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

# €.М. БЕРЕСТОВСЬКА

# АНГЛІЙСЬКА В ДІЇ

Навчальний посібник для студентів III курсу заочної форми навчання

Суми Видавництво СумДПУ ім. А.С. Макаренка 2009

УДК 811.111.378.16 (07) ББК81.43.21 – 923 Б 48

> Друкується згідно з рішення вченої ради Сумського державного педагогічного університету ім. А.С. Макаренка (протокол № 3 від 26.10.2009)

**Рецензенти:** Дудченко М.М. кандидат філологічних наук, доцент кафедри германської філології Сумського державного педагогічного університету ім. А.С. Макаренка;

**Павлов В.В.** кандидат філологічних наук, доцент кафедри практики англійської мови Сумського державного педагогічного університету ім. А.С. Макаренка

# Берестовська Є.М.

**Б48 English in Action (Англійська в дії):** Навчальний посібник для студентів 3 курсу заочної форми навчання, що вивчають англійську як першу, другу або додаткову спеціальність, та факультетів іноземних мов педагогічних ВНЗ (англійською мовою). — Суми: Видавництво СумДПУ ім. А.С. Макаренка, 2009. — 124 с.

Посібник охоплює такі розмовні теми як «Дозвілля», «В світі кіно», «Освіта та виховання», «Англійська як міжнародна мова», «Мистецтво» та «Люди та особистості». Головна мета — взаємозв'язаний розвиток навичок усного та писемного мовлення на основі оволодіння лексико-граматичним матеріалом.

Посібник розраховано на студентів 3 курсу заочної форми навчання, що вивчають англійську як першу, другу або додаткову спеціальність, та факультетів іноземних мов педагогічних ВНЗ

УДК 811.111.378.16 (07) ББК81.43.21 – 923

© Берестовська Є.М., 2009

©Видавництво СумДПУ ім. А.С. Макаренка, 2009

# **CONTENTS**

ПЕРЕДМОВА	4
MODULE 1. LEISURE	6
Test "What's Your Pleasure?"	9
The Great International Night Out	12
What is Fun?	14
The Age of Sport	17
Telling a story	20
MODULE 2. IN THE WORLD OF CINEMA	24
The Art of Moving Pictures	26
British Cinematography	31
Writing an Article	34
Practise!	41
MODULE 3 EDUCATION AND UPBRINGING	51
Text1/Text2	52
When I was a child	56
Project Work "Generation Gap"	59
MODULE 4. ENGLISH AS THE WORLD LANGUAGE	62
English as the World Language	64
English - the International Language	67
Body Language	74
MODULE 5. ART	81
The World History of Painting	82
Art and Contemporary Culture	94
Ukrainian Modernism	97
MODULE 6. PEOPLE AND PERSONALITY	100
We're a Passionate, Brutal Bunch	104
Practise!	107
Research (Individual Work)	113
PRACTICE	113
NOTES	121
LITERATURE	123

# ПЕРЕДМОВА

Цей посібник призначений для студентів заочної форми навчання факультетів іноземних мов педагогічних університетів та інститутів.

Основна мета посібника — систематизувати, узагальнити та закріпити знання, вміння та навички, отримані студентами в межах базового курсу. Поряд з цим, посібник націлено на оволодіння певною кількістю нового лексичного матеріалу згідно з вимогами державного стандарту до рівня володіння іноземною мовою студентами 3 курсу заочної форми навчання, що вивчають англійську як першу, другу або додаткову спеціальність

Даний навчальний посібник явля€ собою систематичний курс, зорієнтований на вдосконалення навичок усного та писемного мовлення на основі комунікативно-спрямованих підходів у навчанні англійської мови. Посібник має чітку та логічну структуру викладення матеріалу, складається з 6 основних розділів (Modules) та додаткового розділу Practise для перевірки сформованості граматичних та лексичних навичок студентів. Тексти завдань посібника розроблені згідно вимог програми вивчення іноземної мови у вищих навчальних закладах, відповідають передбаченої нею тематиці та вміщують навчальний матеріал, не відображений в чинних підручниках з англійської мови, але який  $\epsilon$ необхідним для професійного становлення майбутнього вчителя англійської мови.

Запропонований підручник містить матеріали з трьох розмовних теми, що вивчаються на третьому курсі: Leisure, Cinema, Education and Upbringing, English as the World Language, Art та People and Personalities. Кожний розділ має чітку структуру та складається з певної кількості тематичних текстів та завдань до них, що зорієнтовані на різний рівень підготовки студентів та мають комунікативну спрямованість. Завдання Lead-in та Pre-reading спрямоване на введення студентів в тематичну ситуацію, мають комунікативний характер, сприяють творчому мисленню студентів та надає можливості з'ясувати попередні знання студентів з даної теми.

Завдання **Reading and Discussing** орієнтоване на роботу з текстом, а завдання Post-reading спрямовані на перевірку розуміння прочитаного, містить різноманітні типи лексико-граматичних вправ, дає можливості висловити свою думку щодо прочитаного. Завдання **Listening** безпосередньо пов'язано з темою модуля, містить тематично-об'єднаний матеріал та сприяє розширення знань по

даній темі. Матеріали секції **Writing** спрямовані на розвиток писемного мовлення студентів та обумовлені тематичною спрямованістю кожного модуля.

Розділ **Practise** присвячено перевірці граматичних вмінь та навичок студентів.

Посібник має естетичний вигляд, велику кількість підстановчих таблиць, схем та малюнків, що робить його більш наочним та сприяє ефективності засвоєння студентами програмного матеріалу та підвищує їх мотивацію.

# MODULE 1

#### "CHANGING PATTERNS OF LEISURE"

# **Topics for discussion:**

1. Ways of Spending Leisure. Speak about the pastime you prefer and prove that for you it's the most suitable thing to do.



- 2. Speak about the things in your life that bring you most pleasure. What do they have in common?
  - 3. How can a leisure activity to your liking reveal your personality?
- 4. What interests and activities did you have in childhood? Speak about different pastimes and hobbies that people enjoy at different times in their lives.
  - 5. Sport as an essential part of modern lifestyle.
  - 6. Tourism vs Sedentary Lifestyle

#### LEAD-IN

# 1. Answer the following questions:

- 1. Are you happy with the way you use your free time?
- 2. What activities do you associate with the word "leisure"?
- 3. What is the difference between active and passive leisure?
- 4. What is the purpose and value of leisure? Give your own explanation.
- 5. Can university students benefit from participating in extracurricular activities? Explain.

#### READING AND SPEAKING

# 2. Read the following texts and comment on them. What do you agree or disagree with?

Today, many people are so focused on their jobs that they forget about taking some time out for themselves. They are too busy to realize that they are stressed and that they should relieve themselves of that stress. People feel they cannot afford to take that little bit of time off from work to unwind. In order to be successful they feel that they have to be busy all the time. Keeping busy means that we are being successful, that we have a life. People are so concerned about making money and



becoming successful that they bypass their own needs-their needs of relaxation and leisure. Leisure helps us to relax and therefore it keeps us sane.

Leisure is the time people spend doing what they enjoy for their own benefit. It is time spent doing activities that they want to outside of responsibilities. Leisure is not doing work – especially paid work, or work for someone else. Leisure is what we consider fun and relaxing. Of course everyone has their own idea of what fun and relaxing is. And they have different preferences on how long they need to do that fun and relaxing activity.

There are two main reasons why people have leisure: It relieves stress and tension, and it is a time for fun and play. Many people need leisure in order to cope with the many stresses in their lives. They need to relieve themselves of the burdens of work and school by not dealing with the problems of these places. Leisure enables them to their mindset some where else. This does not always come easy though. Sometimes people have to force themselves to relax and have fun. It can sometimes take a lot of effort for them to do so. Sara Eckel says, "No matter what sabotages our ability to chill out, perhaps the biggest pitfall is that we fail to recognize the paradox of true relaxation" (283). People need to unwind or they will not lead a happy life.

People also participate in leisure because it is fun. It is a part of human nature to have fun and to play. Leisure is enjoyable so it must be fun. It gives people an opportunity to kick back and enjoy themselves. There really does not have to be any other reason behind it except for the fact that it is fun to do.

Nevertheless, there are activities which people participate in for leisure that are not considered good forms of leisure because they are not really beneficial to the person doing them. Drinking at the bar all night long would be a sufficient example. It may be relaxing for a while, but it could just cause further stress in the future. Leisure has to be time that is enjoyed and activity that does not involve stress. Whatever the activity, if more stress comes out of it, then it is definitely not leisure. People have to decide for themselves what is considered leisure for them and what isn't, others cannot decide for them.

# 3. Enumerate the basic reasons why people tend to participate in leisure. What are your preferences?

- 4. Explain in English the following phrases from the text. In what context are these phrases used?
  - -to be focused on something;
  - -to relieve oneself of something;
  - -to unwind:
  - -keeping busy;
  - -to kick back and enjoy themselves;
  - -burden of work;
  - -to involve stress.
- 5. Develop an explanation of the term Leisure, basing it on the ideas from the extracts above.
  - 6. What are the most popular leisure activities in your country?
  - 7. Match the phrases in A with their opposites in B.

 $\boldsymbol{A}$ 

I'm really into...

B

I don't spend much time

I spend a lot of time
I spent too much time
I don't have enough time for
I really love
I im not very good at
I am good at
I absolutely hate/loathe

8. Use the phrases in ex.7 to make up eight true sentences with the activities in the box.

Chatting on the phone	listening to music	doing exercise
Hanging out with friends	doing your homework	doing housework
Shopping	playing computer games	walking
Relaxing and doing nothing	texting your friends	cooking

# EXAMPLE: I'm not very good at cooking.

- 9. Read the following statements, write out the phrases in bold in your copy books. Which of these statements to you think are true for Ukraine? Compare your ideas in groups.
  - *a.* People are working **longer hours** than in the past.
  - **b.** Watching TV is the most popular leisure time activity.
  - c. Most people read a newspaper regularly.

- **d.** The majority of women work full-time.
- e. Women do the major share of the housework.
- f. People are eating more and more ready meals and takeaways.
- **g.** The majority of young people have **a full-time job** by the time they are twenty.
- **h.** Young people these days spend more time **socializing** than doing homework.
- *i.* pensioners are more **physically active** than teenagers.
- j. Regular Internet users are often keen on sport as well.
- **k.** The majority of people take part in a sport at least once a week.
- *l.* People waste a lot of time at work.
- 10. Find synonyms for the highlighted words from ex. 9
- 11. Of these pleasure sources, pick three with which you identify yourself with most strongly. Then check what description can most successfully reveal your happiness personality and set you on the road to <u>bliss</u>.

# TEXT 1

# TEST "WHAT'S YOUR PLEASURE?"

- 1. I love to take a long drive on a beautiful day.
- 2. <u>I am at my best</u> when I am out with friends.
- 3. I <u>feel elated</u> after a workout
- 4. I adore long <u>heart-to-hearts</u> with my best friend.
- 5. Crisp, clean sheets make me feel so good.
- 6. I love playing with puppies.
- 7. I love to experiment with colour combinations.
- 8. Long walks <u>make me feel glad to be alive</u>.
- 9. My boyfriend and I have some of our best times exercising together.
- 10. I get a rush when my boss praises my work.
- 11. I collect old magazines (or hats, cameras, whatever) and finding a great piece at a market thrills me.
  - 12. I love inventing new recipes.

# **Meditators**

"Lots of people don't <u>require interaction</u> and are happiest when left alone to do their things. This is the meditative type", says Barbara Sher, therapist and author of *Live The Life You Love*. Meditators don't have to sit under a tree, though. They can <u>find bliss doing something</u> as simple as walking, as long as they're doing it alone and their minds are free to wander.

Happiness fix: spend 20 minutes a day alone and silent.

### Performers.

"These people <u>bloom</u> when they're the centre of attention", says Sher. "They stand straighter and are more gracious than when alone or with just one friend".

Happiness fix: give yourself permission to shine. Express yourself – join a theatre group or grab that karaoke mike.

# **Athletes**

You are at your best doing something physical. "Athletes express themselves through exertion," Sher explains. "Some of their joy stems from endorphins, the pleasure chemicals that course through the body during exercise."

Happiness fix: if you're too busy for the gym, walk or cycle to work.

# **Bonders**

You <u>thrive on affection</u>, which you give freely to friends, lovers and animals. Bonders love the feeling of knowing they understand someone and that another person understands them.

Happiness fix: take 10 minutes each day to call a friend no matter how busy you are.

### Sensualists.

These people <u>take pleasure from contact</u> with the physical world, through colours, taste and textures, Sensualists are rare; they're <u>connoisseurs</u> or collectors of fabulous objects.

Happiness fix: start a collection of your favourite things.

#### **Creators**

Creators can be artists, musicians, writers, gardeners, or other crafty types. They often believe they need huge <u>chunks of time</u> for the <u>pursuit of their happiness</u>. But an artist can have a traditional office job and still sketch for 10 minutes a day.

Happiness fix: carry tools with you so you can use free moments productively.

# 12. Translate the underlined words and phrases.

# 13. Find the synonymic pairs as used in the extract:

Interraction, pursuit, one's best, productively, elated, time, to get, happiness, to find, chunks of, use, free moments, take, pleasure from, bliss, contact, require, to feel, a rush, to be at.

# 14. Translate the phrases into English:

Задушевная беседа получать удовольствие от продуктивно использовать свободное время радоваться в поисках счастья много времени расцветать раскрыть свое «Я» быть в восторге от

# 15. Translate from Ukrainian into English.

Кожна людина має вміти використовувати свій вільний час з користю для себе та суспільства. Дехто вважає, що пуста трата часу призводить до втрати свого «Я». Багато людей використовують кожну хвилинку вільного часу, розкривають свої здібності та таланти, отримують задоволення від своїх хобі, радіють можливості поспілкуватися з друзями, розширити свій кругозір та загалом, не гають багато часу перед телевізором, граючи в комп'ютерні ігри або пересилаючи сотні безглуздих СМС своїм друзям, а шукають своє щастя. Вони радіють кожній хвилині, яку вони можуть присвятити заняттям спортом, спілкуванню з рідними та друзями, та розквітають від почуття любові та тепла, що їх оточує.

# 16. Which of these do you do if you go out with your friends? Which do you never do? Why not?

go to the cinema go out for a coffee go dancing have dinner in a restaurant	go to a karaoke bar watch live music go for a pizza go to a bar go for a walk/stroll
--	--

# 17. Read the first paragraph of the article. Which three of the activities in exercise 1 are mentioned?

a. Which country/countries do you associate with these things?

b. Which of the three activities do you associate these phrases with?				
	an oven	to bake a dance craze nal dish	a DJ	ants a live band an ingredient
18. Read the rest of the article and complete the sentences.				
	a	were banned i	n Paris nightclubs	during the war.
b. The first tomatoes were brought to Europe in				
c. Karaoke started in a bar in the city of, in				
d. The first Margarita pizza was created by				
e. The biggest pizza ever was baked in				
f. 'The Twist' became popular in				
g. Pizzas were brought to America by				
h. Karaoke started aboutyears ago.				

#### TEXT 2

#### THE GREAT INTERNATIONAL NIGHT OUT

Go out on Saturday night in cities as far apart as Beijing and Berlin, and the chances are you'll find people eating pizzas, dancing in clubs and discos or enjoying a little karaoke. But have you ever wondered how these things started?

#### PIZZA

Pizza has a long history. The ancient Greeks first had the idea of putting vegetables on large **flat** pieces of bread, and "pizza ovens" have been found in the ruins of Roman cities. But for centuries one vital ingredient was missing – the first tomatoes were not brought to Europe until the sixteenth century before Rafaele Esposito, a baker from Naples, began to sell the first modern pizzas. He was asked to bakes a special pizza for a visit by the Italian King and Queen in 18889, and so the first pizza Margarita was created, named after the Queen.

Pizza became a favourite dish in Italy, but it was after the Second World Was, when thousands of American soldiers went home from Europe, that pizza really became an international dish. Soon there were pizzerias all over the USA and American chains like Pizza Hut **spread** the idea around the world. Today the average American eats over ten kilograms of pizza a year, and the world's largest pizza (measuring thirty metres across) was baked not in Italy, but in Havana, Cuba!

#### **DISCOS**

Have you ever wondered where the modern disco started? Before the Second World War, men and women going to nightclubs danced in couples to live bands. But in Paris during the war, jazz bands were **banned** in clubs. People still wanted to dance, so they took along their gramophone players instead and the very first "discotheques" were created. The idea remained popular after the war, partly because it was cheaper to pay a DJ than a whole band, and soon Parisian discotheques were copied in the USA and other countries.

