle in the Midwest, and rice in the damp heat of Louisiana. Florida and California are famous for their vegetable and fruit production, and the cool, rainy northwestern states are known for apples, pears, berries and vegetables.

History has glamorized the gold rushes to California and Alaska and the silver finds in Nevada. Yet America’s yearly production of gold (\$2,831,000,000) is far exceeded by the value of its petroleum, natural gas, clays, phosphates, lead and iron, even its output of sand, cement and stone for construction. Production value of crude oil alone is about 4.2 thousand million annually, pumped from petroleum reserves that range from the Gulf of Mexico to Alaska’s North Slope. In other words, underground, a wealth of minerals provides a solid base for the ever progressing development of American industry.

6. Using the information from the text above, give a sketch of the US “physical portrait”: the country’s 1) geographical position; 2) size; 3) climate; 4) weather conditions; 5) natural resources; 6) capital city; 7) administrative division; 8) population. Be ready to comment on the issue.

Geographical position	Size	Climate	Weather conditions	Natural resources	Capital city	Administrative division	Population
US							
...							

Using the pattern above and the knowledge of the physical geography of the countries you are already familiar with, fill in the chart below:

Geographical position	Size	Climate	Weather conditions	Natural resources	Capital city	Administrative division	Population
UK							
Germany							
Belarus							

Make a comparative analysis of the data you’ve got. Be ready to discuss the results of the analysis with the whole group.

## 2.2 USA Cities

What cities come into your mind while talking about the US? Why, do you think?

1. Most of American's highly populous cities bare peculiar nicknames. Have you ever heard any? Have a look at the list of some of them and say what they "tell" us about the geographical places presented. What, in your opinion, are these cities famous for?

"Windy City" (Chicago)  
"Sin City" (Las Vegas)  
"Gotham" (New York)  
"Motor City" (Detroit)  
"Chocolate Town" (Hershey)  
"Bay City" (San Francisco)  
"Jet City" (Seattle)

2. Read the following quotes on one of the most popular American cities. How do the quotes characterize the place? Can you guess the place by its description?

1. \_\_\_\_\_ is the biggest collection of villages in the world (*Alistair Cooke*).
2. There is something in the \_\_\_\_\_ air that makes sleep useless (*Simone De Beauvoir*).
3. \_\_\_\_\_ is a different country. Maybe it ought to have a separate government. Everybody thinks differently, they just don't know what the hell the rest of the United States is (*Henry Ford*).
4. A hundred times have I thought \_\_\_\_\_ is a catastrophe, and fifty times: it is a beautiful catastrophe (*Le Corbusier*).
5. Robinson Crusoe, the self-sufficient man, could not have lived in \_\_\_\_\_ city (*Walter Lippman*).
6. Skyscraper national park (*Kurt Vonnegut*).
7. \_\_\_\_\_ City is a great apartment hotel in which everyone lives and no one is at home (*Glenway Wescott*).

3. Read the information on one of the world's craziest metropolitan areas, discuss the questions that follow. What exactly about New York invites people in?

**New York (NY)** is the most populous city in the United States and the most populous metropolitan areas in the world. A leading global city, New York exerts a powerful influence over global commerce, finance, media, culture, art, fashion, research, education, and entertainment. As host of the United Nations Headquarters, it is also an important center for international affairs. The city is often referred to as **New York City (NYC)** or the **City of New York** to distinguish it from the state of New York, of which it is a part.

Located on a large natural harbor on the Atlantic coast of the Northeastern United States, the city consists of five boroughs: **The Bronx, Brooklyn, Manhattan, Queens, and Staten Island.**



The city's 2009 estimated population approached 8.4 million, and with a land area of 305 square miles (790 km<sup>2</sup>), New York City is the most densely populated major city in the United States. The New York metropolitan area's population is also the nation's largest, estimated at 19.1 million people over 6,720 square miles (17,400 km<sup>2</sup>). Furthermore, the Combined Statistical Area containing the greater New York metropolitan area contained 22.2 million people as of 2009 Census estimates, also the largest in the United States.

New York was founded as a commercial trading post by the Dutch in 1624. The settlement was called New Amsterdam until 1664 when the colony came under English control. New York served as the capital of the United States from 1785 until 1790. It has been the country's largest city since 1790. As many as 800 languages are spoken in New York City, making it the most linguistically diverse city in the world.

Many districts and landmarks in the city have become well known to outsiders. The Statue of Liberty greeted millions of immigrants as they came to America in the late 19th and early 20th centuries. Times Square, iconified as "The Crossroads of the World", is the brightly illuminated hub of the Broadway theater district, one of the world's busiest pedestrian intersections, and a major center of the world's entertainment industry. Anchored by Wall Street, in Lower Manhattan, New York vies with London as the financial capital of the world and is home to the New York Stock Exchange, the world's largest stock exchange by market capitalization of its listed companies. The original Manhattan Chinatown attracts throngs of tourists to its bustling sidewalks and retail establishments. World-class schools and universities such as Columbia University and New York University also reside in New York City.

**Discuss the following issues:**



1. What words can one use to describe NYC?
2. What are the major boroughs of NY? How different are they from each other, do you think?
3. Initially, what was the impulse for the city's foundation?
4. What associations do you have with one of NY boroughs, Manhattan? What do you know about the location?
5. How many languages are spoken within the city's boundaries? How do people manage to communicate, in your opinion?

**9 4. Watch the video on the so-called "hidden NY" and answer the following questions:**









1. What place earned NYC the nickname "Performing Arts' Capital"?
2. What is NYC's "crown jewel"?
3. What was Washington Square Park earlier in history?
4. How many islands are there in NYC?
5. What is the only island in NYC connected naturally to the mainland?
6. Why do NY bungee-jumpers enjoy their hobby late at night?
7. How much does it cost to try bungee-jumping in NY?

**5. Prepare the information on one of NYC boroughs. Get ready to present it to the audience.**

**6. Do you know any of NY sights? You've definitely heard about some of them before. Try to match the top 10 NYC attractions with their descriptions and images.**

Sight	Description	Image
Statue of Liberty	The first large city park in the United States. The design by Olmsted and Vaux has been copied all over the world	
World Trade Center / Ground Zero	One of the most famous and most beloved skyscrapers in NYC. The Art Deco tower was the tallest building in the world when constructed in 1930	

The table termination

Sight	Description	Image
Empire State Building	Now home to the immigration museum, the place was the immigrant gateway to America. More than 12 million people arrived here on the way to their new life in a new country	
Grand Central Terminal	The twin towers of the construction were the tallest buildings in the world when they were completed in 1972. Today the memorial honors the 2979 people who died in the 2001 Muslim terrorist attack	
Rockefeller Center	One of the greatest railway stations in the world. The grand Beaux-Arts structure was built in 1913 for the New York and Harlem Railway Company	
Ellis Island	A gift from France for the centennial of America's Independence, symbolizes nowadays the USA and NY in particular	
Brooklyn Bridge	The most bustling square of NY, is known for its many Broadway theatres, cinemas and super sights. It is one of those places that make New York a city that never sleeps	
Chrysler Building	Originally known as Radio City, the place is a complex of buildings developed in the middle of the Great Depression. Originally the complex consisted of 14 buildings, the 70-storey RCA building being the tallest	
Central Park	The most famous skyscraper in the world. From the top, one has a great view over Midtown and the rest of NYC	
Times Square	The bridge, built between 1869 and 1883, connects Brooklyn with Manhattan. It is one of the most magnificent landmarks in all of NYC	

7. Different sights, different purposes. Analyze the list of the top 10 tourist attractions in NYC. What, in your opinion, are the functions of each of them? Comment on your viewpoint.

8. Prepare the information on one of the NYC sights listed above. Get ready to present your projects to the group.

& A WORD WITH ANDY ROONEY

1. Do you think you know your native country well? Andy Rooney doubts it. Read the essay below and do the tasks that follow.

HOMETOWN U.S.A.

(1) When I was growing up in the capital city of New York State, it never occurred to me that there was any other place named Albany. Over the years I began to hear about Albany, Georgia, and then Albany, California. Now I know there are 18 places called Albany in the United States.

If you think the name of your village, town or city is unique, you're probably wrong, too. There are 19,289 incorporated places in the United States and enough duplicate names to be a pain to the Postal Service. Of those, 9,716 are cities, 4,600 are towns, 3,736 are villages.

(2) There's a wide variation from state to state in what can be called a city. In New York State, the biggest city is, of course, New York. It has 9,000,000 people. The smallest city in New York is called Sherrill with a population of just 2,864.

There are 62 cities in New York State and Montana has almost as many, 51. That's because a wide place in the road with 1,000 people can be a city in Montana. Montana doesn't have any villages, which seems too bad. In Virginia a place has to have a population of 5,000 to be called a city.

(3) The most popular name for a community in America is a surprise. It's "Franklin" and he wasn't even President. There are 33 Franklins.

There are hundreds of places named after one of our Presidents — although they're named after only 15 of them. Those fifteen each have at least five places named after them. The latest President to have at least five places named after him was Wilson. There are a few Woodrows, too.

There are nine Roosevelts but all of them are old enough to have been named after Teddy, not Franklin. There are 31 places named Washington. There are 30 communities in America named Clinton. That's second only to Washington and ahead of Lincoln with 28, Madison with 27, Monroe with 27 and Jackson with 23. All of the places called Clinton were named before Bill was President. There are no cities named Bill.

(4) Besides 18 Albanys, there are 21 Clevelands, 18 Buffaloes, 18 Hart-fords, 15 Rochesters, 15 Nashvilles, 13 Atlantas, 12 Denvers, 12 Houstons, 11 Dallases, 10 Hollywoods and nine places called Miami. I wouldn't want to live in a place called Miami, Ohio.

Salem is a popular name. There are 30 Salems and 28 Springfields. There are 20 places named Columbus, another 20 named Columbia.

(5) Cities and towns named "Fair" something are everywhere. There are 26 Fairfields and dozens of places named Fairmont, Fairmount, Fairview, Fairdale, Fairbanks, Fairplay and Fair Haven.

(6) Names of foreign cities get used a lot in this Country. There are 24 Troys, 15 cities named Paris, 13 Bethlehems, 10 Warsaws, some Viennas, Cairos, Panamas and Londons.

Five towns are named California although none of them is in California and five are named Virginia and aren't there, either.

So, if you write, don't forget the zip code.

2. Decide which title (A—F) best matches the passage (1—6):

- A. US international.
- B. "Terra incognita".
- C. "Chief" cities.
- D. Place kindreds.
- E. Twins multiple.
- F. Cities vary.

3. Discuss the following issues:

1. The essay is a real "flood" of information. But what is the most striking about it?
2. Judging by the American place names Rooney mentions, can one talk about any "tendencies" in this sphere?
3. What, in your opinion, gives rise to place names in general?

4. Why, do you think, the places named “Fair” something are so frequent in the US?
5. What places in the US “commemorate” the country’s famous leaders? Give as many examples, as possible. Are there any place names of the kind in you country? In any other countries?

4. “...24 Troys, 15 cities named Paris, 10 Warsaws...”.  
What is THIS? How would you explain such a cultural phenomenon?

5. Conduct research. Find the information on the city/town/village names in a) the UK, b) Germany and c) Belarus. Are there any Troys or Viennas? Are there any other interesting tendencies of the kind in the countries under discussion? Get ready to share your findings with the audience.

6. Study the map of Belarus more closely. Are there any place names on it that catch one’s attention at once? What are those? What is their “name” story? “Fish” for the information necessary and present your findings in a 300-word essay. Be ready to present it to your groupmates.

### 2.3 Washington, D.C.

What cities/towns named after famous personalities do you know? What do you know about the city of Washington? What historical figure was the place named after?

1. Look at where Washington, D.C. fits into the “jigsaw” of the US. In your opinion, what factors (in terms of the geographical location and not only) gave rise to this metropolitan area? Explain your viewpoint.



What does “D.C.” stand for?

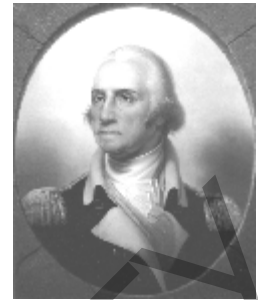
D. C. stands for District of Columbia. It is called District of Columbia because it was built on the Territory of Columbia, a 10-square mile piece of land that used to be part of Virginia and Maryland. The territory of Columbia was named so after Christopher Columbus.

2. Analyze the well-known nicknames of Washington, D.C. What additional information on the city do they convey?

1. “News Capital of the World”.
2. “Executive City”.
3. “Great White City”.
4. “Capital of the Vast Republic”.
5. “Capitol City”.

3. Read the story of the “Capitol City” and answer the questions that follow. Say why Washington, D.C. differs so much from other American metropolitan areas.

Washington D.C. is a “district” created by the Congress of the United States in 1790 as the nation’s capital. In the early years, the U.S. Congress met in several cities, including Philadelphia, New York and Princeton, before committing to a permanent seat of government in 1790. George Washington personally selected the site of the nation’s permanent capital in 1791, and Congress agreed because it was a natural midpoint that would satisfy both northern and southern states. Maryland and Virginia agreed to cede land to create the District of Columbia, and an area “ten miles square” (26 sq km) was laid out. Virginia’s portion south of the river was returned to that state in 1846.



President George Washington commissioned French architect Pierre L’Enfant, one of his staff officers at Valley Forge, to design the new city. When L’Enfant laid the plans for Washington DC, he designed it in the mold of Paris, complete with grassy fields, long reflecting pools, and a sense of beauty that would be lost in an urbanized relative. Soon after the construction began, L’Enfant was fired and replaced by the city surveyor Andrew Ellicott and Benjamin Banneker, a freeborn black man who was an astronomer and mathematician. Parts of L’Enfant’s vision for the layout of the city can still be seen today, including the Washington Monument.

Work started on the ornate Capitol in 1793, and the seat of government was transferred from Philadelphia to Washington on December 1, 1800. But construction of the first phase of the Capitol was not completed until 1826. President John Adams was the first resident in the White House, moving into the unfinished building in 1800.

Two hundred years ago, the world wondered why America had chosen this swampy locale as its capital. It took its first hundred years for Washington to evolve from bumpkin backwater status to an international hub of power, diplomacy, and beauty.

Today Washington D.C. plays a unique role both in the US national and international life. It is the only major planned city in the United States and one of the nation’s most impressive sightseeing places. The central northwestern portion of the city, surrounding the Mall, is the focus of governmental activity and is defined by the structures housing the various units of government: the Capitol, on Capitol Hill; the White House, at 1600 Pennsylvania Avenue; the Supreme Court; the Library of Congress; the State Department; the Justice Department; the Federal Bureau of Investigation; and many more. Interspersed among these buildings are the Washington Monument; the Lincoln and Jefferson memorials on either side of the Tidal Basin, around which Japanese cherry trees flower each spring; and the imposing neo-Gothic facade of the Smithsonian Institution. The Pentagon complex lies across the Potomac in Virginia adjacent to Arlington National Cemetery.

**Answer the following questions:**

1. How “old” is Washington, D.C.?
2. What is the story of the city’s foundation?
3. Who designed the future US capital?
4. What is the Capitol exactly?
5. What role does Washington, D.C. play in the life of modern America?

4. What to see in Washington? Read the information on the famous city’s sights, get ready to discuss it. What do you know about the sights listed below?

Washington D.C, arguably the world’s first planned capital, is also one of its most beautiful cities. It is a city with interesting views, which change from block to block. Unlike other large cities, Washington isn’t dominated by skyscrapers, largely because, in 1910, Congress passed a height-restrictions act to prevent federal monuments from being overshadowed by commercial construction

(no building, for example, should be higher than the Capitol!). The buildings stretch out gracefully and are never far from expanses of green. The city also boasts world-class museums and art galleries (nearly all of them free), eclectic bars and restaurants, and a vibrant cosmopolitan nightlife.

Places to visit:

- U.S. Capitol.
- White House & Lafayette Square.
- JF Kennedy Center.
- Adams Morgan neighborhood
- Arlington National Cemetery.
- Corcoran Gallery of Art.
- Pentagon City.
- Georgetown.
- The Smithsonian.
- International Spy Museum.
- National Museum of American History.

Prepare the information on one of the popular Washington sights listed above. Be ready to present it in class.

## 2.4 USA Economy & Politics

“USA + economy”, “USA + politics” — what associations do these combinations evoke? Why? Explain your viewpoint.

1. Read the text below that features the basic data representing the US economic sphere of life. What do the data imply? Comment on the figures given.

A.

### US NATIONAL ECONOMY

The United States has a capitalist mixed economy, which is fueled by abundant natural resources, a well-developed infrastructure, and high productivity. According to the International Monetary Fund, the U.S. GDP of \$14.4 trillion constitutes 24% of the gross world product at market exchange rates. It has the largest national GDP in the world.

The United States is the largest importer of goods and third largest exporter. Canada, China, Mexico, Japan, and Germany are the country’s top trading partners. In 2007, vehicles constituted both the leading import and leading export commodity. The United States ranks second in the Global Competitiveness Report. The New York Stock Exchange is the world’s largest by dollar volume.

The US economy is postindustrial, with the service sector contributing 67.8% of GDP, though the United States remains an industrial power.

The leading business field by gross business receipts is wholesale and retail trade; by net income it is manufacturing.

The United States is the third largest producer of oil in the world, as well as its largest importer. It is the world’s number one producer of electrical and nuclear energy, as well as liquid natural gas, sulfur, phosphates, and salt. Chemical products represent the leading



manufacturing field. Among the most important manufacturing industries are aircraft, cars, textiles, radio and television sets, armaments, furniture and paper.

While agriculture accounts for just under 1% of GDP, the United States is the world's top producer of corn and soybeans.

Nowadays the two most recognized American brands in the world are Coca-Cola and McDonald's.

**B.**

**INCOME AND HUMAN DEVELOPMENT**

According to the United States Census Bureau, the pretax average household income in 2007 was \$49,777. The income ranged from \$65,469 among Asian American households to \$32,584 among African American households.

In August 2010, the American labor force comprised 154.1 million people. The largest private employment sector is health care and social assistance, with 16.4 million people. About 12% of workers are unionized, compared to 30% in Western Europe. The World Bank ranks the United States first in the ease of hiring and firing workers. In 2009, the United States had the third highest labor productivity per person in the world, behind Luxembourg and Norway. It was fourth in productivity per hour, behind those two countries and the Netherlands. Compared to Europe, U.S. property and corporate income tax rates are generally higher, while labor rates are lower.

11—15% of Americans live nowadays below the poverty line, and 58.5% spend at least one year in poverty between the ages of 25 and 75. And although the American welfare state does well in reducing poverty among the elderly, the young receive relatively little assistance: a 2007 UNICEF study of children's well-being in twenty-one industrialized nations ranked the United States next to last.

**C.**

Using the information from the texts you've read, fill in the chart below with the appropriate figures. Discuss the results with a partner and then with the group. How do the figures given characterize the US economy?

Field	Statistics (figures)
The U.S GDP...	
Top trading partners...	
The major sector...	
The leading business field by gross business receipts...	
The leading business field by net income...	
The world's number one producer of...	
The leading manufacturing field...	
The third largest producer/ the world's largest importer of...	
The world's top producer of...	

**D.**

Pay attention to the words underlined in the text. All the notions represent the world's international organizations/financial groups. What do you know about the organizations mentioned? What are their functions on the international financial arena?

2. It's common knowledge that Americans are proud of the free country they live in. What freedoms, in your opinion, are the basic ones and especially treasured? Why do you think so?

A.

In the year of 1941 US President F. D. Roosevelt in one of his famous speeches formulated the 4 freedoms every American should possess. Another man (Norman Rockwell by name), inspired by Roosevelt's speech, painted later the so-called "Four Freedoms series". The four paintings of his presented below illustrate the basic four freedoms of Americans. What are the freedoms? Give your ideas on the matter.



1)



2)



3)



4)

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

B.

The article presented below is an extract from the "4 Freedoms Speech" made by F. D. Roosevelt more than half a century ago. Read it carefully and say what exactly each of the freedoms imply.

"...In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms.

The first is freedom of speech and expression — everywhere in the world.

The second is freedom of every person to worship God in his own way — everywhere in the world.

The third is freedom from want — which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants — everywhere in the world.

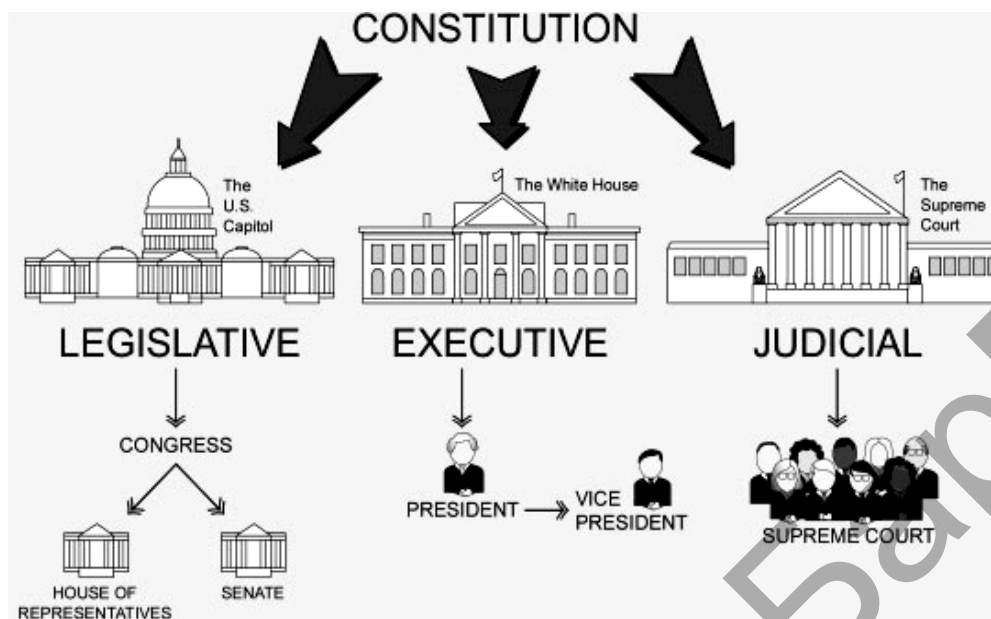
The fourth is freedom from fear — which, translated into world terms, means a world — wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor — anywhere in the world.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called new order of tyranny which the dictators seek to create with the crash of a bomb..."

*(Franklin D. Roosevelt, from the Union Address to the Congress, January 6, 1941)*

Do you agree that the American society of today demonstrates a good example of the 4 freedoms application? Why (not)?

3. Look at the scheme featuring the structure of the American government of today. With a partner and then with the group discuss the questions that follow:



1. What are the major branches of the US government?
2. What regulates the actions of all the political structures in the country?
3. What, in your opinion, are the functions of the US Congress?
4. Who performs the executive functions in the government?
5. What place, do you think, is the “heart” of American political life? Why?

4. The texts below throw more light on the sphere of US political life. Read the information and answer the questions that follow.

#### US PARTIES, IDEOLOGY, AND POLITICS



The United States has operated under a two-party system for most of its history. For elective offices at most levels, state-administered primary elections choose the major party nominees for subsequent general elections. Since the general election of 1856, the major parties have been **the Democratic Party**, founded in 1824, and **the Republican Party**, founded in 1854.

Within American political culture, the Republican Party is considered center-right or “conservative” and the Democratic Party is considered center-left or “liberal”. The states of the Northeast and West Coast and some of the Great Lakes states, known as “blue states”, are relatively liberal. The “red states” of the South and parts of the Great Plains and Rocky Mountains are relatively conservative.

The winner of the 2008 presidential election, Democrat Barack Obama, is the 44th U.S. president. All previous presidents were men of solely European descent. The 2008 elections also saw the Democratic Party strengthen its control in the country: today the top country’s executives are 26 Democratic and 24 Republican state governors.

The United States exercises global economic, political, and military influence. It is a permanent member of the United Nations Security Council and New York City hosts the United Nations Headquarters. It is a member of the G8, G20, and Organisation for Economic Co-operation and Development. Almost all countries have embassies in Washington, D.C. Likewise, nearly all nations

host American diplomatic missions. However, Cuba, Iran, North Korea, Bhutan, Sudan, and the Republic of China (Taiwan) do not have formal diplomatic relations with the United States.

The United States enjoys strong ties with the United Kingdom, Canada, Australia, New Zealand, Japan, South Korea, and Israel. It works closely with fellow NATO members on military and security issues.

**Discuss the following questions:**

1. What are the two traditionally leading political forces in the USA?
2. What are the so-called “blue states” and “red states”? Why are they named “red” and “blue”? How can you explain the choice of the “palette”?
3. What political party has recently strengthened its position? How?
4. The opposition of the Republican Party and the Democratic Party is the opposition of “the conservative” and “the liberal”. What do you see in this opposition? What is your understanding of being a conservative and that of being a liberal? Explain your viewpoint.
5. What do the abbreviations “G8”, “G20”, “NATO” imply? What do you know about these political structures? Are they purely political, by the way? Give your ideas on the matter.

5. Politics is the field people always treat differently. And not always people’s attitude is positive. Analyze the quotes on politics presented below. In your opinion, what makes some of the best-known American politicians think so low about politics?

*“Mothers all want their sons to grow up to be president but they don’t want them to become politicians in the process”* — J. F. Kennedy, 35th US President (1917—1963)

*“Being in politics is like being a football coach. You have to be smart enough to understand the game, and dumb enough to think it’s important”* — Eugene McCarthy, US Senator (1916—2005)

*“Politics is supposed to be the second-oldest profession. I have come to realize that it bears a very close resemblance to the first”* — Ronald Reagan, 40th US President (1911—2004)

@ 6. What is your own attitude towards politics? Write a 300-word essay on one of the following topics:

1. “My view on the US international policy of today”
2. “Politics as everyone’s concern”
3. “Politics: a professional career or a hobby to enjoy?”

## 2.5 Outstanding Americans

What names do you usually associate with the US? What are these people’s achievements?

1. Have a look at the pictures. Do you recognize the personalities presented below? Who are the people?



**A.**

Look through the list of the famous Americans. Surely you can recognize certain names. Divide the people into the offered categories according to their fields of activity. Try to give as many details you know about them as possible.

Henry Wadsworth Longfellow	George Gershwin	Noah Webster	Steven Spielberg	Louis Armstrong
	Frank Sinatra	Isadora Duncan	Elvis Presley	Samuel F. B. Morse
George Lucas	“Babe” Ruth	Stephen King	George Washington	Andy Warhol
William Faulkner	Edgar Allan Poe	Benjamin Spock	Marilyn Monroe	Frank Lloyd Wright
Thomas Jefferson	Walt Disney	Michael Jordan	William Faulkner	Benjamin Franklin
Wright brothers	F. Scott Fitzgerald	Michael Douglas	J. D. Salinger	Alexander Graham Bell
Muhammad Ali	Mark Twain	Thomas Edison	Jackson Pollock	

Activity field	Personalities
Actors and actresses	
Artists	
Architects	
Filmmakers	
Inventors	
Musicians	
Philosophers	
Politicians	
Scientists	
Athletes	

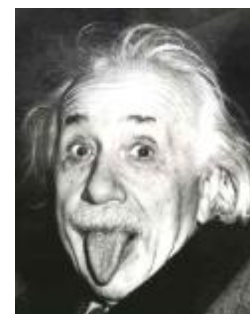
**B.**

In what sphere of activity, in your opinion, do Americans demonstrate their best? Why do you think so? Give your reasons and examples on the matter.

2. The article below is dedicated to one of the most intriguing scientists in American history. Read the information carefully, be ready to discuss the questions that follow.

“...AM I? OR ARE THE OTHERS CRAZY?”  
 Albert Einstein (1879—1955)

Though being recognizes as an American scientists, Albert Einstein was born on March 14, 1879 in Ulm, Wurttemberg, Germany. Einstein contributed more than any other scientist since Sir Isaac Newton to our understanding of physical reality. Einstein was slow to learn to talk, not beginning to speak until sometime after his second birthday. His slow verbal development combined with a native rebelliousness toward authority, led one schoolmaster to say that young Albert would never amount to much.



Einstein’s mother, Pauline, was a talented pianist. She introduced Albert to music as a small child, beginning his violin lessons at age six. He labored under unimaginative instruction until

discovering the joys of Mozart's sonatas at age 13. From that point on, although he had no further lessons, his violin remained a constant companion. Einstein said later, "I live my daydreams in music. I see my life in the form of music".

When Einstein was 10, a poor student named Max Talmud began dining with the Einstein family once a week. Max would bring illustrated science books for Albert to study, and they would discuss what Albert learned. Max gave him a geometry textbook two years before Albert was to study the subject at school. Max later recalled, "...soon the flight of his mathematical genius was so high that I could no longer follow."

In 1896, Einstein entered the Swiss Federal Polytechnic School in Zurich to be trained as a physics and mathematics instructor. He graduated in 1901, and unable to find a teaching position, accepted a job as technical assistant in the Swiss Patent Office in Bern. Einstein worked at the patent office from 1902 to 1909. During this period he completed an astonishing range of theoretical physics publications, written in his spare time, without the benefit of scientific literature or close contact with colleagues.

The most well known of these works is Einstein's 1905 paper proposing the special theory of relativity. He based his new theory on the principle that the laws of physics are in the same form in any frame of reference. As a second fundamental hypothesis, Einstein assumed that the speed of light remained constant in all frames of reference. Later in 1905 Einstein showed how mass and energy were equivalent expressing it in the famous equation:  $E=mc^2$  (energy equals mass times the velocity of light squared). This equation became a cornerstone in the development of nuclear energy.

Einstein's researches are, of course, well chronicled and his more important works include "Special Theory of Relativity" (1905), "Relativity" (English translations, 1920 and 1950), "General Theory of Relativity" (1916), "Investigations on Theory of Brownian Movement" (1926), and "The Evolution of Physics" (1938). Among his non-scientific works, "About Zionism" (1930), "Why War?" (1933), "My Philosophy" (1934), and "Out of My Later Years" (1950) are perhaps the most important. Albert Einstein received honorary doctorate degrees in science, medicine and philosophy from many European and American universities. During the 1920's he lectured in Europe, America and the Far East and he was awarded Fellowships or Memberships of all the leading scientific academies throughout the world. He gained numerous awards in recognition of his work, including the Copley Medal of the Royal Society of London in 1925, and the Franklin Medal of the Franklin Institute in 1935.

Einstein's gifts inevitably resulted in his dwelling much in intellectual solitude and, for relaxation, music played an important part in his life.

Einstein received the Nobel Prize in 1921 but not for relativity, rather for his 1905 work on the photoelectric effect. He worked at Princeton until the end of his life trying to unify the laws of physics.

**Discuss the following issues:**

1. What was Einstein's background like?
2. What kind of child was Albert Einstein? Was he a quick learner?
3. How did young Albert get his first experience of studying science?
4. What education did Einstein acquire?
5. What is considered to be the Einstein's greatest contribution to science?

**3. Analyze Einstein's following quotes. In your opinion, what character do they illustrate? What kind of person was Albert Einstein?**

- Imagination is more important than knowledge.
- When you are courting a nice girl an hour seems like a second. When you sit on a red-hot cinder a second seems like an hour. That's relativity.
- I have no special talent. I am only passionately curious.
- We can't solve problems by using the same kind of thinking we used when we created them.
- The important thing is not to stop questioning. Curiosity has its own reason for existing.
- Any intelligent fool can make things bigger, more complex, and more violent. It takes a touch of genius and a lot of courage to move in the opposite direction.

- If the facts don't fit the theory, change the facts.
- Any man who reads too much and uses his own brain too little falls into lazy habits of thinking.
- I know not with what weapons World War III will be fought, but World War IV will be fought with sticks and stones.
- The only thing that interferes with my learning is my education.
- Education is what remains after one has forgotten everything he learned in school.
- Gravitation is not responsible for people falling in love.

4. What other notable Americans seem to be interesting to you? Prepare a report/project on one of the outstanding US personalities. Be ready to present it in class.

@ 5. Write an essay on one of the following issues:

1. "US role in the world of today";
2. "The US sight I'd like to visit most";
3. "American mentality: a mystery to be solved".

### Module 2: Round-Up

1. They say sometimes that the US is a giant piece of geographical patchwork. What is meant by the expression? Do you agree with the idea?

2. Interview your partner on the following issues:

- a) whether the US climate appeals to him/her and why;
- b) what place/city in the US he/she would like to visit most and why;
- c) if given a choice, where in the US he/she would like to live and why;
- d) what famous Americans he/she would like to meet personally and why;
- e) what associations he/she has with "America".

3. What are the wonders of the US physical geography? Can you name any? Where (in what states) are they located?

4. What states are "hidden" under the following nicknames? Where do the nicknames come from?

"the Last Frontier"	
"the Lone Star State"	
"the Gem of the Mountains"	
"the Sunshine State"	
"the Golden State"	
"the Cactus State"	

5. What are the top 10 NY sights? Be ready to talk on one of them in every detail.

6. What is the so-called "Capitol City"? What do you know about the place? In what aspect(s) is it peculiar/different from other American cities?

7. Point out the spheres of economics in which the US plays the leading part on the international arena.

8. What are the 4 freedoms every American possesses “de facto”? What do they imply? Be ready to talk on the issue.

9. Comment on the following statements:

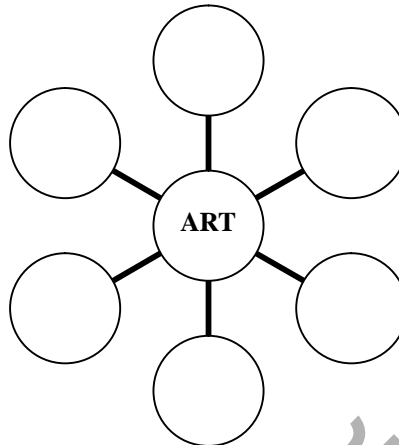
1. America is not just a country but a way (*Carrie Latet*).
2. America did not invent human rights. In a very real sense... human rights invented America (*Jimmy Carter*).
3. The American experiment is the most tremendous and far reaching engine of social change which has ever either blessed or cursed mankind (*Charles Francis Adams*).
4. New York has a trip-hammer vitality which drives you insane with restlessness if you have no inner stabilizer (*Henry Miller*).
5. California can and does furnish the best bad things that are obtainable in America (*Hinton R. Helper*).
6. Las Vegas: all the amenities of modern society in a habitat unfit to grow a tomato (*Jason Love*).
7. You can learn more about human nature by reading the Bible than by living in New York (*William Loyn Phelps*).
8. California, that advance post of our civilization, with its huge aircraft factories, TV and film studios, automobile way of life... its flavourless cosmopolitanism, its charlatan philosophies and religions, its lack of anything old and well-tried rooted in tradition and character (*J. B. Priestley*).
9. The final story, the final chapter of western man, I believe, lies in Los Angeles (*Phil Ochs*).
10. What is the essence of America? Finding and maintaining that perfect, delicate balance between freedom “to” and freedom “from” (*Marilyn vos Savant*).
11. America is a passionate idea or it is nothing. America is a human brotherhood or it is chaos (*Max Lerner*).

@ 10. They say America was made up by “the nation of conquerors”. Do you agree? What people built up the image of the US we know today? Present your thoughts on the matter in a 300-word essay.

ON ART

^ ANTICIPATING THE ISSUE

What's ART, in your opinion? And what's in art for YOU?  
 Draw as many associations the word "art" evokes in you, as possible:



**3.1 Theatre: Does the Word Ring a Bell?**

Are you a theatre-goer? Do you believe theatre is an out-of-date pastime?

1. What's comprised in the notion of theatre, do you think? Make sure you understand the given words. Try to find German/Russian equivalents to the following:

**Theatre types**

formal theatre	Theatre that focuses on public performance in the front of an audience and in which the final production is most important
informal theatre	A theatrical performance that focuses on small presentations, such as one taking place in a classroom setting. Usually, it is not intended for public view
Greek theatre	Theatrical events in honor of the god Dionysus in Ancient Greece and included play competitions and a chorus of masked actors
musical theatre	A type of entertainment containing music, songs, and, usually, dance
epic theatre	Theatrical movement of the early 1920s and 1930 characterized by the use of such artificial devices as cartoons, posters, and film sequences distancing the audience from theatrical illusion and following its focus on the play's message

*The table termination*

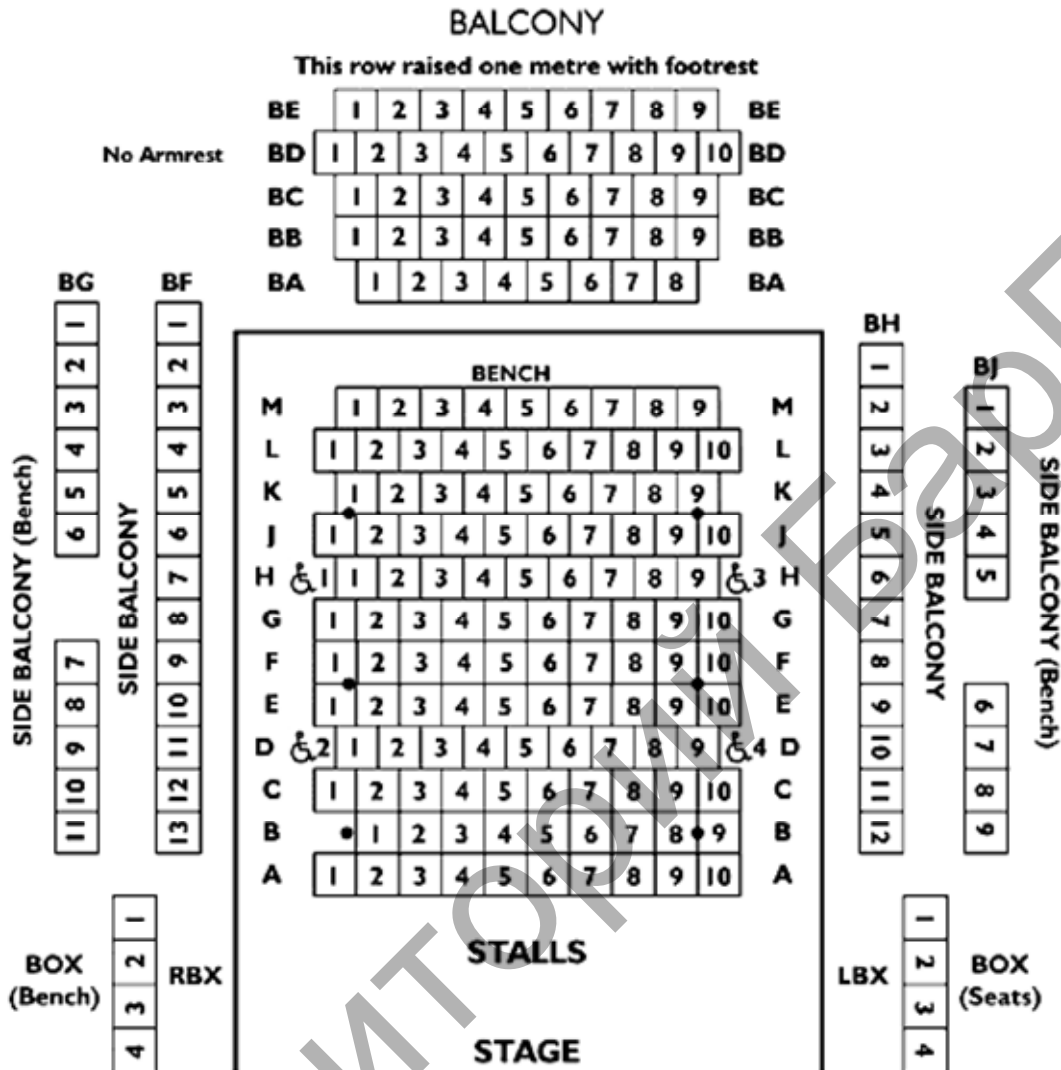
Elizabethan theatre	The theatre of England during the reign of Queen Elizabeth I and often extended to the close of the theatres in 1640
Kabuki	One of the traditional forms of Japanese theatre, originating in the 1600s and combining stylized acting, costumes, makeup, and musical accompaniment
Noh	One of the traditional forms of Japanese theatre in which masked male actors use highly stylized dance and poetry to tell stories

**Theatrical performance**

antagonist	A person or a situation that opposes another character's goals or desires
protagonist	The main character of a play and the character with whom the audience identifies most strongly
blocking	The planning and working out of the movements of actors on stage
cold reading	A reading of a script done by actors who have not previously reviewed the play
collaboration	Two or more people working together in a joint intellectual effort
comedy	A theatrical work that is intentionally humorous
conflict	Opposition of persons or forces giving rise to dramatic action
dialogue	The conversation between actors on stage
directing	The art and technique of bringing the elements of theatre together to make a play
dress rehearsals	The final few rehearsals just prior to opening night in which the show is run with full technical elements. Full costumes and makeup are worn
farce	A comedy with exaggerated characterizations, abundant physical or visual humor, and, often, an improbable plot
improvisation	A spontaneous style of theatre through which scenes are created without advance rehearsal or a script
make-up	Cosmetics and sometimes hairstyles that an actor wears on stage to emphasize facial features, historical periods, characterizations, etc
mime	An incident art form based on pantomime in which conventionalized gestures are used to express ideas rather than represent actions; also, a performer of mime
pacing	The tempo of an entire theatrical performance
pantomime	Acting without words through facial expression, gesture, and movement
play	The stage representation of an action or a story; a dramatic composition
puppetry	Almost anything brought to life by human hands to create a performance. Types of puppets include rod, hand, and marionette
rehearsal	Practice sessions in which the actors and technicians prepare for public performance through repetition
run-through	A rehearsal moving from start to finish without stopping for corrections or notes
script	The written text of a play
stock characters	Established characters, such as young lovers, neighborhood busybodies, sneaky villains, and overprotective fathers, who are immediately recognizable by an audience
tragedy	A theatrical work that is intentionally tragic

## Inside the Theatre

Look at the scheme and try to figure out the meaning of the words given below:



aisle	box	stalls
curtain	footlight	gallery
lighting	microphone	orchestra pit
row	screen	scenery
wings	speaker	stage

2. Answer the following questions:

1. What theatre type appeals to you? Why?
2. What theatre productions do you find catching? Why?
3. What do you think of such a phenomenon as Kabuki theatre? Have you ever witnessed such a performance?

4. What kind of people, do you think, choose theatre for their future profession? If you had an opportunity, would you like to become an actor/actress, director, costume designer? Why (not)?
5. If you had a chance to visit any theatre you like, what would it be? (theatre, performance, seats, etc.) Discuss the possible options with a partner.

3. London is often called the theatrical capital of the world. The city's theatre stands are really numerous and diverse. Some places, however, are really unique. Read the text about one of the most famous London theatres and answer the questions that follow.

In the London borough of Southwark on the south bank of the River Thames stands now one of the relic buildings carrying the name of the world-famous Bard of Avon.

The **Globe Theatre** is a theatre in London associated with William Shakespeare. It was built in 1599 by Shakespeare's playing company, the Lord Chamberlain's Men, and was destroyed by fire on 29 June 1613.

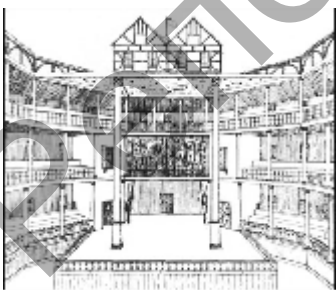
A modern reconstruction of the Globe, named "Shakespeare's Globe", opened in 1997.