It was the first arrival of a dance craze called "The Twist" in 1961 that really made discos though, as for the first time couples dances without touching each other. Even Jacqueline Kennedy, the wife of the US President, was photographed doing the dance. Fashion, music and technology have **moved on** quite a bit since then, but the basic idea has never lost its popularity.

#### **KARAOKE**

If dancing **isn't your thing**, perhaps you prefer singing? Everyone knows that karaoke comes from Japan, but it is not the Japanese for "drunk and **tone-deaf**" as you might think! It actually means 'empty orchestra'. It all started in the city of Kobe. One night when the usual guitarist didn't turn up, the desperate bar owner recorded some music and invited his customers to sing instead. The craze soon spread, and special karaoke machines in a small music bar were invented. The ideas was that however badly you sang everyone applauded at the end, and it proved the perfect way for stressed Japanese businessmen **to unwind**.

Today just twenty years after it started in Kobe, you can find karaoke bars all over the world. It is so popular in China that restaurants normally have several karaoke machines going at the same time. These days, you can hire karaoke machines that not only play music and videos, but also have smoke machines, laser lights, and even dancers and a DJ to accompany you, while you **make-believe** for a few minutes that you are a star. As one karaoke fan put it, 'It's something everyone should try at least once in their life'.

# **Post-reading**

- 19. Can you guess the meaning of the highlighted words and phrases from the context? Check the dictionary if necessary.
  - 20. What does it mean when somebody says "this is not my thing"?

# 21. Give as many synonyms of the word <u>to unwind</u> as possible. Write a list of possible antonyms.

# 22. Discuss these questions in small groups.

- **§** How popular are the activities mentioned in your country? Are there any other forms of entertainment from abroad that are currently popular?
- § Do people around the world enjoy food, music etc. from your country?
- § Is American/international influence increasing where you live? In what ways? If so, do you think that is a good or a bad thing?

### READING AND SPEAKING

# **Pre-Reading**

- 1. What does the word "fun" mean to you personally? What is that you mostly do to have fun?
- 2. How often do you play computer games? What motivates you to spend your free time staring at the computer screen?
- 3. Read the text paying special attention to the underlined words and phrases.

#### **TEXT 3**

#### WHAT IS FUN?

Anyway? What is it that motivates you to play a game? There's the catchall term, 'fun', which I love and loathe in equal measure.

I love it because **it binds all of us** who **indulge in interactive entertainment** together: One Nation Under A Game. But I loathe it for much the same reason; the word 'fun' is so overly broad that it often fails to capture the specific experience that I'm looking for. **Am I looking to** kill time? Challenge myself? Compete against someone else? Pretend to be something I'm not? Lose myself in another world? All of the above?

The simple answer, of course, is that **it depends**. The more complicated answer is that, **as of late**, I've found it difficult **to motivate myself** to complete story-based games like Grand Theft Auto IV and Guns of the Patriots. **Increasingly**, I don't want to remember what I was doing when I last played. I don't want to recall which button does what. I don't want to remember how much I have previously accomplished. I don't want to return to a particular emotional state that corresponds to where I left off in the narrative or mission structure. Once I do all of those things, I'm good to go.

But **given** my **increasingly busy life**, the time and effort that **it takes** to properly resume my place in the game-story feels too much like work.

Now, I'm not expecting you to sympathize with me here. **After all, I'm one of those people** who are lucky enough to play games for a living. But I'm fortunate in that my editors at Newsweek don't tell me which games I have to play or how long I should play them for; **instead**, they pretty much leave me to my own devices. Which, for the second year running, means that I **more often than not** choose to play games that I can get in and out of quickly, yet are still capable of holding my interest **should** I decide to go on a binge: Super Stardust, Geometry Wars Galaxies, Rock Band, Space Invaders Extreme, Bejeweled.

Every session that I have with one of these games **feels like a complete experience** – even when it's interrupted – as though I've experienced a beginning, a middle and an end. With a story-based game, beginnings are easy, middles are often misshapen while the endings, assuming I even get there, are frequently awkward. This isn't always the case – there are always exceptions, of course. And yet, telling a story well over the course of ten or 20 hours isn't an easy task.

The problem is that when I take a broader look at my **current entertainment habits**, my recently developed aversion to narrative is also manifesting itself when faced with other media. I'd rather watch sports than a dramatic television series. I find I don't watch as many **feature films** these days, whereas before I thought nothing of going to see three movies or more over the course of a single weekend. Just what's going on here?

In my opinion, the older I get, the less willing I am to waste my time on an entertainment experience that isn't of uniformly high quality; in fact, I'd prefer not to even take the risk of making the commitment.

That's not to say, however, that I'm no longer receptive to new gaming experiences. It's just that I prefer them to be shorter games. And that's how I feel at the moment. I may feel differently in a week, a month or a year's time. But for the time being, when I think of fun, it's in the shorter games that I'm discovering the greatest and most reliable pleasure.

By N. Gai Croal

# **Post-reading**

- 4. Do you find playing games particularly entertaining?
- 5. Study the example given below and develop your own point of view on the issue.

On September 10th nickf25 said:

Agreed, the older I get the more specific my entertainment needs become. I agree with N. Gai on the fact that sometimes I just want to pick up a game and be entertained momentarily, because I don't have N hours to play at that time. In those moments, it's tough to choose a game with an arguably long story or complex game mechanic, because I feel like I would need to spend a lot more time to truly enjoy it the way developers intended. On the other hand, once in a blue moon I "make" time and want to plunge myself into a deeper game experience, and through that process allow myself to be totally immersed into an imaginary and visually stimulating world. So, I guess for me, sometimes I just want a quick play experience, therefore I can appreciate a varied set of games to fit my mood.

# 6. Give the Russian equivalents for the following words and word-combinations:

After all, the older I get, the less willing I am to, feature films, be entertained momentarily, to be totally immersed into an imaginary and visually stimulating world, the time and effort that it takes to properly resume my place in the game-story feels too much like work, feel differently, to fit my mood, appreciate.

- 7. Make up sentences which include two or more phrases mentioned above and are relevant to the topic under discussion.
- 8. Comment on the text and the author's standpoint using the highlighted words and phrases.

# READING AND SPEAKING

# **Pre-reading**

- **1** What sports are these people renowned for? Why, do you think?
  - Australians
- African-Americans
- Brazilians
- Chinese
- Kenyans
- Russians
- **2** Who is the most highly-paid sportsperson in your country? In the world? Is he/she in ...?

- motor-racing
   golf
   boxing
   football
   athletics
   baseball
- **3** What are the biggest sporting events in your country? In the world?
- **4.** Read the article "The Age of Sport".

#### **TEXT 4**

#### THE AGE OF SPORT

Sport used to be like fresh fruit and vegetables. Football had its season, then it ended, and you had to wait a while to get some more. Tennis was an explosion of Wimbledon at the end of June, Flushing Meadow in September and the Australian Open in January, and that was that. Now, just as you can get fresh strawberries all year round, there are major' championships for every sport taking place somewhere in the world all of the time.

# Sport is everywhere

Sport is <u>ubiquitous</u>. Sky TV has at least thirteen sports channels. Throughout the world there is a <u>proliferation</u> of newspapers and magazines totally dedicated to sport. Sports personalities have become <u>cultural icons</u>, worshipped like movie-stars and sought after by sponsors and advertisers alike. Where sport was once for fun and amateurs, it is now the stuff of serious investment.

Of course, sport has always mattered. But the point is that in the past sport knew its place. Now it invades areas of life where previously it had no presence: fashion, showbiz, business. It is a worldwide obsession.

#### Why this obsession with sport?

What is it that makes sport so enjoyable for so many? First, we seriously believe that sport is something we can all do, however badly or however well. Tens of thousands set off on the London and New York Marathons. Amateur football matches take place all over the world every weekend. Sport is a democratic activity.

Second, sports stars are <u>self-made people</u>. Sport is dominated by athletes from ordinary backgrounds. This is why it is a classic mans by which those from the poorest backgrounds can seek fame and fortune.

Third, we enjoy watching sport because we like to see the supreme skill of those who act like gladiators in the modern arena. There is the excitement of not knowing who is going to win. No rock concert, no movie, no play can offer that kind of <u>spontaneous</u>

<u>uncertainty</u>. This <u>gut-wrenching experience</u> can be shared with a crowd of fifty round a widescreen TV in a pub, or a thronging mass of 100.000 live in a stadium.

# The role of television

Television has been absolutely crucial to the growing obsession with sport. It gives increased numbers of people access to sporting events around the globe. With this, certain sports have accumulated <u>untold riches</u> via advertising, sponsorship and fees. Television changes sport completely, nearly always for the worse. We are saturated with football nearly every night of the week with the same top clubs playing each other again and again. TV companies dictate tennis players' schedules. The most important matches must take place at a time when most people are at home, even if this is late at night. Only in this way are the highest advertising fees commanded.

# Sport as big business

The growing importance of sport is reflected in the money that surrounds it. Sky TV's sports channels are worth over £8bn. Manchester United football club is a public limited company worth around £lbn. It has even formed a superclub with baseball's New York Yankees, so that they can package themselves collectively.

The rise of sport has been accompanied by the growing prominence of sports' stars. They have become public figures, hence in great demand for TVcommercials. For advertisers, they convey glamour, success, <u>credibility and authenticity</u>. The rise of the sports star is mirrored by the rise of sports companies such as Nike and Adidas. Along with pop music, the Internet, and multinational companies, sport is one of the key agents <u>of globalization</u>.

# Sport the global unifier

"Sport probably does more to unify nations than any politician has ever been capable of". So said Nelson Mandela. The only truly global occasions are the Olympics and the World Cup, watched by thousands of millions across the world. These great sporting events bring together players and athletes from different races like no other. Not only that, but sport provides just about the only example of global democracy where the rich do not dominate: on the contrary. Brazilians have long been supreme at football, the Kenyans at middle-distance running, and black Americans at boxing.

#### The ultimate risk

However, there are signs of disquiet in this vast, global industry. The sheer volume of sport is reaching bursting point for all but the most besotted fan. In football,

the president of FIFA has suggested staging the World Cup every two years instead of four, and overpaid tennis players and golfers fly endlessly in personal jets from one meaningless tournament to the next. Sport risks killing itself through greed and overexposure. The danger is that we will all become satiated and ultimately disillusioned.

#### **Post-reading**

# 5. Answer the questions:

- 1. What is the correlation between sport and strawberries?
- 2. The first paragraph describes various aspects of the current "Age of Sport". What were these aspects like before this era?
- 3. "Sport knew its place". What does this mean? Why doesn't it know its place anymore?
  - 4. How has TV changed sport? Has this change been beneficial or not?
  - 5. Why is the London Marathon mentioned?
  - 6. In what ways are most sports stars like everyone else?
  - 7. What is the correlation between modern sports stars and ancient gladiators?
  - 8. What can sport offer that a rock concert can't?
  - 9. What is special about the Olympics and the World Cup?
  - 10. Why is the besotted fan in a minority?

#### VOCABULARY WORK

- 6. Work out the meanings of the highlighted words in the article.
- 7. Explain the title of each paragraph in your own words.

# 8. Answer the following questions:

Do you agree with the author's standpoint that sport nowadays is a worldwide obsession?

Can you call yourself a besotted fan?

Do you need untold riches to become a professional sportsman?

What character traits do you need to possess to succeed as a sportsperson? Can sport unify people around the world? What or who can?

# 9. Translate into English using your Active Vocabulary.

Під поняттям «відпочинок» кожна людина розуміє щось своє. Дехто потребує розкішного готелю на побережжі та тиждень лінощів, а хтось не може і

дня прожити без шаленого темпу мегаполісу. Деякі люди присвячують свій вільний час непрофесійному спорту, інші – у пошуках слави та неймовірних багатств.

Відпочинок для кожного — дуже особиста річ. Наприклад, я не можу просто лінитися, годинами переглядати телевізійні програми, або розмовляти по телефону. Я люблю екстремальний відпочинок, тому декілька років тому я зайнявся парашутизмом — і був у захопленні від цього. Згодом я перейшов на дельтопланерізм, потім захопився віндсерфінгом! Я дійсно радів життю!

Нажаль, моя мама постійно хвилювалася. Вона постійно цікавилася, що я збираюся робити, чи спілкуюся я з друзями і чи не посварився зі своєю дівчиною. Вона робила кожний день мого життя нестерпним. З одного боку, я звісно не можу звинувачувати її за це, але з іншого боку, вона могла б бути більш терпимою!

Зрештою, вона пообіцяла дати мені спокій за умови, що я покину екстремальний спорт. Я вже стомився сперечатися и погодився. Я одружився зі своєю дівчиною і став серйозним чоловіком із сімейними обов'язками — мені потрібно було заробляти гроші. Я, звичайно, не кажу, що не можу розслабитися. Разом із дружиною ми можемо піти у ресторан або провести вечір за грою в карти Іноді ми можемо сміятися до коликів, читаючи кумедні статті. Часто моя дружина любить посидіти на самоті у тиші та подумати. Ми сама звичайна сім'я, ми цінуємо і любимо один одного.

#### TELLING A STORY

We often want to tell people stories in the form of long narratives. It may be the story of a film, or a book, or a true story of events that have happened to us - or even a joke or a funny story. To keep the narrative going you need various "narrative techniques" to give variety and interest to the story. So instead of saying: "He fell into the sea," you can say: "What happened to him was that he fell into the sea," and instead of saying: "He opened the letter," you can say: "What he did was open the letter," or even: "What happened was that he opened the letter."

Another narrative technique is to involve the listener in the story by asking him or her to guess what happened next, or how someone in the story felt:

You can guess how he felt.
What do you think he did?
And then do you know what he did?

Imagine my surprise when he ...

You'll never guess what happened next.

Narrative techniques like these will help make a story more dramatic.

#### 1. Read the text and retell it.

#### **PICNIC**

My elderly cousin came to stay with us just before our youngest daughter's birthday. We were a little apprehensive whether we ought to arrange the usual picnic celebration because my cousin loathes meals in the open air. However, she was determined not to spoil our plans and said she did not mind being left at home. On the day itself, seized by some sudden impulse, she elected to come with us, much to our surprise. It was certainly a day to tempt anyone out, even the most inveterate anti-picnicker: a clear blue sky, glorious sunshine and a gentle breeze.

We duly arrived at our favourite picnic site, a field beside a river, and everybody, except my cousin, had a lovely and most refreshing bathe before we settled ourselves for our meal under the willow trees. While we were eating, a herd of cows from the adjoining field began to amble through the open gateway, unnoticed by my cousin. We like cows but guessed that they would be as little to her fancy as picnics and so hoped that they would go quietly back, satisfied that we were harmless. But one by one they gradually advanced nearer and nearer. When my cousin chanced to look up, their eyes confronted hers. With one shriek of horror she leapt into the air and ran, not to the car, where she might have taken refuge, but towards a gap in the hedge, so small that she could not possibly have crawled through it. The cows, full of curiosity, gave chase. We were convulsed with laughter but my husband managed to pull himself together, rounded up the cows, drove them back through the gateway and shut the gate. We thought that disaster had been averted but our shaken guest, walking unsteadily back to us through a marshy bit of the field that the cows had trampled into mud, lost her balance and fell on her face. A hot cup of coffee did nothing to restore her composure, so we had no alternative but to pack up and go home. Never again, my cousin vowed bitterly, would she be so foolish as to go out on a picnic.

2. a) Tell the story of "Picnic" as the cousin might have told to her boy-friend. b) Work in pairs. You will tell each other the story in your own words. Keep interrupting with questions. c) Imagine that you are an elderly cousin. Describe in your own words what happened to you on the day after the picnic.

In a narrative you can choose whether to report exactly what was said or report the main points of what was said. Here are some ways of reporting the main points of what was said:

He wanted to know ...

He wondered ...

He tried to find out ...

He mentioned something about ...

He hinted that ...

I found out that ...

Decide how you can make your narrative of the story "Picnic" as interesting as possible. Add detail and dialogue. Imagine what happened before the first scene and after the last scene.

You can signal the beginning of a spoken personal narrative like this:

- **ü** Did I ever tell you about the time I ...
- **ü** That reminds me of the time I...
- **ü** Funny you should mention this, because something similar happened to me once ...

A story often has changes of direction and digression. You can signal the end of digression like this:

- ü Anyway ...
- ü As I was saying ...
- ü To get back to the story ...

And we can speed up the end of the story by cutting out irrelevant detail and saying:

- **ü** To cut a long story short ...
- ü Anyway, what happened in the end was ...
- **ü** Putting it into a nutshell...

# 3. Work in pairs. Choose one situation and develop an interesting dramatic story. Use the narrative techniques given in the article 'Telling a Story'.

- A. You've been chatting to a friendly fellow-hiker on your way to the meeting place about your last year experience on a hiking tour.
- B. You and some friends are planning a walking tour, but you want to do something unusual. Trying parachuting has always been your dream.

- C. You are going on a potholing tour and have discovered that you have no rucksack. You remember your friend Jane has an old rucksack that she probably isn't using. You telephone her.
- D. Give two descriptions of a picnic. In one of them describe it from the point of view of an ardent "picnicker", in the other think of the point of view of a picnic-hater.
- E. Imagine that you are a newly employed teacher and you are anxious to impress on your Headmistress the importance of skiing tours involving both students and the teaching staff.

#### **WRITING:**

- ✓ Write a letter to your friend asking for advice on how to keep your 5 year old twins entertained on holidays.
- **∨** Write a composition on the following subject: "Games and Hobbies in the Course of My Life"

# MODULE 2

#### IN THE WORLD OF CINEMA

# **Topics for discussion:**

- 1. The History of Cinema. Compare motion pictures of different periods in the history of cinematography. What are their major differences? Point out the peculiar features of the films of different countries. What cultural patterns are closer to you? Why?
- 2. TV and Cinema. Their Impact on People. Do you consider films as art or as entertainment? What is the difference? What is a "cult" film?
- 3. Acting and Shooting. My Favourite Actor. Celebrities and Success. The Price of Fame.
- 4. How would you determine movies' impact on your outlook and actions? What genre of films can be called the most dangerous? What measures should be taken not to let the children be influenced by the so-called "dangerous" movies?
  - 5. Can we preview a long life to such a phenomenon as "cinema"
  - 6. Film Review.

# **LEAD-IN**

- 1. How much art is there in your life? What types of art do you know? How do they differ? Enumerate the genres in the order of their importance to you, that is, how much they are represented in your life. Share a few comments about where you come across each of them.
- 2. Coming closer to the topic of films, you are requested to specify your interest in TV. Which of the following programme types appeal to you most and what is wrong with those you don't like?

**Documentaries** 

News broadcasts

Current affairs programme

Drama

Feature film

Game shows

Soap operas

Quizzes

Sitcoms

Sports programmes

Weather forecasts

Commercials

# 3. What film genres do you know? Note them down. Find the translation for the following types of movies and add some more

Star-studded film

Spectacular

Spine-chiller

Cliff-hanger

Soap-opera

Animated film

Feature film

Schience fiction

Musical

Puppet film

Horrow film

Film of action

Wartime epic

Newsreel

Western

Screened version of a novel

Sentimental tearjerker

••

• • •

. .

...

. . .

### **READING AND SPEAKING:**

1. Do you consider films as art or entertainment? What is the difference? Write down your ideas and examples into the table below.

Films		
Art	Entertainment	

#### 2. Read the text.

#### TEXT 1

#### THE ART OF MOVING PICTURES

#### **BRUNO BETTELHEIM**

Whether we like it or not - and many may disagree with my thesis because painting, or music, or some other art is more important to them - the art of the moving image is the only art truly of our time, whether it is the form of the film or television. The moving picture is our universal art, which comprises all others, literature and acting, stage design and music, dance and the beauty of nature, and most of all, the use of light and of color.

It is always about us, because the medium is truly part of the message and the medium of the moving image is uniquely modem. Everybody can understand it as everyone once understood religious art in church. And as people used to go to church on Sundays (and still do), so the majority today go to the movies on weekends. But while in the past most went to church only on some days, now everybody watches moving images every day.

All age groups watch moving pictures, and they watch them many more hours than people have ever spent in churches. Children and adults watch them separately or together; in many ways and for many people, it is the only experience common to parents and children. It is the only art today that appeals to all social and economic classes, in short, that appeals to everybody, as did religious art in times past. The moving picture is thus by far the most popular art of our time, and it is also the most authentically American of arts.

... Unfortunately, we have no such myths, nor by extension, any that reflects what is involved in growing up. The child, like the society, needs such myths to provide him with ideas of what difficulties are involved in maturation. Fairytales use1 to fill this need, and they would still do so, if we would take them seriously. But sugar-sweet movies of the Disney variety fail to take seriously the world of the child - the immense problems, with which the child has to struggle as he grows up, to make himself free from the bonds that tie him to his parents, and to test his own strength. Instead of helping the child, who wants to understand the difficulties ahead, these shows talk down to him, insult his intelligence, and lower his aspirations.

While most of the popular shows for children fall short of what the child needs most, others at least provide him with some of the fantasies that <u>relieve pressing</u>

anxieties, and this is the reason for their popularity. Superman, Wonder Woman, and the Bionic Woman stimulate the child's fantasies about being strong and invulnerable, and this offers some relief from being overwhelmed by the powerful adults who control his existence. The Incredible Hulk affords a confrontation with destructive anger. Watching the Hulk on one of his rampages permits a vicarious experience of anger without having the feel of guilty about it or anxious about the consequences, because the Hulk attacks only bad people. As food for fantasies that offer temporary relief, such shows have a certain value, but they do not provide material leading to higher integration, as myths do.

Science-fiction movies can serve as myths about the future and, thus, give us some assurance about it. Whether the film is 2001 or Star Wars, such movies tell about progress that will expand man's powers and his experiences beyond anything now believed possible, while they assure us that all these advances will not obliterate man or life as we now know it. Thus, one great anxiety about the future that it will have no place for us as we now are - is allayed by such myths. They also promise that even in the most distant future, and despite the progress that will have occurred in the material world, man's basic concerns will be the same, and the struggle of good against evil - the central moral problem of our time - will not have lost its importance.

Past and future are the lasting dimensions of our lives: the present is but a fleeting moment. So these visions about the future also contain our past; in Star Wars, battles are fought around issues that also motivated man in the past. There is good reason that Yoda appears in George Lucas's film: he is but a reincarnation of the teddy bear of infancy, to which we turn for solace; and the Yedi Knight is the wise old man, or the helpful animal, of the fairy tale, the promise from our distant past that we shall be able to rise to meet the most difficult tasks life can present us with. Thus, any vision about the future is really based on visions of the past, because that all we can know for certain.

As our religious myths about the future never went beyond Judgement Day, so our modem myths about the future cannot go beyond the search for life's deeper meaning. The reason is that only as long as the choice between good and evil remains man's paramount moral problem does life retain that special dignity that derives from our ability to choose between two. A world in which this conflict has been permanently resolved eliminates man as we know him. It might be a universe peopled by angels, but it has no place for man.

What Americans need most is a consensus that includes the idea of individual freedom, as well as acceptance of the plurality of ethnic backgrounds and religious

beliefs inherent in the population. Such consensus must rest on convictions about moral values and the validity of overarching ideas. Art can do this because a basic ingredient of the aesthetic experience is that it binds together diverse elements. But only the ruling art of the a period is apt to provide such unity: for the Greeks, it was classical art; for the British, Elizabethan art; for the many petty German states, it was their classical art. Today, for the United States, it has to be the moving picture, the central art of our time, because no other art experience is so open and accessible to everyone.

The moving picture is a visual art, based on sight. Speaking to our vision, it ought to provide us with the visions enabling us to live the good life; it ought to give us insight into ourselves .... About a hundred years ago, Tolstoy wrote, "Art is a human activity" having for its purpose the transmission to others of the highest and best feelings to which men have risen." Later, Robert Frost defined poetry as "beginning in delight and ending in wisdom." Thus, it might be said that the state of the art of the moving image can be assessed by the degree to which it meets the mythopoetic task of giving us myths suitable to live by in our time - visions that transmit to us the highest and best feelings to which men have risen - and by how well the moving images give us that delight which leads to wisdom. Let us hope that the art of the moving image, this most authentic American art, will soon meet the challenge of becoming truly the great art of our age.

# **Post-reading:**

# 3. Find the English Equivalents to the following phrases:

- контролювати існування
- принижувати розум
- стимулювати уяву
- перевіряти силу
- забезпечувати ідеями
- визволитись від пут
- бути полегшеним
- руйнівна злість
- зрозуміти труднощі попереду
- виконувати обов'язки
- знижувати прагнення
- пропонувати полегшення від всеохоплюючої влади дорослих
- жити поряд з
- полегшувати почуття неспокою

• солодкі фільми.

# 4. Paraphrase the word combinations using synonymic expressions from the text:

- to be relieved
- to offend one's way of thinking
- to help a child to develop his imagination
- to give somebody ideas
- to fulfill the duty
- to be no longer tied to somebody
- to check whether a person is strong or weak
- to realize that you will have difficulties in future
- to calm down somebody's feeling of anxiety
- to help to get rid of somebody's power
- to control one's living
- to let somebody get angry with any remorse
- to make somebody's inclinations weaker
- ruinable feeling of anger

# 5. Answer the following questions:

- a) Why does the author believe that, in the United States, the moving picture is the central art of our time? How does he feel that the moving picture can give Americans "myths suitable to live by"?
- b) What are the weaknesses of Disney movies in the author's opinion?
- c) How is your idea of art of the moving pictures similar or different from that of the author? The author says that in giving us myths to live by, movies give us "visions that transmit to us the highest and best feelings to which men have rise." Apply this criterion to some movie you have seen recently.
- d) What criterion of your own have you established for judging movies? To what extent do you agree or disagree with the author's criterion?

# 6. Comment on the following statements:

- **ü** "The child, like the society, needs such myths to provide him with ideas of what difficulties are involved in maturation".
- **ü** "Art is a human activity having for its purpose the transmission to others of the highest and best feelings to which men have risen".

### **DISCUSSION POINTS:**

- 1. What is your idea of making a good/ funny film?
- 2. Which clip from a particular film would you never tire of seeing?
- 3. What thrillers have you seen recently that really made you want to go and see the film again?
- 4. Can you think of any scenes from films you think should have been cut? Or can you think of any entire film you think should have been banned?
  - 5. Which of these features do you, in general, like a film to have:
    - •A happy ending?
    - •A complicated plot or a simple storyline?
    - •Lots of action?
    - •A political or social message?
    - •Totally naturalistic dialogue?
    - •Larger than life or true-to-life characters?
    - •Subtitles or dubbed dialogues?
    - •Lots of close-up shots of people's faces?
    - •Long sequences of desert, jungle, etc?
    - •A fair number of stars or a cast of "unknowns"?
  - 6. What can the cinema offer that the theatre can't and vice versa?
- 7. Which plays have you seen which you have also seen the film of? How did the two versions compare?
- 8. Would you let your ten-year-old son go off to Hollywood to be in a film, with or without you there?
- 7. Here are some of the categories for the annual Academy Award Winners. Each winner gets an Oscar. Look back over the past few years and note down who you would give your awards to for as many as you can of the categories below. If you don't know the name of the person involved, then just give the name of the film. If you are working in a group, compare your notes with a partner.

Best film;

Best Actor;

Best Actress:

Best Supporting Actor;

Best Supporting Actress;

Best Director;

Best Original Screenplay;

Best Screen Adaptation;
Best Cinematic Photography;
Best Editing;
Best Special Effects;
Best Soundtrack.

#### 8. Read and translate the texts:

### **BRITISH CINEMATOGRAPHY**

The British film industry has a long history and is noted for many critically acclaimed productions and actors. In recent decades it has become largely international. The great pull of the American box office has always lured British actors, directors, and producers to Hollywood, and conversely, British studios and locations have been used in international productions.

The film industry in Britain developed during the 1930s after the government established a quota requiring that a certain percentage of films shown in British cinemas be made in Britain. Hungarian-born director and producer Alexander Korda. came to Britain during this time and was instrumental in the production and international distribution of many British films. The industry received another boost from the influx of German writers, producers, and directors escaping the Nazi government in the 1930s. During World War II, many people working in the British film industry immigrated to the United States. One of these was London-born director Alfred Hitchcock, who moved to the US in 1939 and continued to produce popular films.

British film output after World War II tended to be literary, drawing upon classics from Ch.arles Dickens and William Shakespeare. 'fA' mimbet of witty comedies that' appealed to the more educated culturally conservative segment of society appeared in the late 1940s and earlY'1950s. These included such films as Genevieve (1953) and The Belles of St.Trinian's (1954). By the mid-1950s the Free Cinema Movement had began, shooting low-budget films, that illuminated the problems of contemporary life. Simultaneously, so-called new cinema films began to present antiestablishment and antimiddle: class views with social realism using working-class themes and characters. Notable examples of new cinema films include Look back in Anger (1959), based on the John Osborne play; Karel Reisz's Saturday Night and Sunday Morning (1960); and the Loneliness of the Long Distance Runner (1962). Director David Lean, who had produced many popular films in the 19405, became noted for big, lavish epics during the

1950s, particularly The Bridge on the River Kwai (1957) and Lawrence of Arabia (1959), both of which won Academy Awards.

For a brief time London became the film production capital of the world when a number of important films were made there. These included Tom Jones (1963), with an award winning screenplay by John Osborne, and 2001: A Space Odyssey (1968) and A Clockwork Orange (1971), directed by Stanley Kubrick. Richard Attenborough gained fame not only for his acting but also for directing such biographical films as Ghandi (1982), which won multiple Academy Awards; ChapEn (1992), about English actor and director Charlie Chaplin; and Shadowland (1993), about British author C.S. Lewis.

#### Cinema In Ukraine

In early modern times" the vertep (puppet theatre) was widespread and popular. Mykhailo Starytsky, Ivan Karpenko-Kary, and Marko Kropyvnytsky laid the foundation of modern Ukrainian theatre in the late 19th century. Despite representation under Russian rule, it continued to develop. The high point was reached in the early 1920s when the avant-garde Berezil theatre in Kharkiv, under Les Kurbas, staged such plays as Mykola Kulish's Narodnii Malakhii, Myna Mazailo, and Patetychna Sonata. Stalinist representation cut this revival short, and socialist realism stifled further innovation. Only in recent years have innovation and experimentation been possible.

Filmmaker Oleksandr Dovzhenko, often called "the first poet of cinema", gained international recognition for his silent motion pictures Zvenyhora (1928) and Arsenal (1929). His Zemlya (1930) is considered one of the bes! silent films ever produced. Stalinist repression and socialist realism had a devastating effect on Ukrainian filmmaking. Not until the 1960s did signs of a revival begin to appear, demonstrated by the film Tini zabutykh predkiv (1964), which won nUm{lrOUS international awards for the outstanding work of Armenian director SI~rhii Paradzhanav and Ukrainian cameraman Yury Illenko. The collapse of the Soviet Union brought an end to government subsidies, and in recent years filmmaking has been practically paralyzed by lack of funding.

Dovzhenko, Ukrainian motion-picture director, known for his moving portrayals, that honor the lives and struggles of Ukrainian peasants. Born into a family of farmers, Dovzhenko graduated in 1914 from Hlukhiv Teachers' Institute in Kyiv, which was then part of the Russian Empire. He taught primary school while studying at Kyiv University from 1917 to 1918 and at the Academy of Fine Arts in Kyiv in 1919. Following the

1917 revolution that established a Communist government in Russia, Dovzhenko actively supported that government in its war to control Ukraine, which lost a bid for independence. After the war ended in 1920, Dovzhenko took diplomatic posts in Poland and Germany, returning to Kyiv in 1923. He then worked as il cartoonist and in 1926 joined a film studio in the Ukrainian city of Odessa.

Dovzhenko's first major film, Zvenyhora, interweaves folklore and contemporary politics to show life in rural Ukraine. He continued in that vein with Arsenal, which combined mythic themes with episodes from the Ukrainian war. He next tackled the government's takeover and redistribution of private farmland in the late 1920s and 1930s, a policy known as collectivization. Zemlya tells the story of a peasant leader killed by a landowner in a Ukrainian village. Ivan Dovzhenko's first sound film, was attacked by the Soviet government for focusing on the human suffering associated with industrialization. Aerograd fared better because it defended government plans to develop eastern Siberia. Dovzhenko's next film, details the revolutionary activities of a Ukrainian intellectual, Nikolai Shchors.

After making documentaries during World War II, Dovzhenko became discouraged by the Soviet government's interference in his film Michurin (1948), a biography of Ivan Michurin, a horticulturalist who contributed to Soviet agriculture. Dovzhenko died on the eve of shooting a long-planned hymn in praise of Ukraine, Poema o more, which was completed in 1958 by his widow, actress Yulia Sontseva.

Paradzhanov, Serhii, Soviet motion-picture director, whose films ran counter to urban and mainstream Soviet culture in their use of the folklore and mythology of his Armenian ancestry. His dissident stance and visionary talent brought him international fame, but it also put him under the scrutiny of repressive government agencies and resulted in his persecution and incarceration.