The name of the Globe supposedly alludes to the Latin tag *totus mundus agit histrionem* — all the world plays the actor — in turn derived from *quod fere totus mundus exerceat histrionem* — because almost the whole world are players — from Petronius, which had wide circulation in England in the Burbages' time. *Totus mundus agit histrionem* was, according to this explanation, therefore adopted as the theatre's motto.



The original Globe Theatre was a wood-framed building with plastered outside walls joining at angles to form a circle or an oval. Peter Street was the carpenter hired to construct the Globe.

The interior resembled that of a modern opera house, with three galleries protected from rain and sunlight by a roof. Between 2,000 and 3,000 playgoers paid two or more pennies to sit in these galleries, depositing them in a box. The stage was raised four to six feet from ground level and had a roof supported by pillars. In front of the stage was a roofless yard for up to 1,000 "groundlings" or "stinklings", who paid a "gatherer" a penny to stand through a performance under a hot sun or threatening clouds. Playgoers could also sit on the stage if their wallets were fat enough to pay the exorbitant price. It is unlikely that the uneducated groundlings who huddled in the yard understood the difficult passages in Shakespeare's plays. Shakespeare himself belittled them in *Hamlet, Prince of Denmark*, calling them (through lines spoken by Hamlet) "incapable of comprehending anything more than dumbshows". But because the groundlings liked the glamor and glitter of a play, they regularly attended performances at the Globe. When bored, they could buy food and drink from roving peddlers, exchange the news of the day, and boo and hiss the actors.



There was no curtain that opened or closed at the beginning or end of plays. At the back of the stage, there was probably a wall with two or three doors leading to the dressing rooms of the actors. These rooms collectively were known as the "tiring house". *To tire* means *to dress* — that is, *to attire oneself*. Sometimes, the wall of the tiring house could stand as the wall of a fortress under siege. Props and backdrops were few. Sometimes a prop used for only one scene remained onstage for other scenes because it was too heavy or too awkward to remove.

In Shakespeare's time, males played all the characters, even Juliet, Cleopatra and Ophelia. Actors playing gods, ghosts, demons and other supernatural characters could pop up from the underworld through a trap door on the stage or descend to earth from heaven on a winch line from the ceiling. Off the stage, the ripple of a sheet of metal could create thunder. Stagehands set off fireworks to create omens, meteors, comets, or the wrath of the Almighty. Instruments such as oboes and cornets sometimes provided music. If an actor suffered a fencing wound, he simply slapped his

hand against the pouch (perhaps a pig's bladder) beneath his shirt to release ripe red blood signaling his demise.

The gallery had a thatched roof (thatch consists of straw or dried stalks of plants such as reeds). During a performance of *Henry VIII* on June 29, 1613, the Globe Theatre burned down after booming canon fire announcing the entrance of King Henry at Cardinal Wolsey's palace.

In 1970 American actor and director Sam Wanamaker founded the Shakespeare Globe Trust and International Shakespeare Globe Centre with the objective of building a faithful recreation of Shakespeare's Globe close to its original Southwark location. A new Globe theatre was built according to a design based on the research of historical advisor John Orrell.

The theatre opened in 1997 under the name "Shakespeare's Globe Theatre" and now stages plays every summer. Mark Rylance became the first artistic director in 1995 and was succeeded by Dominic Dromgoole in 2006. The new theatre on Bankside is approximately 230 metres (750 ft) from the original site, measured from centre to centre. Because the Thames used to be much wider in Shakespeare's time, the original Globe was on the bank; however, the original site is now more than a block from the riverside.



The site for the reconstructed Globe was chosen near the bank of the Thames current course in order to recreate the atmosphere of the original theatre. As in the original Globe, the theatre has a thrust stage that projects into a large circular yard surrounded by three tiers of steeply raked seating.

The only covered parts of the amphitheatre are the stage and the seating areas. Plays are staged during the summer, usually between May and the first week of October, and in the winter, the theatre is used for educational purposes. Tours are available all year round.

The reconstruction was carefully researched so that the new building would be as faithful a replica of the original as possible. Performances are engineered to duplicate the original environment of Shakespeare's Globe; there are no spotlights, the plays are staged during daylight hours and in the evenings (with the help of interior floodlights), there are no microphones, speakers or amplification. All music is performed live on period instruments; the actors can see the audience and the audience can see each other, adding to the feeling of a shared experience and community event.



The building itself is constructed entirely of English oak, with mortise and tenon joinery, no structural steel was used. It is, in this sense, an "authentic" 16th century timber-framed building. The seats are simple benches (though cushions can be hired for performances) and the Globe has the first and only thatched roof permitted in London since the Great Fire of 1666. The modern thatch is, however, well protected by fire retardants, and sprinklers on the roof ensure further protection against fire.

The pit, though, has concrete flooring as opposed to the earthen ground covered with strewn rush in the original theatre. The theatre has extensive backstage support areas for the actors and musicians and is attached to a modern lobby, restaurant, gift shop and visitors' centre for the public. Seating capacity is 857 with an additional 700 "groundlings" standing in the pit, making up an audience about half the size of a typical audience in Shakespeare's time.

Replicas and free interpretations of the Globe have recently been built around the world. Among the theatre replicas dedicated to the great Bard, one can mention today the following theatre stands:

- Cedar City, Utah (Adams Shakespearean Theatre);
- Dallas, Texas (Old Globe Theatre);
- Odessa, Texas (The Globe Theatre of the Great Southwest);
- San Diego (Old Globe Theatre);
- Williamsburg, Virginia (Globe Theatre, in Busch Gardens Williamsburg);
- Neuss am Rhein (Globe Neuss);
- Rome (Globe Theatre);
- Tokyo (Panasonic Globe Theatre).

**Answer the following questions:**

1. Why, do you think, Shakespeare's theatre carries the nickname "the Wooden O"?
2. Find in the text the description of the original Globe interior. How is it different from the traditional theatre interior of today? Find as many peculiarities as possible.
3. Comment on Shakespeare's Globe motto. Do you agree with it?
4. What are the peculiarities of the Globe theatre in comparison with other London theatre stands? What makes this theatre so unique?
5. The audience of the original Globe in 1599 and that of 1997 — has it in any way changed? If it has, how exactly?

**4.** Have you ever paid attention to various theatre reviews? What is their goal, in general? Look at the theatre reviews presented below and say what information they convey.

**Legally Blonde**

Music and lyrics by Laurence O'Keefe and Nell Benjamin, book by Heather Hach. Orchestrations by Christopher Jahnke

**at Savoy Theatre**

College sweetheart and homecoming queen Elle Woods doesn't take no for an answer. So when her boyfriend dumps her for someone serious, Elle puts down the credit card, hits the books, and heads for Harvard Law! Along the way, Elle proves that being true to yourself never goes out of style.

*(from 05 Dec 2009 — Booking to 22 Oct 2011)*

**Les Miserables**

Based on the novel by Victor Hugo, has lyrics by Herbert Kretzmer and music by Claude-Michel Schonberg with original text by Alain Boublil and additional material by James Fenton.

**at Queen's Theatre**

Concerns love and bravery in 19th century France during the revolutionary struggles

*(from 03 Apr 2004 — Booking to 29 Oct 2011)*

**Love Story**

Inspired by Erich Segal's novel. Music by Howard Goodall, book by Stephen Clark and lyrics by Stephen Clark and Howard Goodall

**at Duchess Theatre**

Oliver Barrett IV went to Harvard and Jenny Cavilleri to Radcliffe. He was rich, she was poor. He was sporty, she played music. But they fell in love. This is their story.

*(from 27 Nov 2010 — Booking to 30 Apr 2011)*

**Mamma Mia**

Music & Lyrics by Benny Andersson and Björn Ulvaeus. Book by Catherine Johnson. And some songs by Stig Anderson.

**at Prince Of Wales Theatre**

A story of a mother and daughter set on the eve of the daughter's wedding.

*(from 03 Jun 2004 — Booking to 22 Oct 2011)*

**Frankenstein**

by Nick Dear, based on the novel by Mary Shelley

**at Olivier, National Theatre**

Childlike in his innocence but grotesque in form, Frankenstein's bewildered creature is cast out into a hostile universe by his horror-struck maker.

*(from 05 Feb 2011 — Booking to 17 Apr 2011)*

Working in pairs, discuss with the partner which of the productions presented above you would like to see and why.

**5.** At Shakespeare's time the audience could be noisy and rowdy, cheering and booing. Can we say the same about today's audience? How does a 21<sup>st</sup> century viewer demonstrate his/her appreciation/dissatisfaction? Consider the review extracts given below:

**Legally Blonde ★★★★★**

*Mediocre* (Londontheatre.co.uk);  
*Enjoyable from start to finish* (Independent);  
*Energetic and amusing* (Standard);  
*Fun* (Times)...

**Mamma Mia! ★★★★★**

Don't go to the show expecting any gripping story line, just go with the mind of enjoying the songs, reminiscing and having a lot of fun. (londontheatre.co.uk) ...

**An Ideal Husband ★★★★★**

*Enormously enjoyable* (Londontheatre.co.uk);  
*Hugely entertaining* (Telegraph);  
*Offers a good evening* (Guardian) ...

**When We Are Married ★★★★★**

*Endearing charm, great characters and more than enough humour to make for a good night out.*  
(Londontheatre.co.uk) ...

Pay attention to the specifics of the “evaluation” vocabulary demonstrated:

gripping	hilarious	stunning
brilliant	top-notch	sharp
enjoyable	side-aching	funny
entertaining	sensational	witty
amusing	moving (overwhelmingly moving)	unmissable
charming	astonishing	mediocre

6. Write a review on a play, opera, musical you've watched or heard about. Be ready to “sell” the production to your groupmates.

**& A WORD WITH ANDY ROONEY**

1. Some people say listening to music is art in itself. Do you agree?  
Read Andy Rooney's opinion on the subject. Do the tasks that follow.

**HOW TO WATCH GOOD MUSIC**

(1) Carnegie Hall is one of the great civilized places in the world. Going there to a concert gives you the feeling that we are living in a civilized world.

To tell you the truth, Carnegie Hall is more civilized than I am. It makes me feel guilty but I have small tolerance for “good music”. The only thing I can say in my defense is, I don't like bad music, either. There are people who are born without some faculty that is necessary to listen to music and take pleasure from it.

(2) Sitting in front of an orchestra in a concert hall makes me uneasy. One night at a concert I watched the first violinist closely. He contorted his face at times and it was hard to tell whether his expression had something to do with the intellectual and physical effort he was putting into the music or from some deep-down meaning he was getting from it that I was not. It was a good sound but I didn't get any meaning out of it. It didn't make me want to screw my face out of shape or smile. I hold this backward opinion that nothing has real meaning if you can't say what it is or write it down.

(3) It's hard to know where to look when you're at a concert. There's just so long you can stare at the lead violinist or the semi-beautiful blonde viola player. You can't close your eyes or people will think you're asleep so you have to look as though you were seeing while you do nothing but listen.

Inevitably you get watching the back of the conductor. My mind wandered from the music because I found myself thinking about whether he had his cutaway jacket specially tailored to accommodate the motions he made with his arms. You can't think and listen at the same time and while I considered all these things the sound didn't get through to me as it should have. I forgot to hear the good music.

(4) I've always been suspicious of the great composers like Beethoven, Brahms, Bach, Mozart, Chopin, and so forth, because the great philharmonic orchestras of the world keep playing the same music over and over again, year after year. It must be great music but while they have occasional revivals on Broadway, most of the plays are new every year. They don't keep doing the same ones over and over and over. It's the same with opera. They don't occasionally perform one of the old ones. They almost always perform one of the old ones and occasionally run in a new one.

(5) Painters like Picasso, Matisse or Jackson Pollock come along to make people forget, for a little while at least, about Rembrandt, Rubens and Michelangelo. Where are the modern composers comparable to Beethoven? I know of Aaron Copland and Bela Bartok but I don't hear their work challenging or replacing the old masters of music. Is there a composer of opera in a league with Verdi, Faust, Wagner, Puccini or Bizet?

(6) Most concert-goers prefer the familiar and the strains they know and can hum. The majority of Americans are as unsophisticated about sound as I am and it probably accounts for why orchestras are so slow to accept new music.

The featured piece at the Carnegie Hall concert one week was a composition called "a symphonic suite" written by the wonderfully talented Marvin Hamlisch. If you don't know his name, I can assure you that you know his work from the Academy Award-winning scores he's written for motion pictures.

Because I recognize his talent from the popular music he's written, I listened attentively in Carnegie Hall, to see if Marvin is the next Beethoven. I have to report to you that I don't know. Don't ask me to whistle a tune from his symphony. It sounded good but I have no idea whether it was good or not and I certainly don't know whether orchestras will be playing it 175 years from now as they play Beethoven.

2. Decide which title (A—F) best matches the passage (1—6):

- A. Tastes sophisticated and not very.
- B. "The capable" of watching people.
- C. "The capable" of watching music.
- D. "New brooms sweep clean".
- E. The closer, the worse.
- F. Quintessence traditions: past and present.

3. Discuss the following issues:

1. Do you support the idea that some contemporary places of culture today are more civilized than the public? Why is it so, in your opinion?

2. Do you go to the concert halls? Have you ever visited a classical music concert? Why, do you think, people are not always willing to visit such performances?

3. What suggestions concerning the philharmonic musical programs does the author make? Are you for or against the suggestions made? Why?

4. What does the author think of his countrymen's musical tastes? What can you say on your countrymen's preferences in music? Are they similar to those of Americans? Why (not), do you think?

5. What famous artists are mentioned in the essay? What do you know about the people? About their works?

4. While talking on the music of today, Rooney mentions the names of Aaron Copland and Bela Bartok. Do you know anything about the personalities? If you don't, find out. Be ready to share your findings with the group.

5. While meditating on the great music of the past, the author recalls the names of Verdi, Wagner, Puccini, etc. In your opinion, what nations contributed a lot to the development of the international music traditions? Find the information concerning the input of the kind made by:

- a) the British;
- b) Americans;
- c) Germans;
- d) Belarusians.

Be ready to interpret the results of your research.

@ 6. Remember your last visit to the concert/theatre. What was it like? Recollect the experience in a 300-word essay.

### 3.2 Museums: Fancy or Not?

What do you think of visiting a museum as a way to spend your free time? Do you think it's fascinating/boring/tiresome? Why do you think so?

1. What notions do you associate with the museum's interior? Make sure you understand the given words, try to find their German equivalents.

<b>R</b>	docent curator artifact exhibition gallery display case exhibit (v)
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2. In pairs, discuss the following issues:

- 1. Do you remember your last visit to a museum? When was it? What did you see there?
- 2. The word "museum" is very often used with another word — "artifact". Can you define the notion?
- 3. Sometimes in large museum stands they organize local exhibitions of young talents. Have you ever visited such exhibitions? Does one need them? Give as many reasons in favour as possible.

4. While visiting museums, have you ever had any problems with the museum staff? What are the functions of curators, do you think?

5. In your opinion, what museums can be popular with:

- women;
- children;
- teenagers;
- elderly people.

Why do you think so? Comment on your viewpoint.

3. In London, one of the world's cultural capitals, there are over 240 museums. In some of them, travelers could easily get lost for at least a day. Read the information about one of such museums and answer the questions that follow.

The British Museum is a museum of human history and culture in London. Its collections, which number more than seven million objects, are amongst the largest and most comprehensive in the world and originate from all continents, illustrating and documenting the story of human culture from its beginnings to the present.

The British Museum was established in 1753, largely based on the collections of the physician and scientist Sir Hans Sloane. The museum first opened to the public on 15 January 1759 in Montagu House in Bloomsbury, on the site of the current museum building. Its expansion over the following two and a half centuries was largely a result of an expanding British colonial footprint and has resulted in the creation of several branch institutions, the first being the British Museum (Natural History) in South Kensington in 1887. Some objects in the collection, most notably the Elgin Marbles from the Parthenon, are the objects of intense controversy and calls for restitution to their countries of origin.

Until 1997, when the British Library (previously centred on the Round Reading Room) moved to a new site, the British Museum was unique in that it housed both a national museum of antiquities and a national library in the same building. The museum is a non-departmental public body sponsored by the Department for Culture, Media and Sport, and as with all other national museums in the United Kingdom it charges no admission fee. Since 2002 the director of the museum has been Neil MacGregor. Conservative Peer Lord Sainsbury has pledged to donate £25 million to the Museum to aid funding for a large scale extension, set to make it the world's largest museum by collection upon completion.

Today the museum no longer houses collections of natural history, and the books and manuscripts it once held now form part of the independent British Library. The museum nevertheless preserves its universality in its collections of artifacts representing the cultures of the world, ancient and modern. The original 1753 collection has grown to over thirteen million objects at the British Museum, 70 million at the Natural History Museum and 150 million at the British Library.

The British Museum houses the world's largest and most comprehensive collection of Egyptian antiquities outside the Egyptian Museum in Cairo. A collection of immense importance for its range and quality, it includes objects of all periods from virtually every site of importance in Egypt and the Sudan. Together they illustrate every aspect of the cultures of the Nile Valley (including Nubia), from the Predynastic Neolithic period (c. 10,000 BC) through to the Coptic (Christian) times (12th century AD), a time-span over 11,000 years.

Egyptian antiquities have formed part of the British Museum collection ever since its foundation in 1753 after receiving 160 Egyptian objects from Sir Hans Sloane. After the defeat of the French forces under Napoleon at the Battle of the Nile in 1801, the Egyptian antiquities collected were confiscated by the British army and presented to the British Museum in 1803. These works, which included the famed Rosetta Stone, were the first important group of large sculptures to be acquired by the Museum. Thereafter, the UK appointed Henry Salt as consul in Egypt who amassed a huge collection of antiquities. Most of the antiquities Salt collected were purchased by the British Museum and the Musée du Louvre. By 1866 the collection consisted of some 10,000 objects. Antiquities from excavations started to come to the Museum in the later 19th century as a result of the work of the Egypt Exploration Fund under the efforts of E.A. Wallis Budge. The size of the Egyptian collections now stands at over 110,000 objects.

Department of Conservation and Scientific Research was founded in the museum in 1920. Conservation has six specialist areas: ceramics and glass; metals; organic material (including textiles); stone, wall paintings and mosaics; Eastern pictorial art and Western pictorial art. The science department has and continues to develop techniques to date artefacts, analyse and identify the materials used in their manufacture, to identify the place an artefact originated and the techniques used in their creation. The department also publishes its findings and discoveries.

The department, together with several others in the museum, covers all levels of education, from casual visitors, schools, degree level and beyond. The Museum's various libraries hold in excess of 350,000 books, journals and pamphlets covering all areas of the museum's collection. Also the general Museum archives which date from its foundation in 1753 are overseen by this department; the individual departments have their own separate archives covering their various areas of responsibility.

**Answer the following questions:**

1. How "old" is the British Museum and who was its first "father"?
2. What is the Museum's current profile?
3. What was so unique about the British Museum until 1997?
4. What collections is the Museum especially proud of? How did the artifacts get on the Museum's display cases?
5. What services/facilities can the Museum suggest to its visitors?
6. What are the peculiarities of all the national museums in the UK?

4. Are you aware of the museum "opportunities" of your country? Check whether you know the key museums of Belarus. Match the museums with their description.

The National Museum of Culture and History of Belarus	One of the most beautiful museums of the Belarusian capital. It is housed in a two-storey brick building, a monument of the city architecture of the 19th century in the Troitskoye suburb, on the bank of the River Svisloch
The Maxim Bogdanovich's Literary Museum	The museum is located on the territory of the Belarusian Academy of Sciences among the old trees of the picturesque park the two 2-story building
National Arts Museum of the Republic Belarus	The leading historic museum of the Republic of Belarus has the biggest collection of the monuments of material and spiritual culture of Belarusians from the ancient times to our days
Yakub Kolas's Memorial and Literary Museum	The biggest museum in the he Republic of Belarus. The basis of the collection was created in the first decades of the 20th century
The Vankovich Museum	A branch of the National Arts Museum of the Republic of Belarus. The building of the museum is a monument of the palace architecture. It has been included in the architectural heritage list of the Republic
The Yanka Kupala's State Literary Museum	The largest depository of historical documents and relics of 1941-1945
The Belarusian State Museum of the Great Patriotic War	The museum is located in one of the most beautiful areas of the capital of Belarus. Having changed several places since its foundation, it was finally established on the site where the original house of the poet stood, demolished with the fascist bombs in the first days of the World War II

5. What, in your opinion, are the top 10 world museums? What countries can be proud of possessing the best art collections in the world?

Have a look at the results of the recent survey on the matter. Do you agree with the list? Or, perhaps, you may add something?

*"Top Ten" of the World:*

1. Metropolitan Museum of Art in New York City.
2. The Guggenheim in Bilbao, Spain.

3. The Vatican Museums in Rome.
4. The British Museum in London.
5. The Smithsonian in Washington, D.C.
6. The Museum of Modern Art in NYC.
7. The Tates in London.
8. The Prado in Madrid.
9. The Centre Georges Pompidou in Paris.
10. The Hermitage in St.Petersburg.

6. Prepare the information on one of the top 10 museums from the list. Get ready to present it to your groupmates.

7. Do you agree that some people's homes are like museums? What makes them such, do you think?

## 2 LISTENING COMPREHENSION

1. What associations do you have with the notion of "relics"? You are going to listen to one of the most popular tunes related to the topic.

While listening to the song for the first time, fill in the blanks with the words you hear. Pay attention! The missing words are taken from your active vocabulary.