Born in T'bilisi, to Armenian parents, Paradzhanov studied opera in the early 1940s and attended the State Institute of Cinematography in Moscow, graduating in 1951. At Dovzhenko Studios in Kyiv, he began making experimental films in the Ukrainian languageon ethnic groups within the Soviet Union. These films include Moldavskaya Skazka and Tsvetok na kamne, which draw on folk culture and ritual for structure and imagery. Two masterpieces followed: Teni zabytykh predkov, a visually rich tale of village sorcery, bloody feudal battles, and unrequited love; and Sayat nova (The Colour of Pomegranates). Evoking the life of an 18th -century Armenian poet and minstrel, Sayat nova weaves together such images as boy

swinging from a bell rope, weather-beaten churches, pages from hundreds of books blown about by the wind, and blazingly bright textiles in a dye works.

Owing to charges of ethnic nationalism, Sayat nova was not widely released until 1972. In 1973, during a general crackdown on the Ukrainian film industry, Paradzhanov was arrested on fabricated charges and the following year was sentenced in a closed trial to 5 years of hard labour in a maximum-security prison, making him a political prisoner in his own country. International outcry forced Soviet authorities to release Paradzhanov in 1977, although he was rearrested in 1982 and was not free from government persecution until 1985. His success with Legend of the Suram Fortress, a film based on the Georgian national epic, led him to make the haunting Ashik Kerib, the tale of a Turkish Muslim minstrel based on a Russian story and filmed in Azerbaijan.

# **Post-reading:**

### 1. Find the appropriate definitions for the given word combinations:

- ~ To be based on Byzantine and Balkan models;
- ~ To diverge from the spoken language;
- ~ To mark a high point of Ukrainian oral literature;
- ~ To be concerned with the religious controversies of the time;
- ~ To express a full range of emotion and 'profound thought;
- ~ To impose prohibitions on the use of the Ukrainian language;
- ~ To reject socialist realism and to mange to revitalize Ukrainian literature;
- ~ The state-imposed dogma of socialist realism;
- ~ To join the international artistic mainstream;

# 2. Compare the two texts. What are the major differences?

# 3. Write the summary for either text highlighting its main points.

#### WRITING AN ARTICLE

At least one of the tasks in the Module "Cinema" will involve writing something intended for publication. Such tasks include an article, an entry for a competition, and a review, and all could be published in an English-language magazine. The publication can sometimes be described as a newspaper, and sometimes as a newsletter, which is a one or two page magazine, sent to members of a club or society. Always read the instructions for the task carefully to be clear about whom you are writing for.

### What is an article? An article:

- ⇒ is a piece of writing usually intended for publication in a newspaper, magazine or journal
- ⇒ is written for a wide audience, so it is essential to attract and retain the readers' attention
- ⇒ may include amusing stories, reported speech and descriptions
- ⇒ can be formal or informal, depending on the target audience
- ⇒ should be written in an interesting or entertaining manner
- ⇒ should give opinions and thoughts, as well as facts
- ⇒ is in a less formal style than a report

# An article can:

- o describe an experience, event, person or place
- o present an opinion or balanced argument
- o compare and contrast
- o provide information
- o offer suggestions
- o offer advice

#### A realistic article should consist of:

- ✓ an eye-catching title which attracts the readers' attention and suggests the theme of the article. (Think about why you read a magazine or newspaper article recently - what made you read it?) Articles can also have subheadings before each paragraph.
- **v** an introduction which clearly defines the topic to be covered and keeps the reader's attention.

#### REMEMBER

# Before you begin writing it is important to consider:

- **v** where is the article going to appear in a newspaper or magazine?
- **v** who are the intended readers a specific group such as students or teenagers, or adults in general?
- **v** what is the aim of the article to advise, suggest, inform, compare and contrast, describe, etc.?

These three points are the deciding factors in the layout of your article, its style, language and level of formality. Determine the information you are going to use and <u>organize your ideas carefully into paragraphs</u>. Each paragraph should have a clear topic sentence.

<u>Use vocabulary and descriptive language</u> appropriate for the article. <u>Linking</u> words and expressions, and a variety of vocabulary will only improve your work and make it more interesting.

**DO NOT** use over-personal or over-emotional language or simplistic vocabulary.

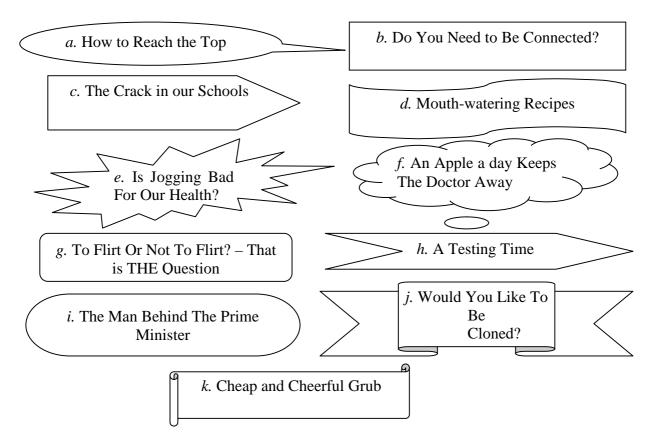
**DO NOT** talk about yourself. You are writing for the general public, not a close circle of friends. Your opinions are only interesting to other people if you can make them amusing, justify them or explain them.

# **Writing Titles**

A title is absolutely necessary when writing an article, and should be a concise summary of the information which is going to follow in the article. In other words, the main topic of the article should be stated in the title. Stimulating the reader's interest is also essential - if the title looks uninteresting, why would anyone read it? There are various ways to achieve this. For example, if you are writing a description of a place, using adjectives can enhance the attractiveness of the place, before the reader begins reading the article, e.g. "The Tranquillity and Peace of an Island that Time Forgot". If the task involves proposing a solution to a problem or your opinion, and so on, you can address your audience directly, e.g. "What You Need to Do to Be Successful", or use a question such as "Is Learning English Really Necessary Today?" for the title. In more formal articles, it is more common to just summarise the topic in a short statement, e.g. "Laughter Can Improve Our Health". The title should not be too long and should mirror the style of the article - formal or informal.

 $\Rightarrow$  Match the topics (1-10) below with the titles (A-K) below. There is one extra title that you do not need.

1. A healthy diet	6. Genetic Engineering
2. School Exams	7. Drug-taking
3. Eating out inexpensively	8. An outdoor activity
4. The Internet	9. How to attract a man
5. A famous person	10. A successful career.



 $\Rightarrow$  B. Match the following first paragraphs with the titles (a-g).

- 1. It is now official that they are the reason man has AIDS. Scientists agree that although Chimps do not suffer from AIDS themselves, eating them, as is common and considered a delicacy in some countries, is the reason the virus is passed on to humans.
- **2.** It is said that everyone has the ability or potential to write that blockbuster that will ensure our fame and fortune. Now a bus-driver from London has done just that and proved the point by writing a novel that has already been nominated for the prestigious Booker Prize.
- **3.** After a hectic morning shopping, all my friend and I wanted to do was to sit down, drink a cup of tea and have a cigarette. Easy enough you might think, but not so. Every coffee bar, cafe and fast food restaurant we looked in, did not allow smoking. It seems us smokers truly are the pariahs of society.
- **4.** One of the most unusual places that I have visited on my travels around the globe is Petra in Jordan. Nicknamed 'The Rose City', as the colour of the rock changes throughout the day, depending on the angle of the sun, it is also fascinating because every structure except one is built out of the rock of the mountains. The

exception is a temple built by the Romans, who obviously did not have the instincts of the Nabataeans.

- **5.** They are two famous film stars in their own right, who between them have been married seven times. After starring together in "Elizabeth", they are now divorcing their respective partners to marry each other. They say it was an instant attraction that is much deeper and more intense than either have ever experienced before. So what makes this time different? I went along to see them both at the Hilton Hotel to discover their secret.
- **6.** The British are said to be the most watched people in the world. Video cameras on nearly every set of traffic lights, on motorways, on street corners, car parks, football grounds and shopping centres to name but a few they cannot make a move without being seen. For a country of people that refuses to have Identity Cards as they consider them an invasion of privacy, why do they tolerate this?
- **7.** They say there is nothing like a woman scorned, and after the exploits of Polly Metcalfe, they might just be right. Her partner left her not just for another woman, but a woman half Polly's age and Polly was miffed, to say the least. What did she do in reply? Cut all his clothes in half and destroyed one of each pair of his shoes.
  - a. Social Outcasts
  - b. Revenge Was So Sweet
  - c. Love At First Sight
  - d. They ARE Carriers of HIV
  - e. Building Sights
  - f. We All Have a Best Seller In Us
  - g. Are They Intrusive?

### **Planning An Article**

It can now be seen that in order to write a good article you need first to find the theme or topic sentence which summarises what you are going to write about, and then make a plan. This strategy will enable you to write quickly and clearly, help you think of a title more easily and your work will have cohesion.

Using this method gives the topic sentence of each paragraph and connects it to the other paragraphs. These topic sentences can be made into one paragraph and then developed to form a whole article. Conversely, these topic sentences, when taken together, can be used to cut down the entire article into a one-paragraph summary of the whole piece. *Imagine you have been asked to write the following article:* 

### Have you studied abroad?

Have you spent time studying in another country? We invite you, our readers, to submit an article on your experiences in that country, to be included in our forthcoming series on living and studying abroad. Share your experiences with us. Tell us what you studied and about any difficulties you faced while you were there. Have you changed as a result of this?

#### First think about:

- ⇒ Where is the article going to appear? (In a magazine.)
- ⇒ Who are the intended readers? (Probably a fairly wide age group.)
- ⇒ What is the aim of the article? (To talk about your experiences, good and bad, while studying abroad.)

### Then you need to decide:

- ⇒ Which country have you studied in?
- $\Rightarrow$  How long were you there for?
- $\Rightarrow$  What did you study?
- ⇒ What problems did you have while you were there?
- $\Rightarrow$  How have you changed?

Brainstorm your ideas and make notes of what you are going to include.

Then, after some thought, you should be able to think of a topic sentence which can be expanded into a paragraph. For example, a topic sentence which could start an introduction is:

'Studying abroad is an exciting experience, giving you the opportunity to learn more about the traditions and culture of the host country and its people.'

This could then be expanded into the following paragraph:

'Studying abroad is an exciting experience, giving you the opportunity to learn more about the traditions and culture of the host country and its people. Apart from the excellent education I received during three years in England, I also made a wide circle of friends and improved my language skills. I learned how to face and deal with various problems, and as a result, have become more independent and self-confident.'

If we extract the ideas out of this one paragraph, it is possible to form a plan for the article, based on the following topic sentences:

INTRODUCTION	Paragraph 1	Exciting experience, learn about the host country and the people.
MAIN BODY	Paragraph 2 Paragraph 3	Education, friends and language skills. Various problems
CONCLUSION	Paragraph 4	Result - independent and self-confident

With the above plan, it is now possible to proceed to write the article, simply by enlarging on each topic sentence so that you can produce a paragraph about that idea. It is also easier to think of a title.

### Read the following article based on the above plan.

### **Learning About Life**

Studying abroad is an exciting experience, giving you the opportunity to learn more about the traditions and culture of the host country and its people. Apart from the excellent education I received during three years in England, I also made a wide circle of friends and improved my language skills. I learned how to face and deal with various problems, and as a result, have become more independent and self-confident.

I studied English Literature and this, along with making many friends both at university and through the part-time job I had, helped improve my English. Although I already spoke the language quite well, when I first arrived I had trouble understanding some accents and the slang or colloquialisms that are in everyday use. Now I am a much more fluent and natural speaker, and my writing has improved, too.

The biggest problems I faced were finding somewhere to live when I did not know the area well, getting the electricity and phone connected and generally learning to look after myself. I had to get used to shopping, cooking and doing the housework, as well as studying and working, so I quickly mastered the art of planning my time sensibly. Although adapting to living in a new country is not easy, once the initial homesickness and missing the family has been overcome, learning to fend for yourself certainly makes you a more independent person, and definitely more self-confident. My time abroad helped me grow as a person and I feel I could tackle any problem now in a calm and confident manner, without having to immediately ask someone for their help.

#### WRITING AN ARTICLE

To practise everything you have learnt about article writing, choose one of the following topics and write a short formal or informal article. Think of a suitable title.

- 1) Should parents limit children's TV viewing?
- 2) What are dangerous movies?

#### PRACTISE!

# 1. Read the text "Hurray For Hollywood" and choose the correct alternative

#### **HURRAY FOR HOLLYWOOD**

In 1911 the small, peaceful village of Hollywood (1) has voted / voted to become part of Los Angeles, because it (2) had / was having problems with its water supply. Today, nearly a hundred years (3) ago / later, this same village (4) grows / has grown into the home of one of the most glamorous industries in the world - the American film industry.

With this growth (5) came / were coming many other well-known symbols. There is the famous Hollywood sign which (6) is standing / stands above the hills of the town. The original sign was built in 1923, but the present one (7) has only been / is only there (8) in / since 1978. Then there is the Grauman's Chinese Theater, where great actors and actresses (9) are leaving / leave their hand and footprints. Norma Talmadge (10) has been / was the first actress to do this in 1927. But most famous of all are the Academy Awards, better known as the 'Oscars'. In March every year, actors and actresses still (11) are waiting / wait nervously to find out if they have won although director Woody Allen (12) has once missed / once missed the ceremony because he (13) played / was playing the clarinet in his favourite jazz club!

Nowadays it (14) becomes / is becoming more and more common for films to be made away from Hollywood, but it remains the home of film, and thousands of hopeful young actors (15) still come / have still come to 'The Dream Factory' every year. But not all Hollywood dreams (16) have been / were happy ones - as one actress who rater (17) died / has died tragically, said: 'Hollywood is a place where they'll pay \$500 for a kiss, and fifty cents for your soul.'

# 2. Read extracts below from reviews for different films. Is each review good, bad or mixed? What kind of film does each review describe?

- a. 'Terrific ... has more thrills than all of this summer's blockbusters put together ... the special effects are superb and the action non-stop ..."
- **b.** 'Basically a one-joke comedy. Even Steve Bristow's biggest fans will have to admit that doing this film was a terrible mistake ...'
- c. 'Sam Harris is hilarious as the commanding officer of a group of soldiers whose main aim in life is to stay as far away as possible from the action ...'
- d. If you forget about the ridiculous plot, and the dreadful dialogue the movie is actually quite good fun, and Hollywood's latest stars Lucy Martinez and Jason Stone bring youthful glamour to this love story ...'
- 3. Find words in the extracts in the exercise 2 that mean the following.

A. very good (x2)

C. very funny

B. very bad (x2)

D. very silly

# 4. Match the extreme adjectives in A with the adjective in B.

Astonished _	very frightened
Boiling	very happy
Brilliant	very angry
Delighted	very sad
Freezing	very surprised
Furious	very hot
Terrified	very good
Tragic	very frightened

- 5. Which is these extreme adjectives cannot be used with the following adverbs: absolutely, really, very? Extreme adjectives are often used to make newspaper headlines and articles more interesting. Rewrite the headlines below, using an extreme adjective to replace the adjective(s) underlined.
  - a. United manager very happy with very good performance.
  - **b.** Very sad death of teenager
  - c. Prime Minister very angry at opposition's criticism
  - d. We made some very bad mistakes admits United Captain

- e. Very cold temperatures in north of the country
- f. Very hot weather to continue
- g. Film star very surprised at Oscar nomination.

### 6. Choose the correct preposition.

- a. The film is based at/on/ with a novel by Charles Dickens.
- **b.** Who would you recommend this film at/to/ with?
- c. The film is set at/in/on New York.
- d. What was the best thing about/ for/of the film in your opinion?
- e. The film has been dubbed in/ into/ on over thirty different languages.
- f. This film is by/ from/ of my favourite director.

# 7. Match the types of films with the phrases that are most likely to describe them.

A thriller a romantic comedy an animated film

A sci-fi film a horror film a costume drama

- **1.** An all-action movie with great *stunts* and a real *cliffhanger* of an ending that will have you *on the edge of your seat*.
- **2.** Set on a star cruiser in the distant future, this film has great special effects.
- **3.** A hilarious new film, about two unlikely lovers, which will have you laughingout loud.
- **4.** Based on a novel by Jane Austen, this new adaptation by William Jones has been filmed on location at Harewood House in Hampshire.
- **5.** A fantastic new computer-generated cartoon, featuring the voice of Eddie Murphy as the donkey.
- **6.** This new film will scare you to death.