\_\_\_\_\_

A lonely \_\_\_\_\_ and empty \_\_\_\_\_  
 Another day so hard to bear  
 The \_\_\_\_\_ around me that I see \_\_\_\_\_ me of  
 The past and how it all \_\_\_\_\_

From \_\_\_\_\_ to more \_\_\_\_\_ I live  
 With days gone by when our hearts had all to give  
 From \_\_\_\_\_ to more \_\_\_\_\_ I live  
 With \_\_\_\_\_ you left behind

\_\_\_\_\_

There'll never be \_\_\_\_\_ you  
 No one will share the \_\_\_\_\_ we knew  
 And now that loneliness has come to take your place  
 \_\_\_\_\_ and see your face

From \_\_\_\_\_ to more \_\_\_\_\_ I live  
 With days gone by when our hearts had all to give  
 From \_\_\_\_\_ to more \_\_\_\_\_ I live  
 With \_\_\_\_\_ you left behind  
 I'll \_\_\_\_\_...

*Demis Roussos*

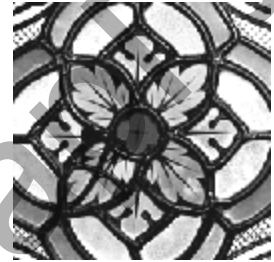
2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

3. Join in the singing. While doing so, follow the performer’s pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer’s performance? Any peculiarities of the English used? What are these?

**H Home assignment**

Translate the lyrics up to the end. Be ready to sing it.

**3.3 Galleries: What’s in There?**



What kind of art do you usually associate the word “gallery” with? Why, do you think?

1. Pay attention to the offered vocabulary, try to find the appropriate German equivalents.

**Exhibits**

sculpture	Any three-dimensional form created as an artistic expression
seascape	A painting or work of pictorial art that depicts the sea or a scene that includes the sea; a painting representing an expansive view of the ocean or sea; picture or painting depicting life around the sea
self portrait	A portrait an artist makes using himself or herself as its subject, typically drawn or painted from a reflection in a mirror
sketch	A rough drawing used to capture the basic elements and structure of a situation often used as the basis for a more detailed work
stained glass	Glass that has been colored or stained through different processes
statue	A sculpture representing a human or animal
stencil	Stiff paper (or other sheet material) with a design cut into it as a template for shapes meant to be copied
still life	A painting or other two-dimensional work of art representing inanimate objects such as bottles, fruit, and flowers
stippling	A drawing technique consisting of many small dots or flecks to construct the image; technique of using small dots to simulate varying degrees of solidity or shading; to paint, engrave, or draw by means of dots or small touches of the brush, pen, or other tool
tole	Decorative painting on tin objects
vector graphics	A graphic made up of mathematically defined curves and line segments called vectors
vignette	An image or painting where the borders are undefined and seem to fade away gradually until it blends into the background
waterscape	A painting of or including a body of water. It might otherwise be called a marine picture, a seascape, or a riverscape, etc

## Techniques

three-dimensional	Occupying or giving the illusion of three dimensions (height, width, depth)
two-dimensional	Having two dimensions (height and width); referring to something that is flat
shading	Showing change from light to dark or dark to light in a picture by darkening areas that would be shadowed and leaving other areas light. Shading is often used to produce illusions of dimension and depth
watercolor	A water-based paint that is a translucent wash of pigment; a painting produced with watercolors
wet-on-wet	A painting technique that is well-known as being the primary method of painting used by Bob Ross
woodcut	Illustrations produced when the original printing plate was engraved on a block of wood
xylography	An early form of wood engraving, was first seen in China in the 1st century, the oldest known engraving technique

## Art movements

abstract expressionism	American art movement of the 1940s that emphasized form and color within a nonrepresentational framework. Jackson Pollock initiated the revolutionary technique of splattering the paint directly on canvas to achieve the subconscious interpretation of the artist's inner vision of reality
art deco	A 1920s style characterized by setbacks, zigzag forms, and the use of chrome and plastic ornamentation. New York's Chrysler Building is an architectural example of the style
classicism	A form of art derived from the study of Greek and Roman styles characterized by harmony, balance, and serenity. In contrast, the Romantic Movement gave free rein to the artist's imagination and to the love of the exotic
cubism	Early 20th-century French movement marked by a revolutionary departure from representational art. Pablo Picasso and Georges Braque penetrated the surface of objects, stressing basic abstract geometric forms that presented the object from many angles simultaneously
expressionism	A 20th-century European art movement that stresses the expression of emotion and the inner vision of the artist rather than the exact representation of nature. Distorted lines and shapes and exaggerated colors are used for emotional impact. Vincent Van Gogh is regarded as the precursor of this movement
impressionism	Late 19 <sup>th</sup> -century French school dedicated to defining transitory visual impressions painted directly from nature, with light and color of primary importance. If the atmosphere changed, a totally different picture would emerge. It was not the object or event that counted but the visual impression as caught at a certain time of day under a certain light. Claude Monet and Camille Pissarro were leaders of the movement
pop art	In this return to representational art, the artist returns to the world of tangible objects in a reaction against abstraction. Materials are drawn from the everyday world of popular culture—comic strips, canned goods, and science fiction
realism	A development in mid-19th-century lead by Gustave Courbet. Its aim was to depict the customs, ideas, and appearances of the time using scenes from everyday life
surrealism	A further development of Collage, Cubism, and Dada, this 20th-century movement stresses the weird, the fantastic, and the dreamworld of the subconscious
symbolism	As part of a general European movement in the latter part of the 19th century, it was closely allied with Symbolism in literature. It marked a turning away from painting by observation to transforming fact into a symbol of inner experience. Gauguin was an early practitioner

### 2. Discuss the following issues:

1. Who is an artist, in your opinion? Give your understanding of the notion.
2. What genres of art are especially popular nowadays? Why is it so, do you think?
3. What is generally "hidden" under the notion of "genre"? How can one recognize this or that art style?

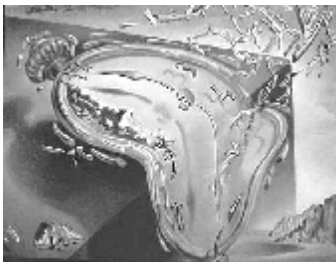
4. Galleries can organize art exhibitions of either individuals or groups of artists. Which variant appeals to you best? Why?

5. What artistic movement/genre is “yours”? What attracts your attention in the first place? Why? Comment on the issue.

3. There are galleries where visitors can easily get lost for at least a day. Look at the list of several galleries presenting just a few collections of the British Museum. What, in your opinion, can be displayed there? Why do you think so?

Room 22	The world of Alexander
Room 24	Living and Dying
Room 38-39	Clocks and Watches
Room 40	Medieval Europe
Room 68	Money

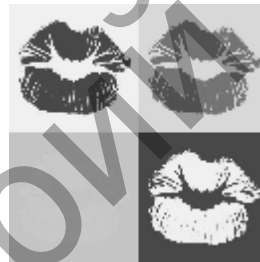
4. Let’s imagine you are in an art gallery. Can you recognize the genres of the pictures presented? Comment on your viewpoint. Perhaps, you can even name the painters?



a)



b)



c)



d)



e)



f)



g)



h)

5. What British/American/German/Belarusian artists do you know? Can you recognize any names from the list given below?

1. John Constable.
2. Emil Nolde.
3. William Blake.
4. Kazimir Malevich.
5. Marc Chagall.
6. Dmitry Kustanovich.
7. Gustav Klimt.

8. Joshua Reynolds.
9. Jackson Pollock.
10. Josef Abel.
11. Matvej Basov.
12. Aaron Douglas.

Find the information on the personalities presented. Get ready to talk on their work and achievements.

6. Prepare the information on the artist/work of art/artistic style appealing to you. Get ready to present it to your colleagues.

### 3.4 Cinema: an Addict or Not?

What is TV for you? Are you a cinema-goer? What screen products are “yours”?



1. Make sure you understand the meaning of the words given:

shoot a movie (v.)  
book (script)

cut (out) (by censor, director): This scene was cut (censored). That's the cut version of his film.  
box office

#### Films

action film  
romantic film  
horror film  
soap opera  
cartoon  
film festival  
film ratings

thriller  
adventure film  
documentary  
talk show  
animated film  
happy ending  
Academy Awards

#### Backstage, behind the scenes

cast and crew  
camera, behind the camera  
camera man  
composer (film music)  
director  
original sound  
effects (special)  
filmmaker  
grip/ key grip

actor, performer/ actress, film actress  
best boy  
censor (censorship)  
cinematography (in credits)  
costume designer  
director of photography  
editor (film)  
executive producer  
gaffer (chief lighting electrician)  
hairstylist

## SAMPLE CREDITS

*Produced by* Rick McCallum, George Lucas

*Screenplay by* George Lucas

*Directed by* George Lucas

*Editor:* Ben Burtt

*Music:* John Williams

*Director of Photography:* David Tattersall

*Sound Editor:* Ben Burtt

*Costume Designer:* Trisha Biggar

*Set Design:* Peter Walpole

2. Match the “pros” given with their actual “jobs”:

- |                                     |   |
|-------------------------------------|---|
| a) film producer/<br>movie producer | 1) selects a screenplay, initiating the process of film making  |
| b) film director                    | 2) assistant to the gaffer  |
| c) key grip                         | 3) directs the actors and crew in the making of a film. They control a film’s artistic and dramatic aspects, while guiding the technical crew and actors. Film directors are responsible for deciding camera angles, lens effects, lighting, and set design, and will often take part in hiring key crew members. They coordinate the actors’ moves and also may be involved in the writing, financing, and editing of a film |
| d) best boy electric                | 4) assistant to the key grip  |
| e) best boy grip                    | 5) the head of the electrical department, responsible for the execution (and sometimes the design) of the lighting plan for a production  |
| f) gaffer                           | 6) the head of the grip department and chief rigging technician on the set. Using light, they are in charge of the shadows of light, the movement of the camera, the placing of cameras on any stationary, moving, flying, floating, etc — anywhere a camera is to work   |

3. What do you know about cinema history? How did the whole “moving-picture-abracadabra” begin? Read the text presented below and answer the questions that follow.

From the Lumiere brothers to the Cohn brothers, and from Hollywood to Bollywood, from the Oscars to the Cannes Film Festival, the story of cinema is at the heart of the media revolution. It was more than just a new technology. The first glimpse of a movie astonished people in the early 1890s in the US and Europe, when short clips in Nickelodeon parlors were all the rage. Within a decade, the “movie” industry quickly became the most popular art form of the 20th century — and the most controversial.

One man who did try using glass plates to sequence images was Eadweard Muybridge, a San Francisco photographer. Muybridge was hired by California governor Leland Stanford in 1877 to settle a bet. Stanford had bet that there is a moment when a horse, at a full gallop, completely leaves the ground. Muybridge set up an experiment involving a series of cameras with shutters hooked to trip wires, and helped the governor win the bet. This was the closest anyone could come to motion pictures at the time, but this soon changed as chemical manufacturers began making celluloid in sheets. George Eastman and other photographers realized that celluloid film could make a small personal camera possible, and Eastman set up the Kodak company in 1889. Within a few years, inventors in the US and Europe were working on cameras that could quickly advance celluloid film through a shutter, opening and closing 16 times a second, to take a sequence of images. Two major developments were:

- **Thomas Edison** patented the Kinetoscope system in the United States, and introduced it at the Chicago World's Fair in 1893.

- At the same time, the **Lumiere brothers**, Auguste and Louis, patented the cinematography system in France.

It's not unusual for inventions to be simultaneous. Radio, television, computer chips and many other inventions emerged from dozens, or sometimes hundreds, of people competing to solve technical problems.

### **Era of Experimentation 1800s—1915**

Both Edison and the Lumière brothers originally shot film of less than one minute on small enclosed stages. The very first films shot at studio showed people doing rather ordinary things — sneezing, dancing, talking. The Lumiere brothers were the first to take the camera outside a studio, shooting film of everyday life in Paris and, soon, around the world. Unlike Edison's "Black Maria" films, these were carefully composed, organized narratives, often shot outdoors as a travelog, to show people what life was like elsewhere.

Originally these short films were shown in parlors with individual "peep show" projectors, which would give a single person one minute's worth of film for a nickle (five US cents). "Nickelodeon" halls quickly spread in Europe and the US, much like video game parlors in the 1980s. But the great profit in movies was quickly seen as showing long feature films to theater audiences. By 1900, projectors had been introduced commercially, and films were being shown in theaters around the world.

### **The Silent Era**

Movies that told a story began to appear in the early 1900s. Many of the early films dealt with familiar topics in a new way (just as many early web pages were content "shoveled" from the print media onto the web). For instance, some of the first long movies involved the life of Moses and Christ, or Jules Verne's book, made into a movie by George Melies called a "Trip to the Moon". These were not revolutionary or controversial topics; but more revolutionary ideas were beginning to occur to emerging filmmakers, such as, Edwin S. Porter who produced "The Great Train Robbery" in 1903.

### **Propaganda Films of the WWII era**

The World War II era was considered the "golden age" of propaganda films. A propaganda film is defined as one intended to convince viewers of a particular viewpoint, often with deliberately misleading content. Perhaps the classic propaganda film is Lani Riefenstahl's "Triumph of the Will", made to glorify the Nazi Party in 1935.

### **The Golden Age of Cinema 1930s—1950s**

With sound and color film at their disposal, Hollywood studios were able to pursue new directions in creativity in the 1930s. Each studio had its stars and rising stars of the screen, and Americans flocked to the theaters to see them. It was glorious entertainment but often curbed by the Motion Picture Production Code or other pressures in the industry. Meanwhile in Europe, filmmakers like Jean Renoir and Alfred Hitchcock were pushing back the envelopes of the Hollywood style.

### **Cinema in the 1960s**

Movies from the 1960s forward both reflected and led a major shift in world culture, away from patriotism and heroics and towards tolerance, introspection and personal growth. Heroes were more seen as merely mortal. The choices between values were typically depicted in gritty shades of gray instead of in black and white. War movies, for example, explored personal tragedy and human values more than heroics or the glory of combat. For example, where the 1941 film Sergeant York depicted an unvarnished backwoods hero of World War I, movies like the "Bridge over the River Kwai" (1957), the "Guns of Navarone" (1961) or "the Dirty Dozen" (1967) explored more personal and

nuanced themes. Western genre movies emerged as morality plays that featured antiheroes, for instance, “The Man Who Shot Liberty Valance” (1963) or “Little Big Man” (1970). The horror genre moved from simple monsters attacking from outside to the monsters lurking within apparently ordinary human beings, for instance Hitchcock’s Psycho (1960). And a large number of dramas reflected relatively new social themes, such as “To Kill a Mockingbird” (1962) and “Easy Rider” (1969).

In some ways this edgier new approach was designed to attract movie audiences and give them something that could not be seen on television. However the same cultural maturity and pessimism also began to be reflected in television programs. Another factor in the new and more socially daring approach to film was the breakup of vertical integration (studio lot to movie theater ownership) following the 1948 anti-trust case, US v Paramount, which led to more openings for independent film makers and directors.

### **The modern blockbuster**

The demise of the Hollywood studio system and the rise of independent film makers in the “New Hollywood.”

With more independence and better cinema effects technology, cutting edge films with more “blockbuster” potential emerged (“Star Wars” (1977), “Titanic” (1997), “Avatar” (2009). The best example is Star Wars, which started as a back-lot experiment with new modeling and special effects techniques to bring viewers in closer to the action. It grossed \$4.3 billion in the 30 years since the first film was made in 1977.

#### **Answer the following questions:**

1. What became the “starting point” that gave rise to the development of cinematography?
2. Who were the pioneers in this industry?
3. What inventions “formed” the cinema industry we know nowadays?
4. How do you understand the so-called “western movie genre”? What are its characteristic features (if there are any)?
5. What is a modern blockbuster? Give your examples of the phenomenon.

4. Every generation produces films that, as time goes on, “mould” people’s way of thinking and sometimes even way of life. The cult films of the previous century — “Casablanca”, “Some Like It Hot”, “Terminator” — were just a few of them. What are the “pillar” films of today? Can you name any that affect people deeply and profoundly? What, in your opinion, provides such an effect? Give your ideas on the matter.

9 5. There are actors and actresses that never disappear from the cinema horizon. Marilyn Monroe is definitely one of them. What do you know about the person and *personality*?

You are going to watch a video piece from one of the best-known cult movies shot in history. But first consult the information given below.

*Gentlemen Prefer Blondes* is a 1953 film adaptation of the 1949 stage musical, released by 20th Century Fox.

The movie is filled with comedic gags and musical numbers but it is mostly Marilyn Monroe’s turn as the gold-digging Lorelei Lee for which the film is often remembered.



The story line first appeared in *Gentlemen Prefer Blondes: The Illuminating Diary of a Professional Lady*, a 1925 novel by Anita Loos. It was adapted for the stage in 1926, and then a 1928 silent movie, starring Ruth Taylor, Alice White, Ford Sterling, and Mack Swain, which, as of now, is apparently lost.

There is a sequel to the novel entitled *But Gentlemen Marry Brunettes*, with further adventures of Lorelei and Dorothy. The 1955 *Gentlemen Marry Brunettes* used only the book’s name and starred Russell and Jeanne Crain playing characters who were the daughters of Dorothy Shaw.

## GENTLEMEN PREFER BLONDES

*Directed by* Howard Hawks

*Produced by* Sol C. Siegel

*Written by* Anita Loos (novel and play), Joseph Fields (play), Charles Lederer

*Starring* Marilyn Monroe, Jane Russell

*Music by* Hoagy Carmichael, Eliot Daniel, Lionel Newman

*Distributed by* 20th Century Fox

*Release date(s)* July 18, 1953 (U.S.)

Watch the movie extract and be ready to answer the following questions:

1. What general impression does one get while watching the movie? What “aura” does it create?
2. What kind of women are the main characters? What were the life goals of Lorelei/ Dorothy?
3. Why Lorelei’s and Dorothy’s relationships with their partners were so complicated?
4. What jewelry, according to Monroe’s character, represents “a girl’s best friend”?
5. In your opinion, what’s the secret of the picture’s enormous popularity? Do you think it’s still popular? Why (not)? Comment on the issue.
6. Surely you have some preferences in the field of cinema. Prepare a project on one of your favourites (an actor/actree, movie/cartoon, etc). Get ready to present the information to your groupmates.

### 3.5 Media: Can You do Without It?

What does this notion — “media” — comprise in itself? What media resources do you know?

1. Make sure you understand all the words presented, try to give their German equivalents.

news	A report of a recent event; what is reported about a recent event or events
news services	News companies that have their own reporters. They sell their articles to the media. Associated Press (AP), United Press International (UPI) and Reuters are the top three news services used in the U.S.
the media	All the means of mass communication (newspapers, TV, radio, websites, magazines)
editor	The head of a news organization; person who chooses the articles that will be printed each day
columnist	A person who writes a regular (daily or weekly) article for a newspaper or magazine, such as a political columnist or a sports columnist
reporter	A person who gathers and reports news for a news organization
journalist	A person who writes articles for a news organization
correspondent	A person employed by a news organization to gather, report, or contribute news, articles, etc., regularly from a distant place
the press	All the media and agencies that print, broadcast, or gather and transmit news
source	Someone who gives a reporter information; a supplier of information
eyewitness	A person who sees an occurrence with his own eyes and is able to give a firsthand account of it
ombudsman/public editor	A neutral individual employed by a news organization to receive, investigate, report on and (in some instances) resolve reader or viewer complaints against a news organization
article	A story based on the facts
story	A news article or report
front page	The first page of a paper, usually carrying the most important story

*The table termination*

feature	A special or regular article, usually displayed prominently
column	A regular article or feature in a newspaper or magazine
headline	Title of any newspaper article
caption	A sentence or phrase under a picture to identify or describe the picture
editorial	Article written by the editor giving his opinion on a problem or event
opinion	Thoughts about a particular subject; a subjective point of view
libel	A lie that causes damage (misrepresents damagingly)
slander	A false report maliciously uttered and tending to injure the reputation of a person
bias	When an editor or reporter expresses a personal point of view in a news article or in a series of articles
objective	Not affected by personal feelings or prejudice; based on facts; unbiased
subjective	Based on personal feelings
plagiarize	To put forth as original to oneself the ideas or words of another
ethical	Dealing with morals
integrity	Soundness or moral character; honesty
credible	Believable; worthy of belief or confidence; trustworthy

**2. Ask your partner the following questions:**

1. Do you favour newspapers? If you do, what exactly do you read?
2. Do you believe TV to be a credible source of information? Why (not)?
3. What's your attitude towards the Internet as a media resource?
4. Can we refer our mobile phones to the media of today?
5. What kind of people, do you think, become broadcasters, journalists, reporters, etc? If you had a chance, would you like to become one? Why (not)?

**3. All modern media technologies are relatively young. How well do you know the history of their inventions? Consider the media enlisted, find out their creators and years of their first introduction to the wide public.**

Device/technology	Creator(s)	Year
TV		
The Internet		
Mobile phones		
I-phones		

**4. Have you ever heard of the so-called “Oprah’s show”? What is it exactly, do you think? Read the information below and answer the questions that follow.**

**WHO’S ON OPRAH THIS WEEK?**

The Oprah Winfrey Show and its host, known throughout the world just by her first name, is perhaps the most influential talk shows in television history. Her book club makes celebrities of authors and when she turns the spotlight on an issue, that issue makes headlines. The woman gets things done — and she does it in an entertaining and enthralling way.



### *Show Description*

- Airs Monday through Friday.
- Taped in Chicago.
- At 20 years, considered the longest running daytime talk show.
- Has been renewed through 2011, its 25th season.
- The show, one-hour long, uses the standard format of a studio audience in front of a raised set.

“Let’s just say it, Oprah is all-powerful.” The way the one-time local Chicago newswoman has developed a career and television show that influences and inspires millions of people around the world is just amazing to behold.

The show started out simple enough — a local Chicago talk program featuring a new host, Oprah, discussing issues from “how to get the man or woman of your dreams” to local community issues. Its popularity led to Oprah’s syndication in 1986 — and the rest, as they say, is history.

When she started, Oprah slipped into fueling the “trash television” phenomenon, in which daytime talk shows like Oprah’s presented tawdry tales from the secret lives of everyday Americans. She kept this format until 2001, when it was time to renew her contract. It’s then she decided to focus



show topics or more uplifting and philanthropic issues (along with the occasional visit from a celebrity or two — notably Tom Cruise’s 2005 couch-jumping declaration of love for actress Katie Holmes).

The phenomenon of Oprah is really unique since the woman quickly became No. 1 in a profession traditionally dominated by white males. There’s eschewing the “trash TV” format for a kinder, gentler and truly more informative style in the mid-90s, essentially signaling an end to the fad. There’s co-founding the successful cable station Oxygen — and later OWN, the Oprah Winfrey Network. Soon enough, in 2011, Oprah will celebrate her 25th season on TV.

In 1987 Oprah created The Oprah Winfrey Foundation to support the education and empowerment of women, children and families in the United States and around the world. The charity has awarded millions of dollars to organizations throughout the world to improve education and health care. In 1997 she founded Oprah’s Angel Network to inspire people to make a difference in the lives of others. So far the group has raised \$27 million almost entirely from audience donations.

Today Oprah Winfrey is a producer, publisher, book critic, actress, and international celebrity. She is, perhaps, a living media brand — one that seems to turn to gold whatever it is she deems worthy to touch. It’s hard to imagine that her career could grow much larger than it is. But with fans petitioning to nominate her for a Nobel Peace Prize the sky’s the limit. On top of it all, Oprah remains a down-to-earth and easy to talk to woman. And, truly, that’s what has made her a success.

### **Answer the following questions:**

1. What makes Oprah Winfrey unique in her profession?
2. Explain the idea of the so-called “trash TV”. What is it? Can you say there is something of the kind on the Belarusian screen?
3. What is the major idea of Oprah’s show, in your opinion?
4. What other activities is the woman involved in? How does that characterize her personality?
5. Why is Oprah “all-powerful”, do you think?
6. Would you like to be a guest at Oprah’s? Why (not)?

### **5. Look at the statements about newspapers in Britain. Adapt them to the situation in your country.**

1. There are 10 national newspapers.
2. The national newspapers are of three kinds: “quality”, “middle market” and “popular”.
3. There are special Sunday newspapers, which include coloured magazines.

4. There are also local newspapers, which only cover local news.
5. No national newspaper is owned or controlled by a political party.
6. There is no censorship of newspapers, but editors can be sued for libel or defamation (stories that damage someone's reputation).
7. There is no fixed price for newspapers.
8. Newspapers are available on the Internet.
9. 55% of adults read a national newspaper every day.
10. Young people tend not to read newspapers.

6. Work in small groups and compare a British popular newspaper to one from your country. Consider the following aspects: news (national and foreign), opinion, business, cultural pages, other non-news pages (fashion, health, etc), design, ads, price. What are the similarities/differences evident? Be ready to comment on the issue.

### Module 3: Round-Up

1. Define the following notions: *formal/informal theatre, cubism, pop art, Noh, farce, grip, editorial, bias, impressionism, vignette.*

2. Interview your partner on the following issues:

- a) his/her last visit to the theatre;
- b) what famous theatrical plays he/she knows about;
- c) his/her last visit to a museum;
- d) his/her cinema preferences;
- e) the newspapers/magazines he/she reads and TV programmes he/she favours.

3. What is the famous "Wooden O"? Where is it located? What other names does the sight carry?

4. "...All the world plays the actor". Do you agree? What do you know about the author of the line?

5. Are you a museum-goer? What museum opportunities are there in your country? What museums are especially significant for the nation? Comment on your viewpoint.

6. What makes the British museum in London one of the top 10 museums in the world? Get ready to speak on the issue.

7. What art movements do you know? What art movement catches your special attention? Why? Give your arguments.

8. Be ready to report on the artist whose works appeal to your taste.

9. Comment on the following statements:

1. We all know that Art is not truth. Art is a lie that makes us realize truth, at least the truth that is given us to understand. The artist must know the manner whereby to convince others of the truthfulness of his lies (*Pablo Picasso*).

2. Art is the stored honey of the human soul, gathered on wings of misery and travail (*Theodore Dreiser*).

3. Art is Man's nature. Nature is god's art (*James Bailey*).

4. What garlic is to salad, insanity is to art (*Augustus Saint-Gaudens*).

5. It would have been more logical if silent pictures had grown out of the talkies instead of the other way around (*Mary Pickford*).

6. Everything you read in newspapers is absolutely true, except for that rare story of which you happen to have first-hand knowledge (*Erwin Knoll*).

7. Harmony seldom makes a headline (*Silas Bent*).

8. Reflexes and instincts are not pretty. It is their decoration that initiates art (*Martin H. Fischer*).

9. Drama is life with the dull bits cut out (*Alfred Hitchcock*).

10. There is no surer method of evading the world than by following Art, and no surer method of linking oneself to it than by Art (*J. W. von Goethe*).

@ 10. If you were given a commission to shoot a film about the XXI century, what would it be? Describe your vision of the scenario in a 300-word essay.

Репозиторий БарГУ

**HEALTH & HEALTH CARE**

^ ANTICIPATING THE ISSUE

What's your attitude towards health issues and problems? Do they bother you? Why (not)?



**4.1 Emotional & Physical State**

From those with a chill demeanor to the completely frazzled types, mental factors are ultimately tied to physical health. And while a highly neurotic person might deteriorate more quickly than others, not every character trait will kill you. Some might even boost lifetimes.

*Jeanna Bryner*

Why, in your opinion, is the problem of emotional and physical state so pressing today? Why are the issues of such a concern?

1. Make sure you understand the vocabulary given. Try to pick up the adequate German/Russian equivalents.

**Senses — Nouns**

hearing  
smell

touch  
sight

taste

**Senses — Verbs**

catch a glimpse  
glimpse  
listen  
notice  
scan

feel sick  
vomit  
glance  
hear  
look at

observe  
see  
be sick  
watch

**Senses — other related words**

deaf  
hard of hearing

(color) blind  
short- / long- sighted

eyesight

**Adjectives**

ill  
fit  
sick

unhealthy  
unwell  
healthy

painful  
well

2. Discuss the following questions:

1. What factors, to your mind, may influence people's emotional state?
2. They say some people are emotionally vulnerable. Do you agree? Comment on your viewpoint.
3. What, in your opinion, forms our "positively coloured" emotional state?
4. To what extent do you think our emotions influence our physical state? Give your examples.
5. Do you believe social and physical environments play large roles in our emotional and physical state? How can it be possible? Give your examples.

3. They say our physical state depends on the way we think. Do you agree? What gives us emotional "strength"?

## ≈ LISTENING COMPREHENSION

1. What associations do you have with the notion of "sanity"? Try to define the notion. What may stir with one's sanity, do you think?.

While listening to the song for the first time, fill in the blanks with the words you hear.

### Pay attention!

The missing words are taken from your active vocabulary.

NOW AND \_\_\_\_\_

Whenever I'm \_\_\_\_\_ from the battles that rage in my \_\_\_\_\_  
You make sense of \_\_\_\_\_ when my \_\_\_\_\_ hangs by a thread  
I lose my way but still you seem to understand  
Now and \_\_\_\_\_  
I will be \_\_\_\_\_

Sometimes I just hold you  
Too \_\_\_\_\_ in me to see  
I'm holding a fortune that heaven has given to me  
I'll try to show you each and every way I can  
Now and \_\_\_\_\_  
I will be \_\_\_\_\_

Now I can rest my \_\_\_\_\_ and always be sure  
That I won't be \_\_\_\_\_ anymore  
If I'd only known you were there all the time  
All this time

Until the day the ocean doesn't touch the \_\_\_\_\_  
Now and \_\_\_\_\_  
I will be \_\_\_\_\_  
Now and \_\_\_\_\_  
I will be \_\_\_\_\_...

*Richard Marx*

2. Listen to the tune for the second time. Pay attention to the pronunciation and intonation of the lyrics. What, in your opinion, is the song's message? What title would be suitable here?

3. Join in the singing. While doing so, follow the performer's pronunciation and intonation patterns. Can you see any peculiarities of the latter in the singer's performance? Any peculiarities of the English used? What are these?

#### **H Home assignment**

Translate the lyrics up to the end. Be ready to sing it.

4. What thoughts/feelings, in your opinion, can finish one? And bring one back to life? Give your ideas on the matter.

By nature, are you an optimist or a pessimist? Look through the list of thoughts scientists of Duke University Medical Center in North Carolina (US) believe are dangerous for our emotional and, consequently, physical state. Do you happen to have such thoughts?

### **SEVEN THOUGHTS THAT ARE BAD FOR YOU**

#### **7 Cynicism**

Cynics who tend to be suspicious and mistrustful of others, a character trait that scientists refer to as hostility, may have an increased likelihood of developing heart disease.

#### **6 Lack of Meaning**

If you lack a sense of purpose, your stay on Earth could be truncated. A study involving more than 1,200 elderly participants who didn't have dementia at the study's start found that those who indicated having a high purpose in life were about half as likely to die over the study period, which lasted up to five years. The findings study suggested that people who no longer set and work actively toward goals or enjoy their day-to-day activities (how they spend their time) are those with greater mortality risk.

#### **5 Fretting**

People who are highly neurotic — constantly worried and anxious, and prone to depression — die sooner on average than their chill counterparts. And a recently reported study of nearly 1,800 men followed over a 30-year period suggests that's partly because neurotics are also more likely to smoke.

#### **4 Lack of Self-control**

Late for appointments? Can't keep your desk organized? No self-control? These seemingly benign qualities could take a toll on your health.

A review of more than 20 studies and nearly 9,000 participants revealed people who are organized and self-disciplined — as opposed to impulsive — live two to four years longer than others.

#### **3 Anxiety**

The jitters can put a strain on your noggin, research suggests. Compared with the highly frazzled, individuals with a mellow demeanor who are outgoing may be less likely to develop dementia, which can be caused by Alzheimer's disease and other illnesses.

#### **2 Gloom and Doom**

The gloomy, inhibited person is not just at a disadvantage socially, but also physically.

A preliminary study of more than 180 patients suffering from peripheral arterial disease (plaque buildup in the arteries) showed participants with so-called type D, or distressed, personality, had an increased odds of dying sooner than other people. Type-D people are more likely to experience negative emotions while at the same time hold in their feelings.

## 1 Stress

Whatever you do, don't let this list worry you! Research is showing that prolonged stress can be deadly, and if it doesn't do you in, workplace stress can increase your chances of heart disease, flu virus, metabolic syndrome and having high blood pressure. A study of nearly 700 Israeli workers found that those who experienced job burnout (when work stress becomes unmanageable) were nearly twice as likely as others to develop type 2 diabetes, in which a person's body becomes resistant to the sugar-regulating hormone called insulin.

And while a job promotion might boost your income, it also stresses you out. British researchers recently found that **when people get promoted, they suffer on average about 10 percent more mental strain** and are less likely to find time to go to the doctor.

5. "Don't touch me, I'm under stress!" — a frequent phrase of today, is it not? Are you often under stress? What situations seem to be especially stressful to you? Why?

Read the information survey on the phenomenon of stress and enumerate the reasons for why the state of stress is so deadly for people's health.

If you're worried about your health, stop. You're only making it worse. Stress takes its toll on your body, and new research reveals it is even more dangerous than thought.

Stress causes deterioration in everything from your gums to your heart and can make you more susceptible to illnesses ranging from the common cold to cancer, according to a review essay in 2007 issue of the Association for Psychological Science's magazine *Observer*. Thanks to new research crossing the disciplines of psychology, medicine, neuroscience and genetics, the mechanisms underlying the connection are rapidly becoming understood.

When an animal perceives danger, a system kicks into gear: A chain reaction of signals releases various hormones — most notably epinephrine ("adrenaline"), norepinephrine and cortisol — from the adrenal glands above each kidney. Norepinephrine has been shown to strengthen neuron connections encouraging us to dwell, and stress, over traumatic incidents.

These hormones boost heart rate, increase respiration and increase the availability of glucose in the blood, thereby enabling the well-known "fight or flight" reaction.

Because these responses take a lot of energy, stress simultaneously tells other costly physical processes — including digestion, reproduction, physical growth and some aspects of the immune system — to shut or slow down.

When occasions to fight or flee are infrequent and threats pass quickly, the body's stress thermostat adjusts accordingly: the intestines resume digesting food, the sex organs kick back into gear and the immune system resumes fighting infections.

Growing evidence shows that our sensitivity to stress as adults is already "tuned", so to speak, in infancy, according to the review article. Specifically, the amount of stress encountered in early life sensitizes an organism to a certain level of adversity; high levels of early life stress may result in hypersensitivity to stress later, as well as to adult depression. This is likely because animals raised in chronically adverse conditions (e.g., high conflict, material deprivation) may expect more of the same in the near future, and their bodies must quickly adjust.

Some people, and animals, are more prone to stress, research shows. A 2007 study found that mice who tended to stress out produced too much of a certain protein, which apparently caused them to overreact.

Besides heart disease, posttraumatic stress disorder and depression, chronic stress has been linked to ailments as diverse as intestinal problems, gum disease, erectile dysfunction, growth problems and even cancer. One study found that people who experience high amounts of stress at work are more likely to develop Type 2 diabetes. Recent research also showed that a stress hormone could cause skin disorders like psoriasis and eczema. Chronic rises in stress hormones have been shown to accelerate the growth of precancerous cells and tumors.

According to Stanford neuroendocrinologist Robert Sapolsky, who has studied stress in baboon troops, it is the relative safety from predators and high amounts of leisure time enjoyed by some primates — including humans — that has transformed these useful biological coping mechanisms into a source of pointless suffering and illness.

6. It's a common thought that some professions are more stressful than others. Do you agree? What professions, to your mind, are especially "risky"? Do you consider the profession of a teacher to be one of them? Why? Give your reasons on the matter.

7. Working in small groups, make a list of recommendations on the ways to fight the state of stress. What "remedies" can you suggest? Any ideas are welcome.

#### 4.2 First Symptoms: Illnesses and Diseases

Some people feel indifferent towards their own health, others go crazy about every new brand of vitamins. Does your state of health bother you? Or you get concerned when the first symptoms of illness "knock" on your door?

1. Pay attention to the vocabulary presented. Try to give the adequate German/Russian equivalents.

##### Illnesses

ache (headache, toothache, etc)	vitamin deficiency	be allergic to smth.
infection	chronic disease	virus
cough	indigestion	smallpox
cold (catch a cold)	inflammation	measles
flu	cancer	scarlet fever
(coronary) heart disease	heart attack	hay fever
high blood pressure	high blood sugar	motion/sea sickness
infectious disease	food poisoning	intoxication
diabetes (type 1, 2 and 3)	obesity	an injury to...
HIV (human immunodeficiency virus)	AIDS (acquired immunodeficiency syndrome)	ligament tear
		pain

##### Injuries

bruise	cut	sprain
graze	wound	fracture

##### Treatment

take treatment	apply (mustard) plasters
undergo treatment for... (alcoholism)	rinse one's mouth
vaccinate smb. with smth.	rub in an ointment
check-up	take vitamins
pain-killer	dose (of medicine, drugs)
tranquilizer	give/get an injection
put in cough/nose/eye drops	do a blood test
	operate smb. on smth.

bind a wound with a bondage/dress a wound  
put the arm/leg in plaster  
suture a wound  
prescribe smth.

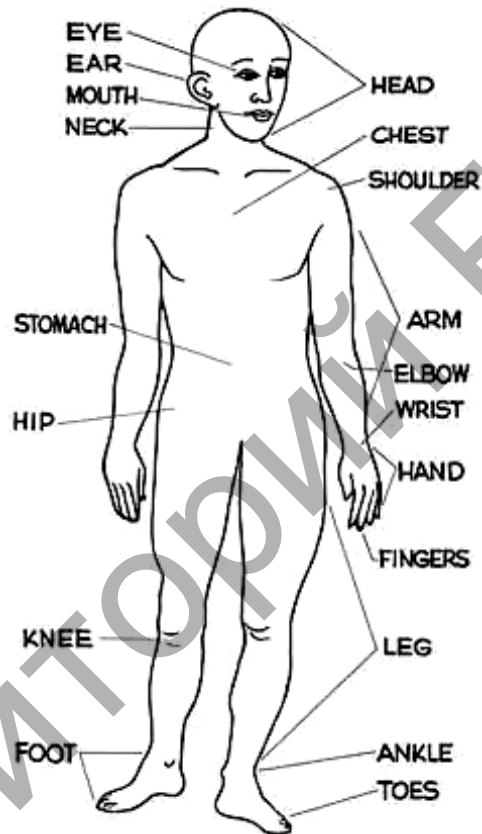
take a pill  
put smb. on a crash diet  
transfuse blood  
operate smb. on smth.

### Dental treatment

fill a tooth  
extract/pull a tooth  
filling

cap a tooth  
milk-tooth/molar/wisdom tooth  
occlude properly (about one's teeth)

### HUMAN BODY: DO YOU KNOW ITS PARTS?



**R** My elbow hurts me.../  
My ankle hurts me.../  
My stomach (heart, back, lungs, kidneys hurt(s) me...

2. In pairs, discuss the following issues:

1. What illnesses, in your opinion, are common in our society? Why do you think so?
2. What factors make people physically vulnerable?
3. Some people are able to fight the disease in a few hours, others may stay in bed for weeks.

What predetermines our capacity to resist illnesses? Does it depend on any character traits? Give your reasons on the matter.

4. What diseases, to your mind, are typical of: a) children under 10; b) teenagers; c) elderly people?

5. Can you recognize the first symptoms of illnesses before it is too late to make any precautions? What measures do you take in such cases?

3. In your opinion, what diseases comprise “the top” of medical statistics data around the world nowadays? Why do you think so? Read the text on one of the new dangers of our century and answer the questions that follow.

### XXI CENTURY VS. SWINE FLU

Swine Flu (also called H1N1 flu, influenza, “hog flu”, and “pig flu”) is any strain of the influenza family of viruses that is endemic in pigs. People do not normally get swine flu, but human infections can and do happen. The virus is contagious and can spread from human to human. As of 2009, the known SIV strains include influenza C and the subtypes of influenza A known as H1N1, H1N2, H3N1, H3N2, and H2N3 hitting the entire world.

Transmission of the virus from pigs to humans is not common and does not always lead to human influenza, often resulting only in the production of antibodies in the blood. If transmission does cause human influenza, it is called *zoonotic* swine flu. People with regular exposure to pigs are at increased risk of swine flu infection. The meat of an infected animal poses no risk of infection when properly cooked.

During the mid-20th century, identification of influenza subtypes became possible, allowing accurate diagnosis of transmission to humans. Since then, only 50 of such transmissions have been confirmed. These strains of swine flu rarely pass from human to human. Symptoms of swine flu in people are similar to the symptoms of regular human flu and include fever, cough, sore throat, body aches, headache, chills and weakness.

There are antiviral medicines you can take to prevent or treat swine flu. There is no vaccine available right now to protect against it, however. Recommendations to prevent spread of the virus among humans include using standard infection control against influenza. You can help prevent the spread of germs that cause respiratory illnesses like influenza by:

- Covering your nose and mouth with a tissue when you cough or sneeze. Throw the tissue in the trash after you use it.
- Washing your hands often with soap and water, especially especially after being out in public.
- Alcohol-based gel or foam hand sanitizers work well to destroy viruses and bacteria.
- Chance of transmission is also reduced by disinfecting household surfaces, which can be done effectively with a diluted chlorine bleach solution.
- Avoiding touching your eyes, nose or mouth. Germs spread this way.
- Trying to avoid close contact with sick people.
- Anyone with flu-like symptoms such as a sudden fever, cough or muscle aches should stay away from work or public transportation and should contact a doctor for advice.

**Answer the following questions:**

1. What have you previously heard about the phenomenon of swine flu?
2. Do you believe the disease is more dangerous than its “human” variant? Why?
3. What are the first symptoms of swine flu? Is it possible to confuse its symptoms with those of other illnesses? Why?
4. Can one treat the disease nowadays?
5. What precautions can be taken in order to avoid the illness spread?
6. What other illnesses, in your opinion, can be called the illnesses of the new millennium? Why do you think so?

4. It’s a common viewpoint that some illnesses are predetermined by the so-called “professional” factor, i.e. something that one does for a living. In your opinion, what illnesses/diseases are frequent among:

Profession/occupation	Diseases/illnesses
Drivers	
Accountants	

*The table termination*

Teachers	
Musicians	
Builders	
Hairdressers	
Scientists	
Carpenters	
Doctors	

5. What measures do you take when you feel the first symptoms of a disease? Working in small groups, give your recommendations on how to fight the first alarming signs of illness:

Symptoms	Measures to be taken
Dizziness	
Sore throat	
Headache	
Pain in the back	
Toothache	

### 4.3 At the Doctor's

How often do you go to the doctor's? Do you visit the specialists on a regular basis or when it's already impossible to avoid a visit?

1. Make sure you understand the given words. What German/Russian equivalents would you give to the notions?

#### Places

hospital  
operating theatre  
surgery

waiting room  
ward

#### Specialists

dentist  
doctor  
general practitioner (GP)  
midwife

nurse  
specialist  
surgeon

#### Other related words

make an appointment (v)  
What (seems) is the problem...?  
What's the matter ...?  
check-up  
ache

pain  
history of ... problems  
medicine  
aspirin

2. Together with the partner, discuss the following issues:

1. What specialists do you visit a) frequently; b) from time to time; c) never? Why?
2. What specialists, in your opinion, are popular with people in your country? Why do you think so?

3. Do you think annual visits to the doctor is a must for everyone?
4. Why do most people prefer not to go to the hospital? What do people usually dislike about such visits?
5. Do you remember your last visit to the doctor? When was it and what was the reason for the visit?

3. Have you ever heard about/used the so-called “alternative” treatment, or “folk” medicine? What is it exactly? Do you think it’s more effective than traditional medical treatment? Read the information on the issue and answer the questions that follow.