# 8. Now match the words in italics in the descriptions to the definitions below.

- 1. exciting
- 2. not filmed in a studio
- 3. the story comes from (a novel)
- 4. dangerous action sequences like car chases or people falling from skyscrapers
- 5. amazing, impossible visual sequences, often created by computers
- 6. changing a novel to a film screenplay
- 7. where the story takes place
- 8. exciting end you want to know what happens

# 9. Film reviews often use compound adjectives to describe films. Make compound adjectives by matching words in A with words in B.

EXAMPLE <u>action-packed</u>

$\mathbf{A}$	В
action	moving
slow	packed
spine	warming
breath	fetched
hard	taking
heart	chilling
far	hitting

# 10. Use compound adjectives from 5 to complete the film reviews below.

Beautiful People is a romantic melodrama. It lasts three hours, and has a
plot, which gets a bit boring. However, the
performance by Tim Franks in the central role will move you to tears. It also has a
message about how we should deal with AIDS.
The Monster Movie is both a comedy and a horror film. It has a storyline, which you just won't believe, but it also has some stunts, which look really dangerous. It has a
ending which is so scary you will cover your eyes.

#### READING AND SPEAKING:

- 1. Before you read the article about James Cameron and his film Titanic, discuss the following:
  - 1. Have you seen Cameron's film? What can you remember about it?
  - 2. Do you know anything about the ship which was called the Titanic?
- 2. Read the article and put these pieces of extra information in one of the places marked ( ):
  - 1. made by oceanographer Robert Ballard;
  - 2. an increase of 50% more than his original estimate;
  - 3. a Russian scientific vessel equipped with underwater vehicles;
  - 4. an aristocratic young Englishwoman and a poor talented artist;
  - 5. the biggest ship ever built.

### **Titanic – The Most Expensive Film Ever Made**

In April 1912, the Titanic, (), left Southampton on its maiden voyage to New York. On the night of 14th April, in the icy waters of the North Atlantic, the supposedly unsinkable ship hit an iceberg. 1,513 of the 2,300 people were killed.

In 1985, film director James Cameron saw a television documentary about the Titanic. The documentary, ( ), contained haunting images of the giant ship, lying in pieces on the bed of the North Atlantic. Cameron was busy with other projects at the time, but 10 years later, he put together a script idea which would combine the real disaster with a fictional love story between characters from completely different backgrounds ( ).

Cameron presented his idea to 20th Century-Fox in March 1995. The director had already spent an enormous \$125 million on his film True Lies, () and told the studio that he estimated Titanic would cost no more than \$80 million. "I anticipate that it will be less expensive than my last two films", he told Hollywood reporters. Studio bosses were interested and offered Cameron a contract to make the film.

Next, Cameron decided that he needed footage of the actual itself, and chartered the Akademik Mstislav Keldysh, ( ). The brilliant underwater images impressed the studio, and in May 1996, they told Cameron that he could proceed with the movie. Cameron told them that the costs had increased and would now be about \$125 million, ( ). The studio chief objected and told him not to let the costs get out of hand. Had they known what was going to happen, they would probably have killed the project off there and then.

# 3. Read the text (and the ultra information) again and find words, which match the following definitions:

- a) a written agreement;
- b) to go ahead and do something;
- c) a work idea that you aril'putting onto practice or will put into practice;
- d) to show or give details of something;
- e) to make an approximate calculation;
- f) bring together;
- g) to get bigger;
- h) to complain.

# 4. Are the following sentences true or false?

1. First of all, Cameron said that the film would be much cheaper to make than True Lies.

- 2. After seeing the underwater images, the studio told Cameron that it was going to be too expensive to make the film.
- 3. Cameron told them that the cost would not be more than his original estimate.
- 4. The studio chiefs told him to reduce the cost of the film.



# 1. Mark the following activities 1-4 (1=I never do it; 4=I do it all the time). Compare your answers in groups.

Go to the cinema	Watch TV
Watch films on DVD	Read magazines/books
Go to a classical concert	Go to a rock concert
Listen to music at home	Go to see a play
Play computer games	Make music
Surf the web	Write novels

# 2. Which of the activities in the Ex.1 do you associate with these words?

Characters, Costumes, Graphics, Set, Language, Lyrics, Search engines, Special effects, Photography, Story, Camera, Plot developments, Sound track, Music.

# 3. Listen to three people talking about something they have seen, read or listened to recently.

- a. Make notes about the following.
  - 1. What are they talking about?
  - 2. Did they like it or not?
  - 3. What were its strong points?
  - 4. What were its weak points?

# b. Have you seen/read/listened to any of these things? Do you agree with the speaker or not? Would you like to see/read/listen to them?

There are quite a lot of online services of short reviews for CDs, films and computer games written by Internet users. The reviewer usually gives brief comments and a star rating (\*=quite bad, \*\*\*\*=fantastic, 0=awful). People use these reviews when deciding what to buy online. Read the reviews below and answer the questions.

**§** *Is the review for a book, a CD, a film or a computer game?* 

**§** What star rating (out of 5) do you think the reviewer gave?

	Title: Love and Hate	Review 1365 by Kate	23 <sup>rd</sup>
Janua	ry Star rating:		
	This is not a movie I'd recommend.	The special effects are OK, and some of	the
acting	is quite good, but the plot is really ha	ard to follow and by the end I'd lost inter	
	Title: Desert Island	Review 8493 by moo moo	13 <sup>th</sup>
April	Star rating		
	The first time I played this, I'm a	fraid I was bored. The graphics are q	uite
nice,	the sound is OK (though the chara	cters' voices are really annoying) and	the
game	got repetitive really quickly. Overall	l, this all was a waste of money.	
	Title: Attack!	Review 7485 by Danni	14 <sup>th</sup>
May	Star rating		
	To my mind, this is easily the be	st thing on the market right now: the	re's
fightii	ng, shooting, a great storyline, grea	at play and the overall look is really contained the overall look is really contained to the contained the contained to the contained to the contained the contained to the cont	ool.
What	more could you ask? Highly recom	mended!	
	Title: The Real Me	Review 7493 by Izzie	29 <sup>th</sup>
June	Star rating		
	A terrific, funny read! As a rule	I hardly ever read autobiographies, b	ut I
made	an exception in this case and I'm	glad I did. It's well written, very trutl	hful
and it	had me laughing out loud on the bu	svery embarrassing!!	
		·	

# c. Complete the table with words and phrases from the reviews.

Positive words and phrases	Negative words and phrases
terrific	not a movie I'd recommend
funny	
•••	

d. Make a list of 3 films you know. Talk about one of it. Say how much you enoyed it, which aspectst you liked most and where the movie failed. Use the vocabulary from above. Besides, the vocabulary below may be helpful.

	On the plus side	
	Absorbing	Film
	Faschinating	Insight into
	Well thought-out	Plot
	Brilliant	Acting
A, an,	Superb	Photography
a lot of,	Delicate	Direction
Plenty of	Dazzling	Moments
A number of	Powerful	Climax
	Thoroughly enjoyable	Costumes
	memorable	Soundtrack
	Gorgeous	Sets
	Grandiose	
	Ravishing	
	Totally satisfying	
	On the minus side	
	Exceptionally tedious	
	Agonizingly slow	look at life
	Boring	Story-line
An	Chaotic	performance
A few	Exceedingly poor	Camerawork
Some	Amateurish	Direction
A lot of	Laughable	Script
A number of	worthless	Dialogue
Plenty of	Totally disappointing	Quality
	Awful	Shots
	Embarrassingly weak	characters
	Horribly unnatural	
	absurd	

4. Now study a more detailed Film Review and say what are the major differences between a short online "rating" review and the following one:

### The Most Terrible Time in My Life

A film review by Max Messier

Asian cinema always seems to have its own voice, its own reasons, and its own functions. Kaizo Hayashi's The Most Terrible Time in My Life is a great example of amazing cinema that has been emerging from the Asian Pacific Rim within the past decade.

The Most Terrible Time in My Life is the first installment of a three-part series concerning Maiku Hama – a punk-turned-respectable private eye whose office is located in a movie theatre. Director Kaizo Hayashi has created a brilliant homage to the French New Wave film of the 1960s. Hayashi's directing style is reminiscent of Martin Scorsese and Abel Ferrara.

The film zigs and zags its way like a firecracker string let loose in room full of cats. The use of black and white film stock and the clash of wardrobes from past decades lend an ambivalence to whether the film takes in the past or present day. Masatoshi Nagase play Maiku with exceptional poise and confidence.

Altogether, the film is beautifully unusual and the imagery is striking and haunting. The complexities of the characters are brought to life by wonderful performances from the supporting cast. The film paints a vivid picture of the underbelly of Hong Kong and highlights strongly upon the racism that rests between Chinese, Taiwanese, and Japanese people. Ultimately, The Most Terrible Time in My Life is a great story of brotherhood betrayals, the stark underworld of Hong Kong gangland, and how harmless motivations can become the most dangerous ones.

# 5. Select another film you watched recently and write a longer and more detailed review for it in the form of an article. Pay attention to its composition. Use the following phrases:

# **«** Useful language

### a. Describing what it is

- $\Rightarrow$  It's called...
- ⇒ It was written/ directed/ produced by ...
- ⇒ It's by the same director as/it's the screened version of
- ⇒ It stars...
- $\Rightarrow$  The movie is set in...
- $\Rightarrow$  It's based on...
- ⇒ The story is very simple/the plot is quite intricate/complicated/catching/moving/thought-provoking etc...

⇒ The subject matter of the film is/it's about...

### b. Giving your opinion

- ⇒ The acting/ story/ graphics/ soundtracks/ props is/ are brilliant/ breathtaking/ unusual/ terrible etc...
- ⇒ The worst/ best thing about it is...
- ⇒ ...is really boring/ annoying/ exciting...
- ⇒ Another thing I really liked/ hated...
- ⇒ The weak/ strong points are...
- ⇒ I'd recommend it to anyone who like...
- ⇒ I wouldn't recommend it to anyone!

#### **WRITING:**

- ⇒ Write a Formal Argument of appr.350 words on the following subject: "Movies Are Regarded as Truly an Art of Our Time"
- ⇒ Write a motion picture review (or an article in the magazine) on the film you have seen at the University

# MODULE 3

#### EDUCATION AND UPBRINGING

### **Topics for discussion:**

- 1. Speak about the system of secondary education in England and Wales. Types of schools.
  - 2. Secondary Education in Ukraine: Its Gains and Problems.
  - 3. Lifelong Learning.
  - 4. Distance Learning.
  - 5. E-learning.
  - 6. Discuss the role of happy home background in the development of a child.
  - 7. Define the role of a father/mother in the process of upbringing.
- 8. Decide which factor is dominant in the process of a child's development: genes or upbringing?
  - 9. Can the innate temperaments of children be influenced positively?
- 10. Different psychological approaches on the problem of upbringing. What theory do you support?
  - 11. Children and Parents.
  - 12. Generation Gap Myth or Reality?

#### LEAD-IN

- 1) What can you remember about your first impressions of the school or college you attended?
- 2) What does an "ideal" school mean for you? Does it exist? What are its characteristics?
  - 3) What types of school are there in Ukraine?
  - 4) What types of school are there in Great Britain?
  - 5) Fill in the gaps with words from the box:

State, secondary comprehensive grammar abilities state private public single sex uniform term-time private

Most	schools in Britain are	schools. These
are schools,	which take children of all _	About six
percent of students go to	schools,	schools, which
only take students who pass e	examination at the age of 11.	
About 70 per cent of st	cudents go to	schools. These schools do
not receive any money from	the state: parents pay for the	eir children to go to school
instead. Most expensive	schools are calle	dschools.
Most of these are	boarding schools, w	here students live during
·		
Most pupils in British	schools wear school	The favourite
colors for school	are blue, grey and black.	
6) Conduct a researce	ch into the system of second	ary education in the UK.

# READING AND DISCUSSING

Report to the class.

1. Read the texts and do the assignments that follow.

#### TEXT 1

# **Pupils Failing to Grasp Basics**

by Gavin Madeley

Almost half of Scotland's 13 and 14-year-olds lack basis reading and writing skills and cannot do simple sums.

Detailed statistics released by the Scottish Executive show that just over 43 per cent of S2 pupils cannot read properly, while almost 49 per cent failed to reach the required standard in maths. The writing ability of more than 54 per cent of all second-year pupils failed to reach the expected standards. The figures reinforce concerns that the Executive's strategy of placing more emphasis on so-called 'soft skills' rather than traditional lessons is deeply flawed. SNP education spokesman Mike Russel said: "These figures are astonishing. Either there is something very wrong with the testing process or there is a considerable problem with the basic standarts in reading, writing and arithmetic." An Executive spokesman said: "We cannot be complacent. There is a need for futher improvement." Last week, First Minister Jack McConnell

said learning skills such as team-building, leadership and decision-making was as important to some pupils as the ability to pass an exam.

#### TEXT 2

### State "Failure" is Blamed for Huge Rise in Home Lessons

by Graham Grant Education Reporter.

A record number of parents are educating their children at home amid mounting fears over drugs, bullying and poor teaching at state schools.

New figures show 451 Scottish children are now being taught at home, compared to 349 last year.

But for the first time recently ministers admitted the true number could be much higher. Campaigners claim as many as 5, 000 parents are educating their children at home.

Home-educating parents only have to register children with local authorities if they withdraw them from a council-run school. Those who educate their children at home from the outset are not obliged to notify officials – nor are those who take pupils out of private schools.

Alison Preuss, spokesman for the Schoolhouse Home Education Association, said: 'At last the executive appears to have woken up to the fact that more and more parents are taking their children out of school'.

Their own statistics show a marked rise in the last 12 months, which ministers will ignore at their peril. Record numbers are running out of faith in state schools.'

The drift towards home education shown by the Scottish Executive's figures, mirrors a rise in the numbers attending private schools. Private tutoring companies are also flourishing.

Brian Monteith, education spokesman for the Scottish Tories, said recently: "This rise is a damning indictment of the Executive's failure to provide an education which suits children's needs. Their one-size-fits-all approach is one that suits no one at all. Ministers should be very worried about this increase."

Radical new guidelines planned by the Executive will give local authorities the right to state home inspections and force parents to register home-educated children.

Campaigners say that although the new rules are only at the draft stage, several councils are already carrying out home inspections.

They also claim families have been "hounded out" of Scotland to places with less strict rules.

Executive guidelines say parents must provide the local authority with easy access for inspection and that education should follow a set curriculum. Ministers are also planning to bring in strict timetables for home-educated children.

South of the Border, parents need only seek permission from the school headteacher, and so many Scots parents have opted to move.

Mrs Preuss said: "The family of one girl desperate to quit school due to bullying is looking to go to London."

Martin Gibson, 28, and his wife Susan, 30, recently moved from their home in Kirkcaldy, Fife, to the Isle of Wight because they were worried council officials in Scotland would make it difficult for them to educate their six-year-old son at home.

Mr Gibson said: "I didn't want my son in a state school because I don't like the way pupils are taught in the Scottish system. The comprehensive approach is redundant."

Sources say Education Minister Cathy Jamieson is 'anxious' to stem the exodus of disillusioned parents from state schools. An Executive spokesman said: "Our prime concern is that young people get a good education and fulfil their potential. That is why we are introducing guidelines for home educators."

# 2. Explain the meaning of the following words and word combinations in English. Make up sentences of your own with each word

FOR EXAMPLE: to claim – to say that smth is true, without having any proof.

from the outset
 to notify
 a timetable
 a tutor
 redundant
 a timetable
 a curriculum
 a tutor
 a spokesman

### 3. Make up 11 sentences using the table:

Are do simple sums and lack basic reading and writing skills further improvement in the system of education

Must read properly, while almost 49 per cent **Scottish** (**pupils**) **children** failed to reach the required standard in maths

Should now being education at home by their parents

Can't be registered with local authorities to be provided with an education which suits children's needs

*Need* only seek permission from the school head-teacher to be taught at home

May get a poor education at school because the comprehensive approach is redundant

get a good education at home

to be withdrawn from run schools to be prevented from drugs, bulling and poor teaching

fail to reach the required standard in mathsif educated in state schools.