## FOLK MEDICINE

*Folk medicine is generally defined as traditional medicine that is practiced by nonprofessional healers or embodied in local custom or lore, generally involving the use of natural and especially herbal remedies.*

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As you walk down the aisles of your local drugstore seeing the array of brightly colored bottles and boxes whose contents are designed to treat an almost endless variety of ailments, could you ever imagine them as flowers once growing on a forest floor or as a bark cut from one of its trees? From the chemicals developed by nature have actually come 25 percent of all our medications.

The history of the relationship between products from living plants and healing medications goes back to the very beginnings of medicine itself, from 3700 B.C. Egypt, followed by the Chinese and later the Greeks and Romans. In the early frontier days of West Virginia, the vast majority of settlers in our region were cut off from any kind of “formal” medical care and moreover, competent physicians long remained beyond the reach, both physically and financially, of a vast segment of the population. For residents deprived of these benefits, folk medicine derived from time-honored and age-old traditions was used.

Even after new and better treatments became available, residents clung tenaciously to folk remedies handed down from generations long past. Many such remedies survived well into the twentieth century and even yet constitute a part of the home treatments practiced in remote areas of the mountains.

Some of their remedies are still used today in patent medicines. Wild cherry bark for cough medicine is an example. Sassafras, catnip, horehound and pennyroyal were all brewed into teas and used to treat coughs and colds. The leaves and twigs of red cedar were boiled and inhaled for bronchitis. White and black willow leaves and bark were made into a tea to break up a fever which makes perfect sense today since we know that willow is very abundant in salicylic acid — aspirin. Bloodroot, golden seal, wild ginger and the corm of the jack-in-the-pulpit were used in a variety of concoctions. The pitch from the white pine healed wounds and sores. Powdered bark of the hemlock was used to staunch the flow of blood from a cut. Tannin in the bark of the hemlock was good for burns. Cooked pine needles were used for toothache. Rhododendron oil was used for rheumatism. Whether these remedies were effective or not, is not recorded. Who dared to get sick, with all that faced them on the frontier.

*(by Peggy S. Fisher)*

### Answer the following questions:

1. What role does nature take in the process of producing medication?
2. When did people start to use the potential nature powers for the medical purposes?
3. What nature “resources” are still used in traditional medicine? Why are they still popular, do you think?
4. Why do people sometimes prefer folk medicine over traditional one?
5. Find in the text some of the classical folk medicine recipes. Have you ever used anything of the kind in practice? If you have, what was the case?
6. What is your attitude towards such a way of treatment?

4. Have a look at the “recipes” of folk medicine cures. What do you think of them? Are they effective, in your opinion? Why (not)? Comment on your viewpoint.

1. The blood of a black chicken rubbed on the affected area will cure the shingles.
2. Black chickens are also good to bring out chickenpox particularly if you go out to the chicken coop after the sun goes down and let one fly over you.
3. The root of rhubarb worn on a string around your neck will prevent stomach aches.
4. Tie a big red onion to the bedpost and it keeps the ones in the bed from having colds.
5. A dirty sock worn around your neck when you go to bed will cure a sore throat.
6. Don't let the moonlight shine on your face while your sleeping, it will cause you to go crazy.
7. Don't cut your hair in the dark of the moon or it may cause you to go bald.
8. Tea made from sumac leaves can cure asthma and hay fever.
9. An iron key pressed to the back of the neck will cure a nosebleed.
10. To stop a toothache in your left jaw, tie a string around the little toe of your right foot.

5. When there's no way out, one has to make an appointment with the specialist. How do we do it? Read the following dialogues and pay attention to the clichés used. Make up your own dialogues using the material under study.

A.

*(making an appointment)*

- Hello. This is Richard Brown. I'd like to make an appointment to see Dr. Johnson.
- Certainly. What seems to be the problem?
- I'd like to have my annual check-up.
- Fine. When would you be available to come in to see Dr. Johnson?
- Any day next week in the morning would be great.
- How about next Thursday at 10 o'clock?
- That sounds fine. Thank you.
- We'll see you next Thursday Mr. Brown. Goodbye.

B.

*(seeing the doctor)*

- Hello, what's the matter?
- Good morning. I have a terrible ache in my lower back.
- How long has your back been bothering you?
- I've been having pain for about the last two weeks.
- Do you have any history of back problems?
- No, this is the first time.
- Are you taking any medicine at the moment?
- No, just an aspirin from time to time to kill the pain.
- OK. Let's have a look at your back. Please take off your shirt ....

6. Every nation has in its folklore sayings/proverbs/funny quotes connected with medical treatment and doctors. Can you find any of the kind in English and German? When possible, try to find the equivalent pairs appropriate in English and German.

## 4.4 Bad Habits: Really Bad?



Rocker Tommy Lee once said, “We’re not here for a long time, we’re here for a good time”. Do you support the idea? Why (not)?

1. Make sure you understand the given items. What German equivalents would you give to the words presented?

Verbs:

- eat junk;
- be an addict (a TV-addict, etc.);
- smoke marihuana;
- be an alcoholic;
- be a computer freak;
- be a workacholic;
- work 24/7.

2. Discuss the following issues:

1. A healthy way of life — is it about your life? Or, perhaps, you allow yourself some things “bad”?
2. In your opinion, what are the common reasons for sticking to bad habits?
3. Can one with 100% certainty avoid bad habits in the course of life? Why (not)?
4. Have you ever tried to step on the “wrong path”? When was it? And what was the “path”?
5. In your opinion, what are such people as computer freaks like?
6. Are you a workacholic? Have you ever met people of the kind? What are they like, do you think?

3. What activities are labeled as bad habits? Are you sure you’re aware of every one of them? Check whether you know all the major habits of the kind. Do you think all the activities given are so devastating? Give your arguments on the matter.

### 10 EASY PATHS TO SELF DESTRUCTION

#### 10 Sacrifice Sleep

Inadequate sleep (less than 7 or 8 hours a night) has been tied to many different health problems, including obesity, diabetes and cancer. Mental fatigue is also as big of a risk factor for vehicular accidents as alcohol.

#### 9 Ignore the Doctor

Many Americans agree that their health is hardly worth finding thirty minutes among 526,000 for that once-per-year physical exam. It’s a good tactic if early disease detection and important medical consultation are going to get in the way of your Tommy Lee lifestyle.

## **8 Dumb Down Your Brain**

Reading, doing crosswords and tackling sudokus are all risky behaviors if you're looking to avoid Alzheimer's. The degenerative brain disease attacks almost everyone who lives long enough, though mind games and puzzles are known to ward off the effects.

## **7 Have a Lot of Sex**

Most people agree that sex in itself isn't so bad, it's how you do it that could mean life or death. The smart self-destructer doesn't use protection, ignores the partner's sexual history and shuns the annual medical exam. Twelve million Americans contract sexually transmitted diseases every year, many of which can leave the victim infertile.

## **6 Drive a Lot**

If people wanted to increase their chance of surviving until a ripe old age, they'd fly everywhere. Driving kills more people aged 1 to 35 than anything else, a statistic that could drop to near zero if everyone just stayed home. But how fun would that be? So hit the road, forget the speed limit, yak on your cell phone or worse, eat and don't buckle up if you're anxious to become part of this popular statistic.

## **5 Drink a Lot**

The occasional drink of alcohol, especially wine, can be beneficial to your health, many studies suggest. But if you're looking to do yourself in, overdo the two-drink-per-day limit and imbibe heartily. Besides alcoholism of course, too much booze causes liver damage, diabetes and is the root cause of nearly 100,000 deaths per year.

## **4 Stress Out**

Creating more stress in your life is a great way to invite all kinds of diseases to attack the body. When you're chronically stressed, the adrenal glands are forced to work overtime and eventually exhaust themselves, inhibiting the immune system. So go ahead and worry about everything from the color of your socks to whether dinner will be ready on time. Your hormones won't know what hit them.

## **3 Watch TV**

Not only is television entertaining, it can keep us on the couch for hours at a time several days per week. The average American spends a full 9 years of his life glued to the boob tube, years that could otherwise be spent exercising. Resist the urge! Being an obese, sedentary TV-addicted couch potato makes for speedy self-destruction, though you may be a little smarter (if you watch those science channels).

## **2 Smoke**

They don't call them "cancer sticks" for nothing: tobacco-related illnesses are America's number two killer, and the most preventable. But if you're bent on putting the kibosh to healthy living, go ahead and light up; just one cigarette will immediately increase your blood pressure and decrease the circulation to your extremities. Imagine what you could do with a pack.

## **1 Eat Junk**

At least 400,000 Americans in 2010 managed to kill themselves based almost solely on what they ate. Heart disease is the country's number one killer and, while some of that comes from genetics, most of it's due to the fat-laden, sugar-heavy junk we put in our bodies. Looking for the most effective, probably most enjoyable way to do yourself in? Have another doughnut. And make it cream-filled!

Now let's be honest and do the maths: out of the 10 "paths" enlisted, how many do you follow? Comment on the results.

4. Strange as it may seem, but scientists are sure that some of our bad habits can be actually good for us. Can you guess what bad habits are meant here? You are allowed the following prompts:

- you eat it;
- you drink it;
- you demonstrate it.

Can you explain why the performance of these habits can sometimes be good for us?

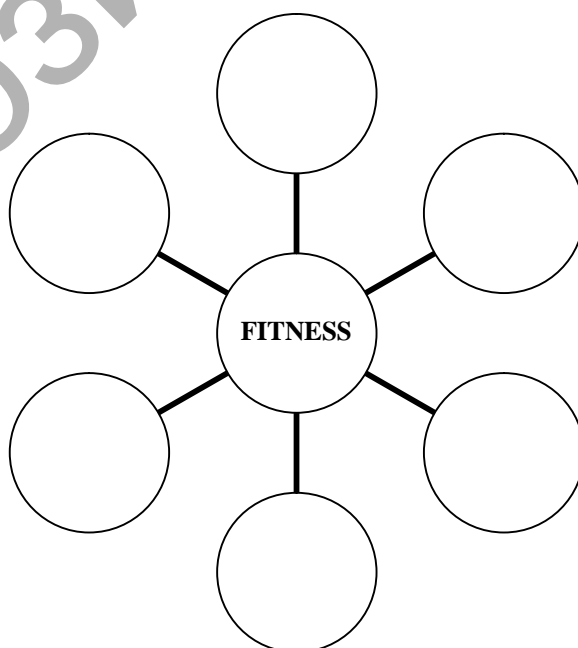
5. One says it's impossible to cure bad habits. Do you agree? In small groups, work on the chart bellow. Make a list of all the measures that can be taken in order to abandon the bad habits mentioned:

Actual Problem	Measures to be taken
Drinking	
Smoking	
Drug addiction	
Overeating	
Cmputer games	
Working 24/7	

6. Imagine the situation: you're a school teacher (university lecturer) occasionally catching a pupil (student) of yours smoking marijuana. What will your actions be? First with the partner and then with the group, discuss the acceptable options.

#### 4.5 Sport & Fitness: Get Fit!

What associations do you have with the word "fitness"? Draw as many notions associated, as possible.



1. Make sure you understand the words given. What German equivalents would you give to the following vocabulary items?

#### Sports categories

water sports  
indoor sports  
winter sports

motor sports  
target sports  
equestrian sports

racquet sports  
ball games

#### Sports

athletics (do)  
basketball (play)  
cycling  
football (play)  
gymnastics (do)  
horse-racing  
jogging  
riding  
skiing

squash (play)  
swimming  
volleyball (play)  
windsurfing  
aerobics  
badminton (play)  
boxing  
diving  
golf (play)

hockey (play)  
ice-skating  
motor-racing  
rugby (play)  
snooker (play)  
surfing  
tennis (play)  
weightlifting

#### Other related words

athletics (do)  
basketball (play)

cycling  
get muscular strength

get slim

2. In pairs, discuss the following questions:

1. What is your idea of keeping fit? Do you think yourself fit? Why (not)?
2. What activities (apart from sport) may help people get in shape, do you think? In what way?
3. Do you go in for sports? If you do, what is it? What are your reasons for practising it?
4. Do you believe "sport = fitness"? Why (not)? Comment on your viewpoint.
5. What sports categories, to your mind, are especially beneficial for getting in shape? Why?

Give your examples.

3. What do people usually do when they want to get fit? Where do they apply to? The dialogue below illustrates one of the ways possible. Read the dialogue, pay attention to the clichés used in it. Use the material under study and make up similar dialogues in different settings.

#### (in the gym)

- Hello, my name is Jane. I'd like to ask a few questions about getting fit.
- Hi, Jane. What can I do for you?
- I need to get in shape.
- Well, you've come to the right place. Have you been doing any exercise lately?
- I'm afraid not.
- OK. We'll start of slow. Which type of exercise do you enjoy doing?
- I like doing aerobics, but I hate jogging. I don't mind doing some weight-lifting, though.
- Great, that gives us plenty to work with. How often can you work out?
- Twice or three times a week would be good.
- Why don't we start with an aerobics class twice a week followed by a little weight lifting?
- Sounds fine to me.
- You'll need to start slowly, and build up gradually to three or four times a week.
- OK. What kind of equipment will I need?

- You'll need a leotard and some sneakers.
- Is that all? How do I sign up for the classes?
- We'll need you to join the gym and then you can choose which classes fits your schedule best.
- Great! I can't wait to get started. Thanks for your advice.
- No problem. I'll see you in aerobics class!

4. Different sports, different effects. Some are easy to practice, others can be really challenging. In small groups, discuss the pros (benefits) and cons (risks) of the given sports:

Sport	Pros	Contras
basketball		
step		
horse riding		
swimming		
power lifting		
jogging		

5. Project-making. Choose a sport you think to be a good way to keep fit. Prepare a short story about the sport chosen, present the essential information to the group.

#### & A WORD WITH ANDY ROONEY

1. Do you feel concerned about your eyesight? Then the following piece of information is definitely for you.

Read the essay presented below and do the tasks that follow.

#### THE BETTER TO SEE YOU WITH

(1) They seemed to have printed the small type in the telephone book smaller this year. At night, sitting in the living room, it seemed to me that they aren't making light bulbs as bright as they used to. They changed the type in my newspaper and made it harder to read, too. I was reading less and watching television more. I finally faced the fact that I needed new glasses. I needed new glass in my glasses, but they won't usually sell you that.

(2) I looked under OPTOMETRIST in the Albany Yellow Pages because Albany is the nearest big city to the little village where we spend our summers. The Albany phone book gives the impression that Albany is a bigger city than it is. There were 22 listings under OPTOMETRIST.

Margie had urged me to go see an ophthalmologist but, proud as I am of being able to spell it, I had been to an ophthalmologist in Albany with an elderly aunt six years ago. We waited two hours and ten minutes before she was finally seen, not by the doctor with his name on the door, but one of his assistants. I was on vacation and only take a month. I didn't want to spend three hours of that in an ophthalmologist's waiting room.

I jotted down the names and addresses of six places listed under "optometrist." The first was in an upscale shopping mall. There was another store I wanted to go to there anyway and I thought I'd kill two birds with one parking place. The optometrist's "office" looked neat and efficient. There were slick pictures everywhere of beautiful women too young to need glasses wearing glasses. I walked in and was approached by a pleasant young woman.

(3) “May we help you?” she asked. Just the way she said “we” I knew she couldn’t help but figured it meant she knew someone else in the place who could.

“I’d like to have my eyes examined,” I said. “I think I need new glasses”.

“Won’t you please sit down,” she said. “Mr. Frintz will be right with you.”

I am never inclined to sit down when I’m not tired. I didn’t need rest, I needed new glasses. I don’t know why people always insist that you sit down while you wait.

Within a few minutes the man I thought was the optometrist appeared and greeted me.

“I’d like an eye exam,” I said, trying to get at the point quickly. “Are you an optometrist?”

“What seems to be the trouble?” he asked, not answering my question.

“The trouble is,” I said with obvious irritation, “I can’t see as well as I’d like to. Are you an optometrist?”

“We can arrange an appointment for you with an optometrist,” he said unctuously. “What day would be good for you?”

I had been reading all the ads for eyeglass stores that said “ONE HOUR SERVICE” and that’s about when I wanted new glasses, in an hour. I didn’t need anyone to arrange an appointment for me. It’s like going into a store that doesn’t have something you want and they say “We can order it for you.” I can order it myself. I go to a store so I won’t have to order it.

In the next two hours I visited four places that were listed in the Yellow Pages under OPTOMETRIST that did not have an optometrist on the premises. One must make the rounds.

(4) Opticians have taken a two-year course in things like how to cut a lens to fit the frame you order and they know their business. The blank lens has usually been ground to some standard prescription at the factory. Opticians cannot test your eyes. They can determine what your prescription is from your old glasses and make new ones from that if all you want is a duplicate pair.

(5) Optometrists are better educated than they used to be but all they’re allowed to do is test your eyes. In recent years their license has allowed them to do diagnostic work. They can dilate your pupils and look in there with those little flashlights to see what’s going on but if there’s anything wrong, they can’t fix it. They call themselves “doctor” but they are only sort-of doctors.

(6) Ophthalmologists are doctors. If you have a problem with your eyes, you should go see one. I just wanted to be able to read the newspaper. On my fifth stop I found an optometrist who was actually in the shop that said OPTOMETRIST outside. “GLASSES IN ONE HOUR” the sign read. I’m to pick them up Thursday.

2. Decide which title (A—F) best matches the passage (1—6):

- A. “Eye-technicians”.
- B. “Eye-doctors”.
- C. A sudden problem.
- D. Beating about the bush.
- E. Making arrangements.
- F. “Eye-testers”.

3. Discuss the following issues:

1. Can one say that short eyesight is a most common phenomenon nowadays? Why is it so, do you think?
2. What pressing problems of today does Rooney raise in the essay under discussion?

3. What are the author's thoughts on the level and quality of the medical services available?
4. Pay attention to the terms: "opticians", "optometrists", "ophthalmologists". Can you differentiate the notions? How are they different?
5. Can one consider the situation described in the essay typical of the Belarusian social environment of today? Why?

4. Consider the concept of the word "glass". What word combinations/meanings/connotations may the word echo in? Give as many examples as possible.

5. "ONE HOUR SERVICE" — does the phrase ring any bells? What comparisons can you draw in this connection concerning the reality of such countries as Germany and Belarus? Comment on your viewpoint.

@ 6. In the US they have optometrists, opticians, ophthalmologists... What specialists do we have in Belarus? Can you recollect your last visit to the "eye-doctor"? Describe your experience of visiting the specialist under discussion in a 300-word essay.

### Module 4: Round-Up

1. Explain/decipher the meaning of the following items: *H1N1, tranquilizer, AIDS, HIV, type D people*.
2. Interview your partner on the following issues:
  - a) what illnesses (major/minor) he/she went through when a child;
  - b) what symptoms he/she recognizes the coming illness by;
  - c) what measures he/she usually takes to prevent, f.e. catching a cold;
  - d) whether he/she uses any folk medicine recipes;
  - e) what he/she does to stay fit and healthy.
3. What are the 7 thoughts dangerous for one's mental and physical health (according to American scientists)? Are there any other thoughts you may add to the list?
4. Define the notion of "folk medicine". What are its basic principles? Give your examples of using the remedies applied in folk medicine.
5. In your opinion, what activities/hobbies can lead to bad habits? What can the consequences be? To answer the question, complete the chart presented below.

Being a...	Reasons possible
heavy smoker	
drug addict	
computer freak	
drunkard	
workaholic	
...	

6. What are the 10 easy paths to self-destruction? Do you follow any of the 10? How can one avoid them? Comment on your viewpoint.

7. What measures can be taken to stay fit and healthy? Are they always long-lasting? Is there a quick way to “get back into the line”? Give your ideas on the issue.

8. What is this or that sport beneficial for? What can be the possible risks of this or that sporting activity? Complete the table below and clarify your point of view.

Sport	Benefits	Risks
basketball		
cycling		
gymnastics		
horse riding		
skiing		
table tennis		
weightlifting		
swimming		
yoha		
aerobics		

9. Comment on the following statements:

1. The trouble with always trying to preserve the health of the body is that it is so difficult to do without destroying the health of the mind (*G. K. Chesterton*).

2. There’s lots of people in this world who spend so much time watching their health that they haven’t the time to enjoy it (*Josh Billings*).

3. Physical ills are the taxes laid upon this wretched life; some are taxed higher, and some lower, but all pay something (*Lord Chesterfield*).

4. Sickness is the vengeance of nature for the violation of her laws (*Charles Simmons*).

5. If man thinks about his physical or moral state he usually discovers that he is ill (*J. W. von Goethe*).

6. If you wish to keep as well as possible, the less you think about your health the better (*Oliver Wendell Holmes*).

7. It’s no longer a question of staying healthy. It’s a question of finding a sickness you like (*Jackie Mason*).

8. Nothing is more fatal to Health, than an over Care of it (*Benjamin Franklin*).

9. A man’s health can be judged by which he takes two at a time — pills or stairs (*Joan Welsh*).

10. The only way to keep your health is to eat what you don’t want, drink what you don’t like, and do what you’d rather not (*Mark Twain*).

@ 10. Are you type D or not? What is your own recipe of staying fit, healthy and, most importantly, happy? Share your ideas on the matter in a 300-word essay.

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GETTING A PRO

^ ANTICIPATING THE ISSUE

Who is a “pro”, in your opinion? What makes one a pro, do you think? How much time does one need to become one?

### 5.1 How to Write a Resume

#### What is a Resume?

The resume is a tool with one specific purpose: to win an interview. If it does what the fantasy resume did, it works. If it doesn't, it isn't an effective resume. A resume is an advertisement, nothing more, nothing less.

A great resume doesn't just tell them what you have done but makes the same assertion that all good ads do: If you buy this product, you will get these specific, direct benefits. It presents you in the best light. It convinces the employer that you have what it takes to be successful in this new position or career.