# 4. Form words with negative meaning using various prefixes and make up 10 sentences of your own with the words:

### FOR EXAMPLE: <u>happy – unhappy</u>

properly
 ability
 expected
 considerable
 to appear
 marked
 increase
 illusion

# 5. Find in the text synonyms to the following words, make up 10 sentences of your own with them.

### FOR EXAMPLE: to begin - to start

1. to take smth/smb away 5. a headmaster

2. from the beginning3. a year6. needed7. satisfied

4. increase 8. teaching (of people)

# 6. Make up 7 fact finding questions on the text.

### 7. Translate the following sentences into Ukrainian:

- 1. Home-educating parents only have to register children with local authorities if they withdraw them from a council-run school.
- 2. Their own statistics show a marked rise in the last 12 month, which ministers will ignore at their peril.
- 3. Almost half of Scotland's 13 and 14-year-olds lack basic reading and writing skills and cannot do simple sums.
- 4. Those who educate their children at home from the outset are not obliged to notify officials nor are those who take pupils out of private schools.

8. Read the text once again and write down a list of problems Scottish children meet at school.

FOR EXAMPLE: 1. Teaching at Scottish schools is very poor.

9. What is your idea about a model school. Write 10-15 sentences.

### **READING AND SPEAKING:**

1. Read the article by Maeve Binchy and do the assignment that follow.

#### TEXT 3

#### WHEN I WAS A CHILD

Writer Maeve Binchy recalls her idyllic childhood in Ireland

My parents brought me up to think I was the centre of the universe. They showered me with love and attention and gave me terrific self-confidence. I was the eldest of four. There were three girls and then finally the longed for boy arrived. We were think anyone of us was the favourite.

My farther was a barrister and my mother had been a nurse before she married.

She was a big, jolly woman, as big as I am, with a great smile that went right round her face. We never had a lot of money but we had great comfort and lived in a big, shabby old house with nearly an acre of garden looking out over the sea in Dalkey, near Dublin. We each had our own bedroom and we had a maid, Agnes, who is still a friend.

We all went to school on the train from Dalkey to Killiney to the Covent of the Holy child. It was just three miles down the line and now I see it as the most beautiful place, but we never noticed the view when we were children.

I was a terrible a goody-goody. At school I was the girl who was always approached if somebody had to write a thank-you letter to a visiting speaker or make the speech of thanks. I was an extrovert. I don't remember any time until I was 16 or 17 that I ever felt self-conscious. I thought I was marvelous because my parents made me feel that way. When I was little they would take me out of bed and bring me down to entertain their friends - to whom I now apologise.

I was a very devout little girl. I was going to be a saint, not just a nun. I intended to be the first Saint Maeve. At home we kept hens and when they died of old

age we buried them and held a Requiem Mass. I was the priest, of course, and prayed for their souls and put flowers on their graves. We had an honorary grave for the tortoise once because we thought he was dead, though we couldn't find the body. He turned up again - he had early gone away for the winter.

I was a placid child, very content. I never rebelled. It sounds terribly smug, but all I wanted in life came to me. There is a lot of me in the character. Benny, in my book, *Circle of Friends* (Coronet, E 4.99). I remember lovely birthday parties as a girl - jellies and cakes with hundreds-and thousands on them and people singing *Happy Birthday*, and giving me little bars of soap all wrapped up. And like Benny, despite my size, I longed to be dressed in silly frocks in crushed velvet. I was about 12 and I didn't believe her. I told my father I thought Mother must be having delusions!

I was a big, bold, strapping schoolgirl but, in fact, I had nothing to be self-confident about. I wasn't very academic; I was quick-minded, but I was very lazy. My reports weren't good, which distressed my parents. In Ireland in those days you had to pay for education after the age of 14 and I remember my father saying that a good education was all he could afford to give me. Homework was considered very important and every evening the breakfast room would be set up with dictionaries and pens and paper and a big fire going. Daddy would often work with us. I always finished as quickly as possible so I could go off read my *Girl* or *School Friend* comics.

Without any doubt, my favourite teacher at the convent was Sister St. Dominic.

She was a wonderful woman who made a tremendous impression on me. She saw something in every child and thought we were all great. She managed to put some sense into teaching because she always enjoyed herself so much. Because of her I became a teacher.

At school I lived a fantasy life. I had a book called the ABC *Shipping Guide* and dreamed of traveling the world. My teachers always said of my essays. "Try to stick to the facts, Maeve", because I embroidered and exaggerated so much.

The nuns warned us a lot about lust and sex and I was a bit disappointed during my last two years at school to find there wasn't as much lust and sex going on as we'd been told. By then my friends had boyfriends and I became very self-conscious. Because I was told at home than I was lovely, I thought I was. When I went out to dances and didn't fare so well, I was bitterly disappointed. I then realized than I was big and fat and not so lovely. Nowadays I can't believe how quickly time passes, but when I was a child, the summer holidays seemed to last for ever. They were idyllic, and I put a lot of than

into my books. Everything about my childhood has been useful material.

# **Post-reading**

# 2. Explain the meanings of the following words and word combinations in English, give synonyms if possible.

EXAMPLE: <u>Confident - adj. feeling or showing confidence, synonyms:</u> <u>self-assured, self- reliant, sure, certain.</u>

self - confidence

to long for

to feel self - conscious

to rebel to

to have delusions

to stick to the facts

to indulge smb

goody-goody

an extrovert

# 3. Complete the table. The first example is done for you:

VERB	NOUN	ADJECTIVE	ADVERB
To pay attention	Attention	Attentive	attentively
		beautiful	
		marvelous	
To rebel			
			confidently
	impression		
To approach			
To exaggerate			
		disappointed	

# 4. What are the antonyms for the following words?

Confidence

Conscious

Quick-minded

Shabby

Tremendous

**Distress** 

To exaggerate

To approach smb.

Strapping (adj.)

### 5. Translate the following sentences into Ukrainian:

- 1) My parents brought me up to think I was the centre of Universe.
- 2) There were three little girls and then finally the longed-for boy arrived We all indulged, all special.
- 3) At school I was the girl who was always approached if somebody had to write a thank-you letter to a visiting speaker or make the speech of thanks.
  - 4) I thought I was marvelous because my parents made me feel this way.
  - 5) I was a very devout little girl. IU was going to be a saint, not just a man.

### 6. Make up seven fact-finding questions.

### 7. Complete this description according to the article.

Name: Maeve Binchy

Occupation:

Country of origin:

Father's occupation:

Mother's occupation:

Religion:

Type of school attended:

Physical description:

Personality (as a child):

#### 8. Read the article for more detail.

- a) Make notes on why Maeve Binchy thought her childhood was idyllic (5-7 sentences)
- b) What is your idea of idyllic childhood? (10-15 sentences)

#### PROJECT WORK "GENERATION GAP"

#### **WRITING:**

Write a formal argument disclosing the following issue: "Humanism and Education: are they compatible?"

NOTES:		


# MODULE 4

#### ENGLISH AS THE WORLD LANGUAGE

### **Topics for discussion:**

- 1. Lingua Franca in the Context of Globalization. World Englishes.
- English
- 2. The Future of English. Compare it with other languages. Find some information about Esperanto. Can it become the only world language? What are the advantages and disadvantages of having English / Esperanto as one universal world language?
  - 3. Language and Communication
  - 4. Body and Sign Language
- 5. Discuss the role of language in people's life. What are our prejudices towards some languages? Why do they appear? (What are the associations connected with the languages?)
- 6. Do you think that the majority of languages around the world will eventually die out?

#### **♦ LEAD-IN**

"English is by no means an easy language to learn. There is the problem of spelling, of the large numbers of exceptions to any rule, it is very idiomatic and the prepositions are daunting! English is one of those languages which for many seems easy in the beginning, but then the bridge between the basic knowledge and mastery takes a long time to cross, and many people give up"

- 1. Do you find the English language challenging? Do you agree with the quotation?
- 2. Identify and share which aspects of English you find the hardest. The list below might be helpful.

Spelling	Styles
Polysemy	Pronunciation
Idiomacy	Phrasal verbs and prepositiong
Fluency	Punctuation
Creative writing	Oral comprehension
Lexicology	Dialects

# 3. Is it difficult for you to learn English? Have you noticed any strange facts about this language?

#### READING AND SPEAKING

# 1. Some people say English is a crazy language. Read the humorous essay below to fine the reasons for this.

Let's face it - English is a crazy language. There is neither egg in eggplant nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England or French fries in France. Sweetmeats are candies while sweetbreads, which fee aren't sweet, are meat. We take English for granted. But if we explore its paradoxes, we find that quicksand can work slowly, boxing rings are square and a guinea pig is neither from Guinea nor is it a pig. And why is it that writers write but fingers don't fing, grocers don't grace and hammers don't ham? If the plural of tooth is teeth, why isn't the plural of booth beeth? One goose, 2 geese. So one moose, 2 meese ... One blouse, 2 blice? If teachers taught, why didn't preachers praught? If a vegetarian eats vegetables, what does a human eat? If you wrote a letter, perhaps you bote your tongue?

Sometimes I think all the English speakers should be committed to an asylum for the verbally insane. In what language do people recite at a play and play at a recital? Ship by truck and send cargo by ship? Have noses that run and feet that smell? Park on driveways and drive on parkways? How can a "slim chance" and a "fat chance" be the same, while a "wise man" and "wise guy" are opposites? How can overlook and oversee be opposites, while "quite a lot" and "quite a few" are alike? How can the weather be "hot as hell" one day and "cold as hell" another?

You have to marvel at the unique lunacy of a language in which your house can burn up as it burns down, in which you fill in a form by filling it out and in which an alarm clock goes off by going on.

English was invented by people, not computers, and it reflects the creativity of the human race (which, of course, isn't a race at all). That is why, when the stars are out, they are visible, but when the lights are out, they are invisible. And why, when I wind up my watch, I start it, but when I wind up this essay, I end it?

### 2. Referring to the text above, find where does it say that:

**§** parts that make up the word don't reflect the word's ultimate meaning?

- § inflections aren't uniformly used for all similar words?
- **§** words may have a number of meanings which make comprehension difficult?
- **§** the same inflections may suggest totally different meaning?
- **§** words may lose their original meaning and may be equally used in expressions denoting opposite things?
- 3. What is the author's opinion about the language?
- 4. Can you add any other examples of your own that can serve as a proof that English is indeed a dauntingly difficult language to learn?
- 5. Despite its obvious difficulties for non-native speakers, English may boast a number of other characteristics that make it an outstanding language among all others. Can you guess what these characteristics are?
- 6. Read the text below for a standpoint contrary to the one expressed in the summary.

#### TEXT 1

#### ENGLISH AS THE WORLD LANGUAGE

Today, when English is one of the major languages in the world, it requires an effort of the imagination to realize that this is a relatively recent thing - that in Shakespeare's time, for example, only a few million people spoke English, and the language was not thought to be very important by the other nations of Europe, and was unknown to the rest of the world.

English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world. This exporting of English *began* in the seventeenth century, with the first settlements in North America. Above all, it is the great growth of population in the United States, assisted by massive immigration in the nineteenth and twentieth centuries, that *has given* the English language its present standing in the world.

People who speak English fall into one of three groups: those who have learned it as their native language; those who have learned it as a second language in a society that is mainly bilingual; and those who are forced to use it for a practical purpose - administrative, professional or educational. One person in seven of the world's entire population belongs to one of these three groups. Incredibly enough, 75% of the world's mail and 60% of the world's telephone calls are in English.

### **Basic Characteristics**

SIMPLICITY OF FORM. Old English, like modem German, French, Russian and Greek, had many inflections to show singular and plural, tense, person, etc., but over the centuries words have been simplified. Verbs now have very few inflections, and adjectives do not change according to the noun.

FLEXIBILITY. As a result of the loss of inflections, English has become, over the past five centuries, a very flexible language. Without inflections, the same word can operate as many different parts of speech. Many nouns and verbs have the same form, for example **swim**, **drink**, **walk**, **kiss**, **look**, and **smile**. We can talk about **water** to drink and **to water** the flowers; **time** to go and **to time** a race; **a paper** to read and **to paper** a bedroom. Adjectives can be used as verbs. We **warm** our hands in front of a fire; if clothes are **dirtied**, they need to be **cleaned** and dried. Prepositions too are flexible. A sixty-year old man is **nearing** retirement; we can talk about **a round of golf**, **cards**, **or drinks**.

OPENNESS OF VOCABULARY. This involves the free admission of words from other languages and the easy creations of compounds and derivatives. Most world languages have contributed some words to English at some time, and the process is now being reversed. Purists of the French, Russian, and Japanese languages *are resisting* the arrival of English in their vocabulary.

THE FUTURE OF ENGLISH. Geographically, English is the most widespread language on Earth, second only to Mandarin Chinese in the number of people who speak it. It is the language of business, technology, sport, and aviation. This will no doubt continue, although the proposition that all other languages *will die out* is absurd.

### 7. Answer the following questions:

- 1. Where does the text introduced above come from (a brochure for an English language school; an encyclopedia; a preface to a book on modem language teaching)? Justify your choice.
  - 2. What were the reasons for English to become a world language?
  - 3. According to what principles can people who speak English be grouped?
- 4. Which of the three groups of English speakers do you belong to? What are your reasons for learning?
  - 5. What are the basic characteristics of English?
  - 6. How has English become a flexible language?

- 7. What is the future of English?
- 8. Does any other language tend to become as widespread?

# 8. Do you think the following statements are true or false (write "true" or 'false" where necessary).

- 1. English was already an important world language four hundred years ago.
- 2. It is mainly because of the United States that English has become a world language.
- 3. One person out of seven in the world speaks perfect English.
- 4. There are few inflections in modern English.
- 5. In English, many verbs can be used as nouns.
- 6. English has borrowed words from many other languages.
- 7. In the future, all other languages will probably die out.

# 9. Match the two halves of the phrases below without looking back at the text:

practical	society
exporting	of words
flexible	language
massive	standing
bilingual	groups
to fall into	purpose
present	immigration
admissions	of English

# 10. Write a short statement using the words and expressions given below (10-15 sentences long) to prove that English is one of the major languages in the world.

to require effort of imagination; to be unknown to the rest of the world; exporting of English; to assist; a bilingual society; to be forced to use English; for practical purpose; a flexible language; free admissions of words

# 11. Ask all possible questions about English as a world language and answer them.

What? Where? When? Why? How many ...?

# 12. Compare the two texts from above and summarize the authors' ideas. How differently do they approach the same issue?

### READING AND DISCUSSING:DID YOU KNOW?

**«10% of the world's population speak English as their mother tongue** (Chinese 21%, Spanish 6%, Russian 6%, Hindi 4%, Japanese 3%, Arabic 3%, Portuguese 3%, French 2%, German 2%)

«There are roughly 6,500 spoken languages in the world today. However, about 2,000 of those languages have fewer than 1,000 speakers. The most widely spoken language in the world is Mandarin Chinese. There are 885,000,000 people in China that speak that language.

1. There is no doubt that English nowadays is an international language. But does it take the first place in the number of people that speak it as their mother-tongue? What influence on the language did such countries as the USA and the UK exercise? Will they still be so influential in 20 years? What is the future of the English language? These are the questions which the text below raises. Read and translate.

#### **TEXT 2**

#### **ENGLISH - THE INTERNATIONAL LANGUAGE**

English is part of the Germanic branch of the Indo-European family of languages. It is spoken as a native language by around 377 million and as a second language by around 375 million speakers in the world. Speakers of English as a second language will soon outnumber those who speak it as a first language.

Around 750 million people are believed to speak English as a foreign language. English has an official or a special status in 75 countries with a total population of over 2 billion.

The domination of the English language globally is undeniable. English is the language of diplomacy and international communications, business, tourism, education, science, computer technology, media and Internet. Because English was used to develop communication, technology, programming, software, etc, it dominates the web. 70% of all information stored electronically is in English.

British colonialism in the 19th century and American capitalism and technological progress in the 20th century were undoubtedly the main causes for the spread of English throughout the world.

The English language came to British Isles from northern Europe in the fifth century. From the fifteenth century, the British began to sail all over the world and became explorers, colonists and imperialists. They took the English language to North America, Canada and the Caribbean, to South Africa, to Australia and New Zealand, to South Asia (especially India), to the British colonies in Africa, to South East Asia and the South Pacific.

The USA has played a leading role in most parts of the world for the last hundred years. At the end of the 19th century and first quarter of the 20th, it welcomed millions of European immigrants who had fled their countries ravaged by war, poverty or famine. This labor force strengthened American economy. The Hollywood film industry also attracted many foreign artists in quest of fame and fortune and the number of American films produced every year soon flooded the market. Before the Treaty of Versailles (1919), which ended the First World War between Germany and the Allies, diplomacy was conducted in French. However, President Woodrow Wilson succeeded in having the treaty in English as well. Since then, English started being used in diplomacy and gradually in economic relations and the media.

The future of English as a global language will depend very largely on the political, economical, demographic and cultural trends in the world. The beginning of the 21st century is a time of global transition. According to some experts, faster economic globalization is going hand in hand with the growing use of English. More and more people are being encouraged to use English rather than their own language. On the other hand, the period of most rapid change can be expected to be an uncomfortable and at times traumatic experience for many people around the world. Hence, the opposite view, that the next 20 years or so will be a critical time for the English language and for those who depend upon it. The patterns of usage and public attitudes to English which develop during this period will have long-term effects for its future in the world.

#### **VOCABULARY WORK**

# 2. Look up the following words in the dictionary and write down their translation.

- 1. native language 2. second language 3. foreign language -
- 4. official language − 5. branch − 6. to outnumber − 7. undeniable −
- 8. throughout -9. to flee -10. to ravage -11. povery -12. famine -
- 13. labor force 14. in quest of 15. fame 16. fortune –
- 17. to conduct -18. trend -19. treaty -20. transition -
- 21. pattern 22. attitude 23. long-term effects –

- 3. Using the words and word-combinations in the list, ask your groupmates some questions about the future of English and the point of view of the author in Text 2.
- 4. You see the following in an international magazine. Write your contribution for the book.

#### A Cultural Invasion?

We are in the process of planning a book on the main cultural influences of the English-speaking world and we need to know the situation in your country. Let us know your opinion on how important outside influences are where you live. For example, do people listen to mainly foreign or local music? What about films and the theater — do people watch foreign productions or is there a thriving local industry? You could also mention literature — for instance how much of it is read in translation?

The best contributions will be included in the book.

Read the model and fill in the gaps with the words given.

- **§** Where
- § Which
- **§** While
- § Although
- **§** Merely
- **§** However
- § Despite

In these days of rapid European expansion, my country is subjected more than ever to the influences of the English-speaking world.

Most television channels broadcast American TV series and Hollywood
movies, 1) one or two more educational channels occasionally show
English series and documentaries. In most cases they are subtitled rather than dubbed.
The same situation applies in the cinema and 2) we do have a fairly
buoyant film industry of our own, Hollywood blockbusters draw far bigger audiences
than Spanish production.
The same cannot be said, 3), for our taste in music. We have a
successful pop industry and pop stars compete with international stars for a place in
the charts, 4) makes for a very healthy mix. The influx of foreign
artists has had little effect in the influence of traditional music, which is kept alive

partly by the older generations and our deep need to preserve our culture in the face of European expansion.

Mainstream theatres continue to stage plays in Spanish. Nevertheless, there is a demand for foreign productions which are becoming more popular with young people. There are a number of fringe theatres which stage plays in English, but these are only to be found in university towns 5) \_\_\_\_\_\_ you would expect to find a more cosmopolitan culture.

6) \_\_\_\_\_\_the dominance of the English-speaking worlds in most forms of entertainment, I see no reason to fear for the future of our culture. English is 7) \_\_\_\_\_\_ a lingua franca which allows all the nations of the world to communicate with one another. I think it would be an over-reaction to talk about it in terms of an invasion.

# 5. Debate the question: current and future position of English in the world. Should it be made an official language in Ukraine?

There are some well-known spelling differences between British English and American English. Many of these spelling differences result from French influence on English. British English has a tendency to keep the spelling of many words of French origin. Americans try to spell words more closely to the way they sound phonetically and they tend to omit some letters.

The general spelling differences between British and American English are listed below.

British -our vs. American -or difference	
behaviour	behavior
colour	color
favourite	favorite
flavour	flavor
harbour	harbor
honour	honor
humour	humor
labour	labor
neighbour	neighbor
rumour	rumor

British -re vs. American –er difference		
theatre	theater	
centimetre	centimeter	
centre	center	
fibre	fiber	
kilometre	kilometer	
litre	liter	
manoeuvre	maneuver	
metre	meter	
spectre	specter	

British -ll difference	vs. Aml
counsellor	counselor
fuelled	fueled
travelling	traveling

British -se vs. American -ze difference*		
analyse	analyze	
apologise	apologize	
civilise, civilisation	civilize, civilization	
criticise	criticize	
emphasise	emphasize	
organise	organize	
prise	prize	
realise	realize	
recognise	recognize	

British -ogue vs. American -og difference			
analogue		analog	
catalogue		catalog	
dialogue		dialog	
monologue		monolog	
British –ence vs. American -ense difference			
defence*	defence* defense		
licence (noun) license (verb)		license (both noun and verb)	
offence*		offense	
British -l vs. American -ll difference			
enrolment	enrollment		
fulfil	fulfill		
instalment	installment		
skilful	skillful		

!!! Remember: In British English, verbs that end in -l preceded by a vowel usually double the final -l when a suffix -ed/-ing is added. In American English the final -l is doubled only when the last syllable is stressed.

#### \*Additional notes:

- :: British English uses both "-ise" and "-ize" forms but tends to prefer -ise isation) form.
- :: Verbs in British English that can be spelled with either "-ize" or "-ise" at the end a always spelled with -ize in American English.
- :: Verbs in British English that end in "-yse" (e.g. analyse) are always spelled "-yze": American English (analyze).

British -dge/-gue vs. American -dg/-gu)		
judgement	judgment	
arguement	argument	

British -que vs. American -k/–ck difference			
banque bank			
cheque (money) check			

British -gramme vs. American -gram difference		
programme (noun) (TV/radio programme or programme of events - plans, conferences, a theatre programme etc.)	program	
programme (verb) (to instruct)	program (- mm-)	
program (programme) (computer program)	program	
gram (gramme)	gram	
kilogram (kilogramme)	kilogram	

Miscellaneous spelling differences			
British	American	British	American
ageing	aging	mould	mold
aluminium	aluminum	mum, mummy (mom, mam)	mom, mommy
encycloapedia	encyclopedia	omelette	omelet
kerb (edge of roadway or pavement) curb (verb means "restrain")	curb (both noun and verb)	practise ( <i>verb</i> ), practising, practice ( <i>noun</i> )	practice (both noun and verb), practicing
draught (current of air)	draft	pyjamas	pajamas
grey	gray	plough	plow
jewellery	jewelery	sceptic	skeptic
kidnapping	kidnaping	tyre	tire
marvellous	marvelous	woollen	woolen

It is useful to learn both British and American English forms, but a good recommendation is to aim for consistency in your spelling.

It's not just the spelling that is influenced by the differences between world Englishes. British English and American English may have quite different words to

dente the same subject or notion. Conduct the research into major differences and fill in the table below, adding some more examples to it.

British English	American English
flat	apartment
cashpoint	ATM
	crosswalk
	bathroom
crisps	
	beet
biscuit	
	candy
	cafeteria
	sidewalk
bill	
nappy	
chap	
	line

Here are some signs and notices written in English that were discovered throughout the world. Enjoy!  $\bf J$ 

- **ü** In the window of an Oregon store: Why go elsewhere and be cheated when you can come here?
- **ü** In a City restaurant: *Open seven days a week and weekends*.
- **ü** A sign seen on a restroom dryer at O'Hare Field in Chicago: **Do not activate** with wet hands.
- **ü** Hotel brochure, Italy: This hotel is renowned for its piece and solitude. In fact, crowds from all over the world flock here to enjoy its solitude.
- **ü** At a Budapest zoo: *Please do not feed the animals. If you have any suitable food, give it to the guard on duty.*
- **ü** In another Japanese hotel room: *Please to bathe inside the tub*.
- ü In a Copenhagen airline ticket office: We take your bags and send them in all directions.
- **ü** In a Yugoslavian hotel: *The flattening of underwear with pleasure is the job of the chambermaid.*
- Ü In a hotel in Athens: Visitors are expected to complain at the office between the hours of 9 and 11 a.m. daily.
- **ü** In a Nairobi restaurant: Customers who find our waitresses rude ought to see the manager.

## **READING AND DISCUSSING:**

Language is undoubtedly a perfect means of communication. However, not everyone possesses the gift of speaking. There are many deaf people in the world. What do they use to communicate their ideas? Is such method successful? Can you express all your emotions and ideas using sign language?

#### TEXT 3

#### **BODY LANGUAGE**

According to behavior scientists, during face-to-face conversations, 5% of our message is verbal, 38% vocal (including tone of voice), while 55% is non-verbal - through gestures. By that they mean we communicate with our bodies in the form of gestures. Everybody communicates using these gestures and if you understand the gestures and their meaning you will be in a position to read people and know what they are really communicating to you. One researcher went as far as to say that we speak to hide what's on our minds. But gestures cannot lie.

Here is a guide to the main gestures and their meaning.

Palm, hand and arm gestures: An open palm facing upwards or away from the body indicates honesty and openness, as used by footballers and my cat. Every time footballers trip an opponent, they raise their hands, with open palms facing the referee as if to say, 'I didn't touch him.' When I walk into my bedroom, my cat jumps on the bed, rolls on its back and stretches out its front feet. Like the human animal, she's telling me, 'I want to play and mean no harm, look I'm even exposing my chest and stomach.' By contrast, when the palm turns towards the body or faces downwards, it's a sign of reasserting or assuming authority. But if you ask a work colleague to lend you a report while your palm faces the floor he'll frown at your arrogance. And if you combine it with a pointing fore-finger, he will feel intimidated, as the pointed finger symbolizes a stick beating him into submission. Many fights break out after someone jabs the air with a pointed finger at another person.

During handshakes the palm-up or palm-down positions also carry the same meaning. When one person grips the other person's hand with his hand on top, palm facing downwards, he is signaling his intention to dominate. And vice versa. But if both palms remain in a vertical position, both persons are putting each other on equal footing. Ever met someone who squashes your fingers? That's the 'tough man's'

handshake. The politicians' handshake takes another form: he wraps your hand between his hands to give the impression of a warm and trustful personality. Beware of people who shake your hand in this way.

Another gesture that signals a confident and superior attitude is when someone cups both hands together behind his head. If you walk into your boss' office and he leans back in his chair and lifts both hands behind his head, he's telling you, "I'm smarter than you, I have all the answers."

Other superior gestures are thumb displays. Whether the thumb is hanging out of a pocket or standing out as your hands grip the opening of your coat, you're saying, "Look at me, I know it all."

Hand to face gestures: A friend was talking about her uncle's business in Australia. As she recounted how he generated millions, she lightly rubbed her nose with her fore-finger. That indicated she was exaggerating. In children this gesture is more obvious, covering their mouth with one hand to block the lie; the nose-touch version by adults is more refined.

"Hear no evil, see no evil, speak no evil," Allan Pease, in his book Body Language, captioned the hand-to-face gestures that are an attempt to block deceit.

My friend, besides rubbing her nose, also rubbed her eyes, which is an attempt by the brain to avoid looking into my eyes when lying. Another gesture having the same meaning is the ear rub, the hear-no-evil gesture. Note that these gestures are used both to block what another person is saying or what the person doing the gestures is saying.

Everyone recognizes the boredom gesture and you may even remember it from your schooldays, when your hand supported your face on the desk as you strained to keep your eyelids open. But don't confuse it with the interested evaluation gesture, when a closed hand with the index finger pointing upwards rests beneath the cheek. Notice this in a meeting when someone springs an interesting idea. If the idea is a bit far-fetched, however, observe the listeners shift their thumb underneath their chin, showing critical evaluation. Then, when the chairperson asks for comments on the idea, most members will start stroking their chin with their fore-finger and thumb, indicating they are making a decision.

Arm and leg barricades: We cross our arms and legs to shield our body in hostile situations. In demonstrations the police stand in a line with their arms crossed, clenching their fists beneath their armpits. Crossing arms is a defensive stance

adopted by people when surrounded by strangers who are too close for comfort, such as in queues, trains and elevators.

We use anything at hand as a shield, and not only when we face a tight corner, but also when we are unsure of ourselves - in parties or public places for example. In a party someone who's just been introduced to a group of strangers may play with the cuff of his shirt, forming an arm barrier. Then, as that person begins to relax, his hands will drop to his sides and he lifts his head, showing that he now feels comfortable.

When two people gaze into each other's eyes for more than two-thirds of the time they face each other, it means one of two things: they're either interested in each other, or one of them is hostile to the other and the gaze is a non-verbal challenge. In fact, if you stare at a strange dog for a long time, he/she will feel threatened and attacks you or retreats. We react in the same way.

To decipher gestures correctly, put each gesture in context. It's easy to jump to conclusions. If someone is standing outside with his hands and arms crossed, the reason may be because he is cold not defensive. Don't look at isolated gestures. Gestures often occur in clusters, one following the other, each one reinforcing a particular attitude. Skeptics sometimes claim that they, for example, cross their arms and legs for comfort not defense or to argue. But if they observe themselves closely, they would be surprised to discover that their gestures are a carbon copy of their feelings, as described above.

To learn to decode gestures, the key is to watch yourself first, to spot the link between your gestures and your thoughts. Then start observing others, looking for the motive behind the gestures.

## VOCABULARY WORK

1. behaviour –	31. superior –
2. face-to-face conversation –	32. to cup (-pp-) –
3. verbal –	33. thumb –
4. gesture –	34. recount –
5. palm –	35. to rub (-bb-) –
6. upwards –	36. to exaggerate –
7. to trip –	37. refined -
8. referee –	38. caption –
9. to mean/think no harm –	39. deceit –
10. to expose –	40. boredom –
11. downwards –	41. to strain –

12. to assert –	42. eyelid –
13. to assume –	43. cheek –
14. authority –	44. far-fetched –
15. to lend –	45. to shift –
16. to frown –	46. underneath –
17. fore-finger, index finger –	47. chin –
18. to feel intimidated –	48. chairperson
19. stick -	49. to shield –
20. submission –	50. to clench –
21. to break out –	51. fist –
22. to jab –	52. armpit –
23. handshake –	53. stance –
24. intention –	54. queue ( <i>BrE</i> ) –
25. vice versa –	55. cuff –
26. on an equal footing, –	
on a footing of equality –	56. to retreat –
27. to squash –	57. conclusion –
28. to wrap –	58. cluster –
29. trustful –	59. to reinforce –
30. beware –	60. carbon copy –
	61. to spot -

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

- 1. Analyze your gestures. Which of the mentioned above do you have as a habit? Do you agree with their explanations?
- 2. How often do you pay attention to the gestures of the people around you? Can you spot their mood, thoughts or feelings? Do you trust your decoding pattern? Aren't gestures deceiving?
  - 3. In what sphere of human life is the body language of major importance?
  - 4. What gestures should a person avoid while applying for a job?
- 5. What do you personally pay more attention to verbal or non-verbal communication? Why?
- 6. Can gestures convey more than words do? Read the following story about three monkey and say what it teaches you.

## Hear No Evil, Speak No Evil, See No Evil



**Meaning:** an old proverb said of people who do not want to be drawn into a situation (concept in denial of the truth that evil exists). The saying is often written under a picture or statue of three monkeys; the first covering his eyes, the second covering his ears, and the third covering his mouth. An American might say, "I looked out my office window when I heard the child scream. Nobody stopped to help. I guess they thought...see no evil, hear no evil, speak no evil."

\* \* \*

"It is a fallacy that the Three Wise Monkeys, who hear no evil, see no evil and speak no evil, are indigenously Japanese. It is true that they have had their domicile there for many centuries. But originally they came from China and were introduced into Japan by a Buddhist monk of the Tendai sect, probably in the 8th century A.D. The monkeys were at first always associated with the blue-faced deity Vadjra, a fearsome god with three eyes and numerous hands. Their characteristic gestures of covering their ears, eyes and mouths with their paws were a dramatic pictorial way of conveying the command of the god. This shows an early realization of the psychological fact that a striking picture is more impressive and lasting more than a spoken message. Nevertheless, the story has been told in various traditions in prose and poetry. It dates back to at least the 7th century and is part of the teaching of the Vadjra cult that if we do not hear, see or talk evil, we ourselves shall be spared all evil. In the folk etymology and by a play on words the very names of the three monkeys – Mizaru, Kikazaru and Iwazaru – express their three gestures and thus anyone by merely referring to them immediately proclaims their message."

## 2. Test it out! Fill the gaps in the sentences, using the phrases below:

hand-to-face gestures, wraps your hand, boredom gesture, intention to dominate, assuming authority, upwards or away, superior attitude, pointed finger, to shield our body, on equal footing

- An open palm facing from the body indicates honesty and openness.
   Many fights break out after someone jabs the air with a at another person.
   When the palm turns towards the body or faces downwards, it's a sign of
- reasserting or \_\_\_\_\_.