A good resume inspires the prospective employer to pick up the phone and ask you to come in for an interview.

#### Other Possible Reasons to Write a Resume:

- To pass the employer's screening process (requisite educational level, experience, etc.), to give basic facts which might favorably influence the employer (companies worked for, political affiliations, racial minority, etc.). To provide contact information: an up-to-date address and a telephone number (a telephone number which will always be answered during business hours).
- To establish you as a professional person with high standards and excellent writing skills, based on the fact that the resume is so well done (clear, well-organized, well-written, well-designed, of the highest professional grades of printing and paper). For persons in the art, advertising, marketing, or writing professions, the resume can serve as a sample of their skills.
- To have something to give to potential employers, your job-hunting contacts and professional references, to provide background information, to give out in “informational interviews” with the request for a critique (a concrete creative way to cultivate the support of this new person), to send a contact as an excuse for follow-up contact, and to keep in your briefcase to give to people you meet casually — as another form of “business card”.
- To use as a covering piece or addendum to another form of job application, as part of a grant or contract proposal, as an accompaniment other applications.
- To put in an employer's personnel files.
- To help you clarify your direction, qualifications, and strengths, boost your confidence, or to start the process of committing to a job or career change.

#### ! What It Isn't:

It is a mistake to think of your resume as a history of your past, as a personal statement or as some sort of self expression. Sure, most of the content of any resume is focused on your job history. But write from the intention to create interest, to persuade the employer to call you. If you write with that goal, your final product will be very different than if you write to inform or catalog your job history.

#### Resumes Styles for Teachers

As with all resumes, the teacher first has to decide on a particular style or resume format.

There are three types of resumes that a teacher may use depending on employment gaps, richness of experience, and education. Summarizing the resume styles, one has:

– *Chronological Resume* (provides a historical account of where you’ve taught, and the types of teaching assignments you’ve held. The emphasis of this style is on work experience or history).

– *Functional Resume* (a good choice for teachers with less working experience, the functional resume emphasizes what you know more than where you’ve been teaching).

– *Combination Resume* (the most marketable of the resume styles, it leads with a functional format and ends with a chronological style. This is the best choice for teachers that have a lot of good experiences to include in their resumes).

The resume example presented below is in the combination resume format.

### Sample Teacher Resume

<b>John Smith</b> 100 Main Street Your City, NY 10001 (617)555-1212	<b>Secondary Teacher History Department</b>
<b>Education</b>	
Wisconsin College for Teachers Bachelors of Arts in History GPA 3.5/4.0	
<b>Teaching Skills/Knowledge</b>	
<ul style="list-style-type: none"><li>• Coursework Design</li><li>• Individual Instruction</li><li>• Class Motivation</li><li>• Classroom Administration</li><li>• Student Assessments</li><li>• Differentiated Instruction</li><li>• Special Needs</li><li>• Interactive Learning</li></ul>	
<b>Teaching Achievements</b>	
<ul style="list-style-type: none"><li>• Created “History Day” at school that was later used as a model for all schools in the district. History Day was an interactive experience for students to make learning about history more enjoyable.</li><li>• Recognized as “Teacher of the Year” after only two years in present school district. There are over seventy teachers eligible for this award each year.</li><li>• Launched “Little Readers” program aimed at increasing reading proficiency of third graders, while making reading fun.</li></ul>	
<b>Teaching Experience</b>	
<b>Holy Hills High School</b> , Your City, NY 9/2001 — present	
Student Teacher. Designed and implemented two formal and several informal class lessons for 12 <sup>th</sup> grade Advanced Placement American History students. Developed African History program for 9 <sup>th</sup> grade classes. Led class discussions, organized and graded homework assignments, test and term papers.	
<b>Woodward Lane Elementary School</b> , My City, NY 9/1998 — 6/2001	
Student Teacher. Created whole class lessons in American and European history students. Responsibilities included the supervision of students in athletic and academic activities. Students varied in age from 7 — 14 years. Served as full time teacher responsible for implementing lesson plans and daily activities.	

### Note!

Do not confuse a resume with a curriculum vitae (cv)

## What is a Curriculum Vitae?

While many of people in the United States have never heard of Curriculum Vitae, the term is more familiar to teachers. One may ask: **what is the difference between a CV and a resume?**

A Curriculum Vitae is commonly used by teachers when applying for a research grant, fellowship, or for a research position at a college or university. Just like a resume, a CV contains all of one's contact information and work history. Unlike a resume, a CV will include research experience, articles published, grants received, and more detailed information on professional associations and awards.

## F PRACTICE

@ 1. Write a professional teacher resume. Apply for a position of a 1) school teacher or 2) university lecturer.

## 5.2 Can You Email?

### Email Etiquette

Ninety two percent of Internet users in the United States use email. Many people use email for business communication, which stresses the importance of knowing proper email etiquette. While a lot of people understand the importance of following certain rules when writing a business letter, they often forget these rules when composing an email message.

### Here are the key items you should remember while emailing people:

- *Mind Your Manners:* Think of the basic rules you learned growing up, like saying "please" and "thank you". Address people you don't know as Mr., Mrs., or Dr. Only address someone by first name only if they imply it's okay to do so.

- *Watch Your Tone:* Merriam-Webster defines tone as an "accent or inflection expressive of a mood or emotion". It is very difficult to express tone in writing. You want to come across as respectful, friendly, and approachable. You don't want to sound curt or demanding.

Tone is a difficult thing to explain. Your feelings come across by the way you say something. It is easy to change your tone when you're speaking. When you're writing it's very hard to do. Your messages shouldn't sound curt or demanding. Sometimes just rearranging your paragraphs will help.

If you're writing to someone you've communicated with before, you might want to begin by saying "I hope you are well". Email writers often use emoticons to convey a certain tone. Emoticons are little faces made up by arranging parentheses, colons, and semi-colons. If you write to someone frequently and you have a less formal relationship, then emoticons are okay. If, however, you're writing to a prospective employer, stick to words only.

Avoid writing your message using all upper case letters. It looks like you're shouting. Don't use all lower case letters either. Some people say it will make it seem like you're mumbling.

- *Be Concise:* When possible, be brief. Get to your point as quickly as you can. However, please don't leave out necessary details. If providing a lot of background information will help the recipient answer your query, by all means, include it. You may even want to apologize for being so wordy at the beginning of the message.

- *Be Professional:* This means, stay away from abbreviations and don't use emoticons (those little smiley faces). Don't use a cute or suggestive email address for business communications.

- *Plz Don't Abbrvt.*

Teenagers often send email using all sorts of abbreviations — U instead of you, 2 instead of to or too, plz instead of please, and thanx instead of thanks. It's fine for personal email. Business email should be more formal. However, frequently used abbreviations such as Mr. and Mrs., FYI (for your information), etc. are fine.

- *Use Correct Spelling and Proper Grammar:* Use a dictionary or a spell checker — whichever works better for you. While you can write in a conversational tone (contractions are okay), pay attention to basic rules of grammar.

- *Ask Before You Send an Attachment:* Because of computer viruses, many people won't open attachments unless they know the sender. Even that can be a mistake because many viruses come disguised in email messages from someone you know. Before sending an attachment, ask the recipient if you may do so.

- *Wait to Fill in the "TO" Email Address:* Do not fill in the "TO" email address until you are completely through proofing your email and sure that it is exactly the way you want it. This will keep you from accidentally sending an email prematurely.

- *What's In a Name?*

Take a look at your email address. What does it say about you? Are you a [sexymom@isp.com](mailto:sexymom@isp.com)? May be. But do you want a prospective employer to think so? Think of getting a more formal address. Perhaps your first initial and last name would be good. If you're really attached to your address and don't want to change it, consider adding a second one for professional use only. If your ISP (Internet Service Provider) only provides a single address, look into getting a free account. If you're currently working, you may have a company email account. Do not use this address for job hunting purposes. Use a personal account only.

## : THE LIST OF CHAT ACRONYMS & TEXT MESSAGE SHORTHAND

With more than 82 million people texting regularly, it's important not to get lost in the flood of new definitions and acronyms on the Net.

Acronyms have always been an integral part of computer culture, and they have since spawned a new language on the Internet.

Online enthusiasts, primarily millennials, are learning that shorthand are in fact called acronyms, but this is incorrect. The difference between acronyms and shorthand is that with acronyms, you pronounce the letters as a new word (for example, "FUBAR" is pronounced "foo-bar" and "RADAR" is pronounced "ray-dar"). In contrast, shorthand pronunciations are like an initialism (a set of initials) in which you say the letters one-by-one (for example, "ESP" is an initialism for "extra sensory perception" whereas "esp." is an abbreviation for especially). The online practice is to refer to shorthand, initialisms, or abbreviations as acronyms.

The majority of the expressions you'll get acquainted with are not acronyms, but rather shorthand used while text messaging. Commonly used wherever people get online — including IMing, SMSing, cell phones, PDAs, Web sites, games, newsgroup postings, in chat rooms, on blogs — the abbreviations presented below are used by people from all over the world to communicate with each other.

121	One to one
2moro	Tomorrow
2nite	Tonight
2U2	To You Too
411	Information
511	Too much information
AAMOFA	As A Matter Of Fact
AARAt	Any Rate
ACK	Acknowledgement
ADR	Address

The table continuation

ASAP	As Soon As Possible
AFAIK	As Far As I Know
AFAIR	As Far As I Remember
ALAP	As Late As Possible
B4	Before
B4N	Bye For Now
BBIAS	Be Back In A Sec
BBL	Be Back Later
BBT	Be Back Tomorrow
BC	Because
BFF	Best Friends Forever
BIBI	Bye Bye
BON	Believe it Or Not
BZ	Busy
CD9	Code 9 — it means parents are around
CIL	Check In Later
CM	Call Me
CMIW	Correct Me if I'm Wrong
CRB	Come Right Back
CUNS	See You In School
CWOT	Complete Waste Of Time
CX	Cancelled
CYL	See You Later
CYM	Check Your Mail
CYO	See You Online
CYT	See You Tomorrow
DF	Dear Friend
DIY	Do It Yourself
EM	Excuse Me
EMA	E-Mail Address
EML	Email Me Later
FYI	For Your Information
GN	Good Night
GOK	God Only Knows
GT	Good Try
GTGB	Got To Go, Bye
GWS	Get Well Soon
h/o	Hold On
IMO	In My Opinion
IMS	I Am Sorry
J4F	Just For Fun
JAM	Just A Minute
JAS	Just A Second
LMK	Let Me Know

*The table termination*

NBD	No Big Deal
NTMU	Nice To Meet You
P&C	Private & Confidential
PCM	Please Call Me
RBTL	Read Between The Lines
RUOK	Are You OK?
RUS	Are You Serious?
RUT	Are You There?
SIT	Stay In Touch
TNX	Thanks
TXS	Thanks
TY	Thank You
UOK	Are You OK?
WRU	Where Are You?
XME	Excuse Me

**F PRACTICE**

1. Compare the two following job applications. The contents of the emails are identical — but who would you give the job to? Why? Explain your point of view.

**A.**

i've attached my resume i would be grateful if you could read it and get back to me at your earliest convenience. i have all the experience you are looking for — i've worked in a customer-facing environment for three years, i am competent with ms office and i enjoy working as part of a team. thanks for your time

**B.**

Dear Sir/Madam,

I've attached my resume. I would be grateful if you could read it and get back to me at your earliest convenience. I have all the experience you are looking for:

- I've worked in a customer-facing environment for three years
- I am competent with MS office
- I enjoy working as part of a team

Thanks for your time.

Yours faithfully,  
Joe Bloggs

@ 2. E-mail a 1) friend of yours and 2) teacher of yours on any issue you choose.

## 5.3 Writing a Summary

The goal of writing a summary of an article, a chapter, or a book is to offer as accurately as possible the full sense of the original, but in a more condensed form. A summary restates the author's main point, purpose, intent, and supporting details in your own words.

- The process of summarizing enables you to better grasp the original, and the result shows the reader that you understand it as well. In addition, the knowledge gained allows you to better analyze and critique the original.

### To write a good summary, do the following:

- First, try to find the main idea in the reading; it's usually in the first paragraph. Next, skim through the article, glancing at any headings and graphics. Then, read the conclusion. The intent here is both to give yourself a review of the work and to effectively engage yourself with it.

- Now go back and read the original text carefully highlighting the important points. Write the central idea and the author's reasons (purpose and intent) for holding this viewpoint. Note the supporting elements the author uses to explain or back up her/his main information or claim.

- Make an outline that includes the main idea and the supporting details. Arrange your information in a logical order, for example, most to least important or chronological. Your order need not be the same as that in the original, but keep related supporting points together. The way you organize the outline may serve as a model for how you write the essay.

- Write the summary, making sure to state the author's name in the first sentence. Present the main idea, followed by the supporting points. The remainder of your summary should focus on how the author supports, defines, and/or illustrates that main idea. Remember, unless otherwise stated by your teacher, a summary should contain only the author's views, so try to be as objective as possible.

- As you revise and edit your summary, compare it to the original and ask yourself questions such as: have I rephrased the author's words without changing their meaning? Have I restated the main idea and the supporting points accurately and in my own words?

- If you are asked to write a critical summary or to include a critique, you may want to ask yourself questions such as: Does the author succeed? How and why or why not? What are the strengths, weaknesses? Why? What did the author do well?

### & A WORD WITH ANDY ROONEY

@ 1. Read one more essay by the witty American you are familiar with. This time, however, WRITE A SUMMARY of his work. To do the task, use the tips given above.

### EASY DOESN'T DO IT

It would please a lot of people if the literature and the directions that come with almost everything didn't say how easy the product was to use or put together.

Whether it's a cake mix, an outdoor chair, a foreign language course or a new VCR, the people selling it insist on telling us it's "easy." Easy to make, easy to assemble, easy to learn, easy to use, easy to store. Even a child can do it.

I use the program called WORDPERFECT on my computer. Here's the first line of a brochure that came in the box with it. "WORD PERFECT is so easy to use that it puts even the novice at ease."

This is not true and don't try to tell me it is. Nothing about a computer is easy. If you ask a person who is expert with his computer about a problem you have with yours, he can't help.

I keep a big box filled with manuals and books of direction that came with appliances I've bought. Somewhere in every one of them is the phrase EASY TO USE. If they told us in advance

how difficult it was, we wouldn't have anything to do with it. If I'd known in advance how hard my new laptop computer was going to be, I'd never have bought it.

Look in a cookbook or at a menu in the feature section of the newspaper. If they give you a recipe, they invariably tell you it's simple or, perhaps, "easy as ABC."

Have you ever seen a recipe that said "This is difficult to make and if you aren't an experienced chef, it won't be any good the first eight or ten times you make it"? They never say that. They say it'll be easy to make. Easy as pie. As if a good pie was easy to make.

"Learn to speak Russian in 10 easy lessons!" Sure. In just a few months, at a cost of \$800, you'll be able to say "Hello", "Goodbye", "Have a nice day", "Which way to the Kremlin" and "More butter, please" in Russian with an American accent that makes it incomprehensible to any citizen of Moscow.

The reason for all the talk about how easy it is to do something is part salesmanship but not always totally deceitful.

Once a person knows how to do something, it really does seem easy to him or her. Swimming is a good example. I can still remember being taught how to swim. My Aunt Anna had me in the water. First she demonstrated, by swimming a short distance herself, then she asked me to make the same motions. "It's easy" she said. I made the motions in the water and sank.

Once you know how to swim, it's hard to understand why everyone can't do it. The trouble is, if you don't know how, you sink. If my new computer was the ocean, I'd have drowned by now.

## **5.4 Writing an Essay**

### **TOP 10 ESSAY WRITING TIPS**

Writing papers is perhaps the hardest and most important thing you have to do while being a student. Writing is hard because it requires work, understanding and thinking. It requires research, clear language and discipline. Writing ability is critical to success in school and your future career.

#### **10 Start early and budget your time**

You've heard this a million times, but it can be too easy to let time slip away when you must juggle class assignments, work and party time. But starting early can mean simply thinking through and budgeting your time. If there is reading and research involved, then the sooner the better. Starting early will also help you deal with unforeseen problems like difficulty obtaining the required research materials or coming down with the flu just before the paper is due. Starting early helps not only to get through the work, but also to let the ideas steep into your brain.

#### **9 Clearly understanding the assignment**

If the paper topic is assigned, it is important to clearly understand the assignment. Analyze the topic word by word to understand the requirements and scope of work. You might want to underline key words in the assignment and think about how they relate to the reading and/or lectures. Figure out whether you must interpret or simply state the facts. If in doubt, ask other students or the teacher for clarification.

#### **8 Organize your research materials and your thoughts**

Not only do you have to read the materials but also you have to clearly organize the information that you are using from other sources. Start by highlighting key points and making notes of these points. As you gather these materials your thoughts should solidify. Think about how you would string this information together in a cohesive flow. Allow yourself to refine or change your approach as you amass the materials. At this point you can further organize your thoughts into an outline format. Even if your paper does not involve research you still should take time to organize your thoughts on paper.

## **7 Learn by Example**

If you are confused about writing essays or how to approach the subject matter look for examples. Read other essays to help you understand how to organize and present the information. Look at how the author introduces the topic, develops the idea and provides a clear conclusion. Is there a logical approach to the paper? Does it flow like a conversation or a good lecture? How does the writer make the topic interesting? Is the language and style consistent or does seem to jump around? Later when you are reviewing your work, ask the same questions. Compare the effectiveness of your approach. You may want to look at papers with similar subject matter to be sure you are writing to standards of that particular field.

## **6 Don't Plagiarize**

Keep track of any quotes or citations. Do not copy other people's work in any way without the proper citations. Do not simply take someone else's work and change a few words around. This is cheating and you might get caught. We have heard hundreds of stories about people submitting some obscure paper as their own, only to find out that the teacher read that work years ago and remembers it. Also remember that there is computer software that can turn-up plagiarism too. So if you use somebody else's words or ideas you must properly site them as a source.

## **5 Write a quick draft all the way through**

Don't worry too much about the introduction or conclusion. Focus on getting your ideas on paper. Double check to be sure that you get all the material on the page in some form. Write in your own voice, as you would talk to a friend. If you are prone to rambling or poor grammar, you will need the time to review and rewrite.

## **4 Write multiple drafts**

Think about whether you need to rearrange the structure. If you are an experienced writer you may be able to skip a step here. If you reorganize by cut and paste, be sure to integrate the merged sentences to flow. And look at the overall flow of ideas and words. After you have a draft or two, revisit your introduction and conclusion. Does your introduction set-up the subject and the content? Does your conclusion clearly summarize what you have presented without brining-up new ideas? Does your essay make all of the points you set out to make? Does one idea flow to another? Does the language sound natural? If you are not sure your ideas are flowing, try reading out loud. As you write more papers, your writing will begin to flow better. Continue rewriting and refining your words in as much time as you have.

## **3 Clarity your thoughts and economy your words**

Writing concisely and clearly forces you to think more clearly. Since language is a tool to express thought, sloppy use of language may imply sloppy thinking. To make every word count, write active sentences with active verbs. But at the same time communicate with a consistent tone. Look up the words that you are unsure about. Take a printout of your paper and begin to cross-out words that are not needed. You may be surprised at how many words can be eliminated this way. When you do this, review the language to make sure the language continues to flow. This approach should increase the clarity of your writing but may reduce your page count.

## **2 Format and Presentation Count**

You may be a genius, but don't count on that preventing markdowns for poor spelling, improper margins and other stylistic problems. These are marked down for several reasons, ranging from policy requirements to professors growing tired of sloppy work. If you are unsure of your teacher's standards for essays you should get a copy of the guidelines and review them. It would be a shame to get a lower grade for having improper margins or footnote styles. Use a word processor and spell check the work. Print it out on paper and then check it again the next day. You may be amazed at how many mistakes you might find even after you thought the work was edited. If you know that you are

prone to spelling mistakes and typos, then ask a friend or fellow student to review your work for mistakes, especially if you know a good editor.

### **1 Think “Differently”**

Spend time with the topic and the research. Do you have an angle on the subject that differs from the teacher and sources you have read? Will the lecturer give you leeway to come-up with your own take on the assignment or are you to write strictly the facts? Part of this is knowing the lecturer and knowing if original thinking is encouraged or discouraged. But more importantly you must know yourself. Find the things that interest you and find your voice. If you have a unique take on the material you might want to run your ideas past the lecturer. Original thinking is not as easy as it might seem. As a student you may think you have a new idea that is actually not at all original. Sometimes comparing two ideas leads to a new way of thinking that is “outside the box”. Being original is risky, and is not always rewarded in the short run. But original thinking may also lead to rewards not only in education but also in your life ahead.

## **F PRACTICE**

**1.** Analyze the essays given below. Consider the style, grammar and vocabulary. What is good about the works presented? Perhaps, one can improve on their quality? Give your suggestions. Which essay seems to be the best one? Why, do you think? Comment on your viewpoint.

**A.**

*(on NY video series)*

Busy city sidewalks, yellow taxis and wide streets; hot dog stands on every corner; Central Park covered in a blanket of snow; the Statue of Liberty and all of its glamour; the bright lights of Times Square; world’s famous designers’ shops on 5th Avenue and the last, but not the least ice skating in Central park — this is what comes to my mind when I picture New York City.

A lot of people go to New York to see this magnificent city with many famous sights to be visited. I would love to take a trip to the Statue of Liberty, which is one of the best landmarks of New York. New York is famous for its skyscrapers. It looks most spectacular at night. It would be my favourite place in the world- a city that never sleeps.

I’m still watching TV series about it. I can’t forget these fabulous sights I’ve seen on TV. There is no place like this and there is certainly no other place like New York in the world, which is why I would love to visit it.

I think the best season to visit the city is winter time. When Central park is covered with a blanket of snow and Christmas atmosphere is all around the city. Before Christmas there’s the annual Thanksgiving Day Parade, with its giant balloons, singers, bands and movie stars.

But the only way to feel the glory of this remarkable city is to visit it. The trip to New York, especially Manhattan, would give me nothing but joy, amazement and, most importantly, the pride to visit such a magnificent city. I would love to visit it one day and raise my own children in New York. In the city where dreams come true.

*(Alena Andrejchuk, GE-41, 2010)*

**B.**

*(on “To Kill a Mockingbird” by H. Lee)*

Have you ever thought what brings us to life? What makes people happy? You can say — family, work, love... And you are right. There is nothing else dearer to us in the whole world than

close people who always support us in difficult situations, who compel you to smile and to thank God that there is such a possibility to live and to love. To love your parents, because they are the closest people to you in the whole world. To love your work, because it gives us the possibility to live worthy and to find our own way. To love people, because they surround us and there is something good in every person, what compels us to smile at least once in 1000 times. To love animals, birds, because they aren't guilty they are better than we are. To love our world... It gives us freedom...

...Such is „a free life“ of Jin Luisa Finch or Scout, a little girl from Maycomb. She was 6 and she thought that it was the best time in her life. She was free, because she didn't go to school. She lived as she wanted. In summer she, her brother Jam and friend Dill were going for a walk.

They were building a woodhouse. I can say they were spending their vacations great! Jin Luisa did not have girlfriends. And she looked like a boy — only trousers and shirts. When she was two, her mother died. They were brought up by their father — Atticus Finch, a famous lawyer in their town. There was also a servant in their house — one pretty Afro-American woman named Kalpurnia. But nobody paid attention to Scout's clothes. Their father allowed children to be free in their choice. Nobody could submit Scout to the society rules. She did not have a feeling of being a real lady, though she was a “White”. The White should have been intelligent. They were not Afro-Americans, because Afro-Americans were the lowest layer of the people. But the children did not see this difference between the whites and blacks. They were free!!! And this injustice was a hard load on the children's hearts. They wanted to live in a free world...

The first amusement for the children was Boo Radley. People said he had never been on the streets, because he was afraid of people. His family did not associate with the people. In general, it was very strange to spend one's life at home locked. And the children wanted to coax Radley. After they failed, they dropped the idea, because it appeared there was a new, more important thing to discuss.

Sometimes one question arises — is it necessary to discuss with children the problems of our society? Maybe yes... Freedom is not only the absence of parent control. It is not only the possibility to always do what one wants. It is a wish to live... The wish to live in a free world, where there aren't inequality and slavery. To live and to have the right to take part in life of this very society. And it is not so important that they are children. They are personalities...

Atticus, father of Jam and Jin Luisa was a lawyer. He defended an Afro-American Tom Robinson, who had been accused of the violation of a young girl. That case was not so difficult. It was not difficult for Atticus to prove that it was not Tom's fault. But there was one problem — Tom Robinson was an Afro-American, and it was difficult to pardon an Afro-American. People said that Atticus had violated the will of God. It was a disgrace to defend an Afro-American. And the class-mates teased Jam and Scout. Jin Luisa was like a boy, with male features of character, that's why she could not endure insults, she fought with some of her class-mates. But those were trifles in comparison with what followed...

Atticus tried to prove that Tom Robinson had not violated Mayella Ewell. She had been beaten by her father, who did not work and who was drunk all the time. But Atticus did not save Tom, because there was one rule — when there is an Afro-American, it is always his fault. It is a law.

What do we do? We can fight! What for? — For a life! And what for, if it is always nothing? Because our life is like a struggle, and in this very struggle there is real happiness!

... Pity, that Tom could not understand it... He was killed in attempt to flee from prison... And something broke in the children's hearts ... Like a beautiful song of birds, something broke... It was like when Scout and Jan were playing with their toy weapon and shot in the sky... And it was disgusting, that nobody could do anything. Everything had been already done...

How can we save all this? How can we find a way out of this? We get the answer where we get a life, and where we kill it... And such an answer got Ewell, who could not confess and ruined the life of an innocent person. There, on the sky, there is no difference between the “White” and “Black”. You should be responsible for the harm you do... The main character was killed with a knife. But it is a mystery, who did it: Jam, who was defending his sister, or their old acquaintance Radley who was saving the children... And justice triumphed! Unfortunately, the price was too high. Why do we pay for our welfare? Maybe we think we will be able to appreciate next time...

I have not told everything, but it wasn't my aim. You can read about all of this yourself in the book „To kill a Mockingbird“. Answer one question — what should one do, if one would like to

become a bird and fly over the earth? People say birds are free inhabitants of our planet. Especially mockingbirds... People say it is a sin to kill a mockingbird. And what about people? Maybe we are also like birds — we would like to be free... And I am not afraid of making one step further to freedom and precipice... I have wings... And who said that people can not fly?..

(Alena Osarchuk, GE-41, 2010)

C.

(on “*Bridget Jones’s Diary*” by H. Fielding)

They are young, ambitious and rich, but their life is full of painful loneliness. By the end of the working day they find themselves in a gap of emotional precipice. Lonely, in an eternal pursuit for fashion, they seek consolation in high-calorific semi-finished products, trying to choose something that would remind them of their parents’ cooking.

The main character is eager to become a successful and independent businesswoman. But she spends most of her efforts and time in vain. She buys up the useless technical devices. The quantity considerably surpasses quality. Failures she struggles in a special way. Excessive eating of fat food, alcohol and cigarettes. Comprehension comes only next day. But it is already impossible to change anything. And again she begins to struggle against her complexes. She wants to be loved. She wants to be good at housekeeping. But time goes on and nothing changes. Her love affair with the chief has failed. But she tries to face it.

The book is a lyrical diary in the form of which the author sincerely tells us about how one young single Englishwomen tries to “make herself”. “Bridget Jones’s diary” is not only a mirror in which many women can recognize themselves (with all their problems, fashion and career, marriage and hobbies, love and sex) — but also a practical guide for those ladies who in search of an ideal “I” find themselves in a camp of militant feminists. Besides, this book is quite a good guidebook for those men who don’t want to lose their way in the back yard of the mysterious female soul.

What does the woman want?

To get married and give birth to kids?

May be. But it is necessary to make a set of urgent matters which, certainly, are connected with opposite sex and with career. After all, it is impossible to live in our century and not to wish to be harmonious, to make a breath-taking career.

“Bridget Jones’s diary” is to some extent about all of us, about girls. About those who have loyal friends. About those who struggle with extra weight. About those who come across alcoholics, workaholics, people with girlfriends or wives, misogynists, chauvinists, gigolos, perverts. About those who constantly check their answering machine and hypnotize the phone. About those who want to amaze everybody with their culinary abilities and instead result with Bridget’s dark blue soup.

About those who get into ridiculous situations. About those who dream to meet “Mr. Right”.

The book “Bridget Jones’s diary” is simultaneously an exciting, venomous and sentimental book.

The book says that at certain times in your life everything goes wrong and you don’t know which way to go and it is as if everywhere around you stainless steel doors are being shut. What you have to do is to be a heroine and stay brave, without sinking into some drink practice or self-pity. And everything will be OK.

(Anna Mshar, GE-41, 2010)

D.

(on “*Whip Hand*” by D. Francis)

I think that every person has a favourite writer. And I am not an exception. For the people who really like a world of dangerous and unforgettable adventures I can recommend such a writer as Dick

Francis, especially his criminal novel “Whip Hand”. It takes you into the world of racetracks, syndicates owning horses, trainers, and bookmakers. It seems to me that this novel can't leave you indifferent.

The main character of this story is Sid Holly, an ex-jockey and a private investigator with only one hand operating after a bad horse fall. His new life can never erase the haunting memories of his past glories. But Sid and his partner Chico have a reputation for being hard and out to win.

That's why when a wife of a prominent trainer wishes to know why the best horses of her husband can't win horse-races she comes to beg for Sid's help in preventing any foul play at the race track. And that's then when Sid Halley starts to realize what being haunted really is... And Sid can't refuse her request.

Sid is also approached by both Lord Friary, a racehorse owner and syndicate member, and Lucas Wainwright, the head of the security service at the Jockey Club, to check certain syndicates and find out how they get through the Jockey Club's checking process.

Sid and his partner Chico have a lot of dangerous adventures. Also Sid's ex-wife has some difficulties. Halley's ex-father-in-law, Charles, asks Sid to try and find a man who has conned Sid's ex-wife Jenny and left her facing a possible jail sentence over a fake charity. And Sid decides to help her as well.

This is a mystery novel about a horse jockey. The main character of this novel is a man with a big heart and a clear, quality conscience. He hates lies and tries to solve all the riddles. The author is very knowledgeable about the subject, and you get a good picture of English racing (flat and steeplechase), horse training, and breeding. It is a very serious business. People are ready to do anything to get a lot of money. By fair or foul means Sid tries to find a way out. Risking his life he helps the people. He is ready to do anything to find the truth.

I can say that this book impressed me greatly. Sid Halley is like a personification of the intelligent who knows how to live at any time. I recommend this book to the people who really like English detective stories.

*(Galina Danilkovich, GE-41, 2010)*

## E.

### *(on “Lady Chatterley's Lover” by D.H. Lawrence)*

Lately I have read the book “Lady Chatterley's Lover” by D. H. Lawrence.

What concerns me, I think this novel is very interesting and thrilling, because it is non-standard. And I like it. For the first time I have read the book, where the author shows — very openly — that sexual life is very important for people.

When David Herbert Lawrence died at the age of forty-four he had written over twenty novels, three plays, ten collections of poetry, and a large body of nonfiction, including a number of translations.

His major early novels were “The Rainbow” (1915) and “Women in Love” (1921). The first was declared obscene, the publisher Methuen was fined, and all existing copies were ordered to be destroyed. But Lawrence continued to create fictions in his last major novel “Lady Chatterley's Lover” (1928). It is his most famous book. The book was printed and published in Florence in July 1928, and by April of the following year five pirated editions had appeared all over the Continent and in America. This book was called “the foulest book in the English literature”. The book was suppressed for immorality. Copies imported into England were regularly seized and destroyed by order of the Home Secretary.

According to the novel, main characters are Lady Chatterley (Constance, Connie), Sir Chatterley (Clifford) and Mellors, a forestry officer.

As far as I understood, Connie comes from a cultivated family and has received an aesthetic and somewhat unconventional education. As a young woman, she travels around Europe extensively and is well cultured and used to debating with the young intellectual men of her generation. She chooses her first lover for his intellectual passion though she keeps her distance from him sensually.

At the age of twenty-six, Connie becomes the wife of Sir Clifford Chatterley, baron of Wragby Hall. Three years later, he returns from the war paralyzed from the waist down. Connie is driven to loneliness in her empty life with Clifford and comes to desire physical tenderness.

And she first has an affair with a guest of her husband, Michaelis, an Irish writer, who has attracted her with his isolated nature — a man alone. Through the characters of Clifford and the friends who visit him, it becomes quite clear how dehumanized and cold the view on sex has become in the society.

Later Constance is seduced (to my mind) by the natural charm of Mellors, and the simple charm of basic humanity, without these false airs and graces that society has been putting over it. During the war, he was commissioned as an officer, played an intellectual, but refused to live that way and gave it all up for the simple life of a gamekeeper, solitary and away from this world.

And Connie and Mellors are very happy together after all. And it doesn't matter, that he is poor.

I think that in the novel Mellors is portrayed as a savage but a noble one; and Clifford is a nobleman but an idle one.

I believe that in the book the author shows that sexual freedom and sensuality are sometimes more important, more authentic and meaningful than intellectual life.

But “Lady Chatterley`s Lover”, to my mind, is not some kind of propaganda of free love.

Not only do men and women require an appreciation of their sexuality and sensuality in order to treat each other properly. They require it even to live happily in the world, as beings able to maintain human dignity and individuality in the atmosphere of greed and injustice.

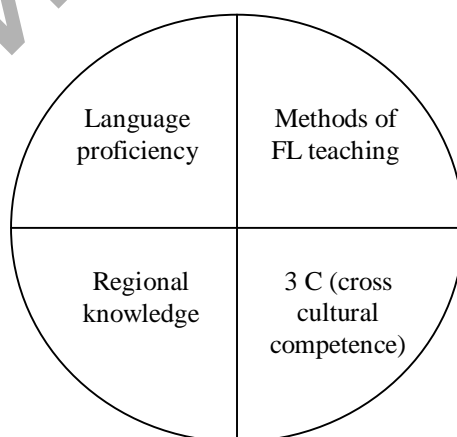
So, of the many exquisite books written by D.H. Lawrence, the book which has gained the most popularity has been “Lady Chatterley`s Lover”. In general, I would say that “Lady Chatterley`s Lover” is an unusual book, and I'm sure that everyone will remember the novel after reading it.

*(Nadya Skovoroda, GE-41, 2010)*

## 5.5 CCC. Interpretation of Realms and CLR

**Cross-cultural competence (intercultural competence, 3C)** is the ability of successful communication with people of other cultures.

A teacher who is interculturally competent captures and understands, in interaction with people from foreign cultures, their **specific concepts in perception, thinking, feeling and acting.**



### What should one do to acquire 3 C?

The development of intercultural competence is mostly based on experiences one comes across while communicating with different cultures. But the question is: **how can EFL learners get such an experience?**

While interacting with people from other cultures, reading authentic fiction and non-fiction and watching authentic movies.

These options provide the EFL learners with the opportunity to face certain obstacles which are caused due to differences in the cultural understanding between the two people/cultures in question. Such experiences motivate people to work on skills that can help them put forward their point of view in front of an audience belonging to a completely different cultural ethnicity and background.

Basic needs are sensitivity and self-consciousness: the understanding of other behaviors and ways of thinking as well as the ability to express one's own point of view in a transparent way with the aim to be understood and respected by staying flexible where this is possible, and being clear where this is necessary.

It is a balance between four components:

- 1) knowledge (about other cultures, people, nations, behaviors, etc);
- 2) empathy (understanding feelings and needs of other people);
- 3) self-confidence (knowing what I want, my strengths and weaknesses, emotional stability);
- 4) cultural identity (knowledge about one's own culture).

In foreign language instruction as well as translation, the term **realms** refers to photos of objects from a country where the target language is spoken, as well as objects from the target culture, which can range from traditional clothes or musical instruments to newspapers or ticket stubs, and the names for those objects such as *The Times* in English, a term which cannot be translated without further explanation.

**CLR (Coded Linguocultural Realms)** are those “second names/nicknames” of the realms well-known that carry in the latter some additional information or connotative meaning allowing to see the sphere of the word/expression application and/or speaker's attitude towards the subject matter.

**Example:**

Let's take a most ordinary word: **blue**.

**Blue** is a colour.

The English language, however, commonly uses “blue” to refer to:

- **the Conservative Party** in Britain and Conservative Party of Canada;
- In the United States (since the 2000 presidential election) — to **the Democratic Party**.
- A **blue law** — a type of law, typically found in the United States and Canada, designed to enforce religious standards, particularly the observance of Sunday as a day of worship or rest, and a restriction on Sunday shopping. The word *blue* was used in the 17th century as a disparaging reference to rigid moral codes and those who observed them, particularly in *blue-stocking*, a reference to Oliver Cromwell's supporters in the parliament of 1653.
  - **St. Patrick's blue**, a name applied to several shades of blue considered as symbolic of Ireland.
  - A **blue book exam** — a type of test administered at many post-secondary schools in the United States. Blue book exams typically include one or more essays or short-answer questions. Butler University (Indianapolis) was the first to introduce blue books. They were given a blue color because Butler's school colors are blue and white, therefore they gave them the name “blue books”.
  - an **award** earned by sportsmen and women at a university and some schools for competition at the highest level. The awarding of Blues began at Oxford and Cambridge Universities. It is found generally at British and Australian universities.
  - a **costume**.

Categorisation of men's sports	
<b>Full Blue</b> /whole team	boxing, cricket, field hockey, football, golf, lawn tennis, rowing, rugby union, squash, power lifting
<b>Half Blue</b> /rest	athletics, basketball, cross country, Rugby league, swimming)



The winner of a Blue or Half Blue is entitled to wear a blues blazer, which is one of the most recognisable and distinctive garments associated with Cambridge University. Full Blue blazers are completely coloured Cambridge Blue. Half Blue blazers have a number of different designs, depending on the wearer's sport; a typical design is an off-white blazer with Cambridge blue lapels and trimmings. The colour of an Oxford Full Blue blazer is dark blue. The Oxford Half Blue blazer can be one of two designs. Either it is composed of thick vertical stripes of dark blue and off-white, as in the image, or it can be dark blue, as the Full Blue blazer, with two white stripes above the club badge on the left breast.

There is a variety of other Blue and Half Blue paraphernalia, including scarves, ties, pullovers, bow ties, caps and squares. Such items are worn with pride.

## F PRACTICE

1. Relying on the material you've already covered in the course of your English studies, try to interpret the CLR presented. Choose the correct interpretation out of the four options given. Comment on your choice.

1. Which of the following CLR is a real city nickname?
  - a) The Windy City
  - b) Cherry
  - c) The City of Horrows
  - d) Big Apple
2. Which of the nicknames given is the CLR for Texas?
  - a) Cowboy State
  - b) Merry State
  - c) New England
  - d) Lone Star State
3. Point out the CLR for the real public figure:
  - a) Merry Widow
  - b) The Clown
  - c) Lady with the Lamp
  - d) The Iron Duke
4. Underline the odd word in the following list of CLR:
  - a) Albion
  - b) Mother of Parliament
  - c) the English Land
5. One word in the list given seems odd:
  - a) The Golden Age
  - b) Black Monday
  - c) Black Tuesday
  - d) The Bloody Age

6. "The Modern Athens" is the CLR for:
- Glasgow
  - New York City
  - Edinburgh
  - London
7. "Bard of Avon" is one of the names of:
- Alexander Pope
  - Robert Burns
  - William Shakespeare
  - Ben Johnson
8. "Last Frontier" is one of the nicknames for:
- Alaska
  - Michigan
  - Oregon
  - Kansas
9. \_\_\_\_\_ is called nowadays "the Conqueror".
- Charles I
  - Henry V
  - William I
  - Oliver Cromwell
10. In London people often call \_\_\_\_\_ "a Square Mile of Vice".
- the City
  - Bloomsbury
  - Victoria Station
  - Soho
11. "The Wolves" is the popular name for:
- a soccer club
  - a group of politicians
  - a group of radical poets
  - a group of modern artists
12. "The Fifth Estate" is another name for:
- tourists
  - hippies
  - BBC
  - Children
13. Sometimes the British use the word "elevenes" for:
- school entrance exams
  - breakfast at 11 a.m.
  - 11-year old teenagers
  - traffic jams
14. "The Big Smoke" is the popular name for:
- a big city
  - a big factory

- c) a train
- d) a country

15. "Golden State" is the CLR for:

- a) Virginia
- b) Wyoming
- c) California
- d) Arkansas

Choose the right answer to the following remarks:

1. (*from the conversation between two young Americans*) — You gonna' like Ray's tea party!
  - a) — Sorry, I'm not gonna' come. I don't like tea.
  - b) — Sorry, I'm not gonna' come. I don't smoke marijuana.
  - c) — Sorry, I'm not gonna' come. I don't fancy gay parties.
2. (*from the conversation between two British schoolboys*) — Andy's got Mr. Sanderson's Jack the Rippers again!
  - a) — What did he do this time?
  - b) — Why does he give him these magazines?
  - c) — Where does he get these records?
3. — How did it happen that he got a taxi? (US)
  - a) — No idea. Some people are just lucky.
  - b) — He tried to kill a police officer.
  - c) — He knows a pusher living nearby.
4. — I hate London ivy.
  - a) — Really? The plant is lovely!
  - b) — Don't worry. It's not foggy today.
  - c) — And I love this park!
5. — What does auntie say on the matter?
  - a) — Well, it's not quite clear. There are a lot of controversial reports.
  - b) — She's coming to us tomorrow.
  - c) — You know, I don't watch these silly soap operas.

## B.

Using your linguistic guess, intuition and knowledge of English try to identify and interpret the CLR in the following units:

1. The two men enjoyed a lively week together in New York, the highlight of which was a party held by ABC on the final evening to view the edited edition of Michael's film on New York, An Englishman's View of the Big Apple (*Jeoffrey Archer*, "36" *The Collected Short Stories*, 1999).
2. In the Old Bailey in London, Austin Donnellan was entirely cleared of rape because it was decided that the girl was drunk and willing (*Maeve Binchy*, "Dear Maeve", 1995).
3. "Ladies and gentlemen, boys and girls", the DJ said, uncertain of the tone he should adopt, and sounding both solemn and facetious. "The King is dead" (*Tony Parsons*, "Stories We Could Tell", 2006).

4. The Teds walked by, they just walked on by, passing every side of Terry like a school of flesh-eating fish with no appetite (*Tony Parsons, "Stories We Could Tell", 2006*).

5. After leaving school at sixteen, the brothers drove taxis for ten years, Paulo in a black London cab after passing the Knowledge, and Michael working the minicabs, until finally they had enough of a stake to get a loan from the bank (*Tony Parsons, "The Family Way", 2006*).

6. London. Bloody London. Christ, he had forgotten how cold this place could be. And wasn't this what the Poms called summer? (*Tony Parsons, "The Family Way", 2006*).

7. From the age of twelve, Josh went to a comprehensive school in the Home Counties where he was tormented in the playground because he spoke like Prince Charles (*Tony Parsons, "One for My Baby", 2001*).

8. Tony Jones was nervous. He had been in Grantly since ten thirty in the morning, acclimatizing himself to the place. What a dump! In Tony's estimation, the Smoke was the only place to be (*Martina Cole, "The Ladykiller", 1993*).

9. His background and environment made him hate Old Bill. So in a way he relished the fact he had got one over on them (*Martina Cole, "The Graft", 2004*).

10. UK loses its first Iron Lady (*Hasan Surror, "The Hindu", 2002*).

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