  4. When one person grips the other person's hand with his hand on top, palm
- 4. When one person grips the other person's hand with his hand on top, palm facing downwards, he is signaling his

5. If both palms remain in a vertical position, both persons are putting each
other
6. The politicians' handshake takes another form: he between his
hands to give the impression of a warm and trustful personality.
7. Another gesture that signals a confident and is when someone
cups both hands together behind his head.
8. "Hear no evil, see no evil, speak no evil," Allan Pease, in his book <i>Body</i>
Language, captioned the that are an attempt to block deceit.
9. Everyone recognizes the and you may even remember it from
your schooldays, when your hand supported your face on the desk as you strained to
keep your eyelids open.
10. We cross our arms and legs in hostile situations.

## Body language around the world

Roger Axtell, former international business executive and now professional speaker and author, has cataloged a variety of gestures and their appropriate uses in cultures around the world. His collection of examples shows clearly that an intended message may not always be communicated successfully. Some common miscommunicated meanings include:

- The "two-fingered salute." In most of the contemporary world flashing the index and middle finger in a "V" shape, palm outward, signifies "victory" or "peace" (depending on the vintage of the communicator). However, in England, Australia, and several other countries, a simple turn of the wrist (flashing the sign with the palm toward the communicator) changes this gesture to a highly insulting one: a two-fingered version of our "one-fingered salute."
- "The fig." Brazilians clench their fists with a thumb jutting between the index and middle fingers to signal good luck and help in warding off evil spirits. In Greece and Turkey, however, this same gesture is quite insulting, whereas in Holland and Tunisia it has sexual connotations.
- "Hook 'em Horns." Texans, especially Austinites, know that an outstretched index and pinky finger signal a cheer for the University of Texas Longhorns to do well on the playing field. This same gesture signals a curse in Africa, a good luck sign in Brazil, and an Italian chide that the recipient is being cuckolded.

- Signaling that someone is "crazy" can take on a variety of forms. In Germany it is done by rotating the forefingers back and forth around one's temples. Italians send the same message by tapping their hands to their foreheads. To complicate matters, in Holland a forefinger to the temple means "intelligent" whereas a forefinger to the forehead signals "crazy." The common North American gesture of a circular motion around the temple actually signals "There's a phone call" among Argentineans.
- "Nice job!" Flashing a "thumbs up" to a friend usually signals that the person has done well or that the communicator wishes good luck. In Australia, however, it is considered the equivalent of the "two-fingered salute" discussed above, whereas in Japan it signals "five," in Germany it indicates "one," and in Bangladesh it is considered obscene.
- "Pointing" is accomplished in North America and Europe by using the index finger. In Malaysia the thumb is preferred, whereas in Japan and China an open hand is used.
- The "hand sweep." Moving one's hand and arm across a table in a sweeping motion signals "someone is stealing" in Latin American countries. In Peru, this same gesture means "pay me."
- Extending the palm of the hand toward someone might be a way of saying "no more" or "no thanks." In Greece, however, it is an extremely insulting gesture mimicking shoving dirt (and other brown matter) into someone's face.

#### WRITING:

- § Write an article to the newspaper titled "English Again??? It's Too Much! It's Everywhere!!!".
- § Write an Argumentative Essay "The Advantages and Disadvantages of English as the Universal World Language"

## **MODULE 5**

### **ART**

## **Topics for discussion:**

- 1. Art Evolution and Heritage.
- 2. Trends and Tendencies. Innovative Art.
- 3. Modern Ukrainian Art.
- 4. Museums Worldwide.
- 5. My Favourite Painter and Painting
- 6. What makes items valuable? Must Works of Art Reflect Only Marketplace Values?
- 7. Do you find some kinds of art easier to appreciate than others? Why? What style of painting is more to your liking? Justify your choice.

#### LEAD-IN

- 1. Below are some quotations, partially humorous. Read them and explain art's essence, people's attitudes and what part art played in their lives, as far as the quotations are concerned.
  - **Ø** "Everyone wants to understand painting. Why is there no attempt to understand the song of the birds?" (Pablo Picasso)
  - Ø "Art is the Queen of all sciences communicating knowledge to all the generations of the world". (Leonardo da Vinci)
  - Ø "If Bottichelli were alive today, he'd be working for Vogue" (Peter Ustinov)
  - Ø "No great artist ever sees things as they really are. If he did he would cease to be an artist" (Oscar Wild)
  - Ø "An artist never really finishes his work; he merely abandons it". (Paul Valéry)
- 2. Phrase your own perception of Fine Arts what you think their essence is, what you call art and how much art there is in your life. If appropriate, find support for your views among the opinions above.
- 3. Read the definition of ART as given in the encyclopedia. Would you add any other concept to it?

Art is the process or product of deliberately arranging elements in a way that appeals to the senses or emotions. It encompasses a diverse range of human activities, creations, and modes of expression, including music, literature, film, sculpture, and paintings. The meaning of art is explored in a branch of philosophy known as aesthetics. Traditionally, the term art was used to refer to any skill or mastery. This conception changed during the Romantic period, when art came to be seen as "a special faculty of the human mind to be classified with religion and science". Generally, art is made with the intention of stimulating thoughts and emotions. The nature of art has been defined as a vehicle for the expression or communication of emotions and ideas...

- 4. What do you know about the history of art, painting in particular?
- 5. Read and translate the text to find out more about the evolution of art.

#### TEXT 1

#### THE WORLD HISTORY OF PAINTING

The history of painting <u>reaches back</u> in time to artifacts from pre-historic humans, and spans all cultures, that represents a continuous, though disrupted, tradition from Antiquity. Across cultures, and spanning continents and millennia, the history of painting is an ongoing river of creativity, that continues into the 21st century. Until the early 20th century it relied primarily on representational, religious and classical motifs, after which time more purely abstract and conceptual approaches gained favor.

Developments in Eastern painting historically parallel those in Western painting, in general, a few centuries earlier. African art, Islamic art, Indian art, Chinese art, and Japanese art each had significant influence on Western art, and, eventually, vice-versa.

The oldest known paintings are at the Grotte Chauvet in France, claimed by some historians to be about 32,000 years old. They are <u>engraved</u> and painted using red ochre and black pigment and show horses, lions, mammoth or humans often hunting. There are examples of cave paintings all over the world—in France, India, Spain, Portugal, China, Australia etc. Various conjectures have been made as to the meaning these paintings had to the people that made them. Prehistoric men may have painted animals to "catch" their soul or spirit in order to hunt them more easily or the paintings may <u>represent</u> an animistic <u>vision</u> and homage to surrounding nature, or

they may be the result of a basic need of expression that is innate\_to human beings, or they could have been for the <u>transmission</u> of practical information.

In **Paleolithic times**, the representation of humans in cave paintings was rare. Mostly, animals were painted, not only animals that were used as food but also animals that represented. Rare human representations include handprints and half-human / animal figures. The Chauvet Cave in France contains the most important preserved cave paintings of the Paleolithic era, painted around 31,000 BC. The Altamira cave paintings in Spain were done 14,000 to 12,000 BC and show, among others, bisons.

If there is meaning to the paintings, it remains unknown. The caves were not in an inhabited area, so they may have been used for seasonal rituals. The animals are accompanied by signs which <u>suggest</u> a possible magic use. Arrow-like symbols in Lascaux are sometimes interpreted as calendar or almanac use. But the evidence remains inconclusive. The most important work of the Mesolithic era were the marching Warriors, a rock painting at Cingle de la Mola, Spain dated to about 7,000 to 4,000 BC. The technique used was probably spitting or blowing the pigments onto the rock. The paintings are quite naturalistic, though stylized. The figures are not three-dimensional, even though they overlap.

The earliest known **Indian** paintings were the rock paintings of prehistoric times, some of them are older than 5500 BC. Such works continued and after several millennia, in the 7th century, carved pillars of Ajanta, Maharashtra state present a fine example of Indian paintings, and the colors, mostly various <u>shades</u> of red and orange, were derived from minerals.

China, Japan and Korea have a strong tradition in painting which is also highly attached to the art of calligraphy and printmaking (so much that it is commonly seen as painting). Far east traditional painting is characterized by water based techniques, less realism, "elegant" and stylized subjects, graphical approach to depiction, the importance of white space (or negative space) and a preference for landscape (instead of human figure) as a subject. Beyond ink and color on silk or paper scrolls, gold on lacquer was also a common medium in painted East Asian artwork. Although silk was a somewhat expensive medium to paint upon in the past, the invention of paper during the 1st century AD by the Han court eunuch Cai Lun provided not only a cheap and widespread medium for writing, but also a cheap and widespread medium for painting (making it more accessible to the public).

The ideologies of Confucianism, Daoism, and Buddhism played important roles in **East Asian art**. Medieval Song Dynasty painters such as Lin Tinggui and his Luohan Laundering (housed in the Smithsonian Freer Gallery of Art) of the 12th century are excellent examples of Buddhist ideas fused into classical Chinese artwork. In the latter painting on silk, bald-headed Buddhist Luohan are depicted in a practical setting of washing clothes by a river. However, the painting itself is <u>visually stunning</u>, with the Luohan <u>portrayed</u> in rich detail and bright, opaque colors in contrast to a hazy, brown, and bland wooded environment. Also, the tree tops are shrouded in swirling fog, providing the common "negative space" mentioned above in East Asian Art.

## **Egypt, Greece And Rome**

Ancient Egypt, a civilization with very strong traditions of architecture and sculpture (both originally painted in bright colours) also had many <u>mural paintings</u> in temples and buildings, and painted illustrations on papyrus manuscripts. Egyptian wall painting and decorative painting is often graphic, sometimes more symbolic than realistic. Egyptian painting <u>depicts figures in bold outline and flat</u> silhouette, in which <u>symmetry is a constant characteristic</u>. Egyptian painting has close connection with its written language - called Egyptian hieroglyphs. Painted symbols are found amongst the first forms of written language. The Egyptians also painted on linen, remnants of which survive today. Ancient Egyptian paintings survived due to the extremely dry climate. The ancient Egyptians <u>created paintings</u> to make the afterlife of the deceased a pleasant place. The themes included journey through the afterworld or their protective deities introducing Some tomb paintings show activities that the deceased were involved in when they were alive and wished to carry on doing for eternity.

Roman art was influenced by Greece and can in part be taken as a descendant of ancient Greek painting. However, Roman painting does have important unique characteristics. The only surviving Roman paintings are wall paintings, many from villas in Campania, in Southern Italy. Such painting can be grouped into 4 main "styles" or periods and may contain the first examples pure landscape. Almost the only painted portraits surviving from the Ancient world are a large number of coffin-portraits found in the Late Antique cemetery of Al-Fayum. Although these were neither of the best period nor the highest quality, they are impressive in themselves, and give an idea of the quality that the finest ancient work must have had. A very small number of miniatures from Late Antique illustrated books also survive, and a rather larger number of copies of them from the Early Medieval period.

The rise of **Christianity** imparted a different spirit and aim to painting styles. Byzantine art, once its style was established by the 6th century, <u>placed great emphasis on</u> retaining traditional iconography and style, and has changed relatively little through the thousand years of the Byzantine Empire and the continuing traditions of Greek and Russian Othodox icon-painting. Byzantine painting has a particularly hieratic feeling and icons were and still are seen as a reflection of the divine. There were also many wall-paintings in fresco, but fewer of these have survived than Byzantine mosaics. In general Byzantium <u>art borders on abstraction</u>, in its flatness and <u>highly stylised depictions of figures and landscape</u>. However there are periods, especially in the so-called Macedonian art of around the 10th century, when Byzantine art became more flexible in approach.

In **post-Antique Catholic Europe** the first distinctive artistic style to emerge that included painting was the Insular art of the British Isles, where the only surviving examples are miniatures in Illuminated manuscripts such as the Book of Kells. These are most famous for their abstract decoration, although figures, and sometimes scenes, were also depicted, especially in Evangelist portraits. Carolingian and Ottonian art also survives mostly in manuscripts, although some wall-painting remain, and more are documented. The art of this period combines Insular and "barbarian" influences with a strong Byzantine influence and an aspiration to recover classical monumentality and poise.

Panel painting becomes more common during the Romanesque period, under the heavy influence of Byzantine icons. Towards the middle of the 13th century, Medieval art and Gothic painting became more realistic, with the beginnings of interest in the depiction of volume and perspective in Italy with Giotto. From Giotto on, the treatment of composition by the best painters also became much more <u>free</u> and <u>innovative</u>. They are considered to be the two great medieval masters of painting in western culture. Cimabue, within the Byzantine tradition, used a more realistic and dramatic approach to his art. His pupil, Giotto, took these innovations to a higher level which in turn set the foundations for the western painting tradition. Both artists were pioneers in the move towards <u>naturalism</u>.

Churches were built with more and more windows and the use of colorful stained glass become a staple in decoration. One of the most famous examples of this is found in the cathedral of Notre Dame de Paris. By the 14th century Western societies were both richer and more cultivated and painters found new patrons in the

nobility and even the bourgeoisie. Illuminated manuscripts took on a new character and slim, fashionably dressed court women were shown in their landscapes. This style soon became known as International style and tempera panel paintings and altarpieces gained importance.

**Baroque** painting is associated with the Baroque cultural movement, a movement often identified with Absolutism and the Counter Reformation or Catholic Revival; the existence of important Baroque painting in non-absolutist and Protestant states also, however, underscores its popularity, as the style spread throughout Western Europe.

Baroque painting is characterized by great drama, rich, deep color, and intense light and dark shadows. Baroque art was meant to evoke emotion and passion instead of the calm rationality that had been prized during the Renaissance. During the period beginning around 1600 and continuing throughout the 17th century, painting is characterized as Baroque. Among the greatest painters of the Baroque are Caravaggio, Rembrandt, Frans Hals, Rubens, Velázquez, etc. Caravaggio is an heir of the humanist painting of the High Renaissance. His realistic approach to the human figure, painted directly from life and dramatically spotlit against a dark background, shocked his contemporaries and opened a new chapter in the history of painting. Baroque painting often dramatizes scenes using light effects; this can be seen in works by Rembrandt, Vermeer, Le Nain and La Tour.

During the 18th century, **Rococo** followed as a lighter extension of Baroque, often <u>frivolous and erotic</u>. Rococo developed first in the decorative arts and interior design in France. Louis XV's succession brought a change in the court artists and general artistic fashion. The 1730s represented the height of Rococo development in France exemplified by the works of Antoine Watteau and François Boucher. Rococo still maintained the Baroque taste for complex forms and intricate patterns, but by this point, it had begun to integrate a variety of diverse characteristics, including a taste for Oriental designs and asymmetric compositions.

The beginning of the end for Rococo came in the early 1760s as figures like Voltaire and Jacques-François Blondel began to voice their criticism of the superficiality and degeneracy of the art. By 1785, Rococo had passed out of fashion in France, replaced by the order and seriousness of Neoclassical artists.

19th century: Neo-classicism, History painting, Romanticism, Impressionism, Post Impressionism, Symbolism

After Rococo there arose in the late 18th century, in architecture, and then in painting severe neo-classicism, best represented by such artists as David and his heir Ingres. Ingres' work already contains much of the sensuality, but none of the spontaneity, that was to characterize Romanticism. This movement turned its attention toward landscape and nature as well as the human figure and the supremacy of natural order above mankind's will. There is a pantheist philosophy within this conception that opposes Enlightenment ideals by seeing mankind's destiny in a more tragic or pessimistic light. The idea that human beings are not above the forces of Nature is in contradiction to Ancient Greek and Renaissance ideals where mankind was above all things and owned his fate. This thinking led romantic artists to depict the sublime, ruined churches, shipwrecks, massacres and madness.

By the mid-19th century painters became liberated from the demands of their patronage to only depict scenes from religion, mythology, portraiture or history. The idea "art for art's sake" began to find expression in the work of painters like Francisco de Goya, John Constable, and J.M.W. Turner. Romantic painters turned landscape painting into a major genre, considered until then as a minor genre or as a decorative background for figure compositions. Some of the major painters of this period are Eugène Delacroix, Théodore Géricault, J. M. W. Turner and John Constable. Francisco de Goya's late work demonstrates the Romantic interest in the irrational, while the work of Arnold Böcklin evokes mystery and the paintings of Aesthetic movement artist James McNeill Whistler evoke both sophistication and decadence.

A major force in the turn towards Realism at mid-century was Gustave Courbet. In the latter third of the century Impressionists like Édouard Manet, Claude Monet, Pierre-Auguste Renoir, Camille Pissarro, Alfred Sisley, Berthe Morisot, Mary Cassatt, and Edgar Degas worked in a more direct approach than had previously been exhibited publicly. They eschewed allegory and narrative in favor of individualized responses to the modern world, sometimes painted with little or no preparatory study, relying on deftness of drawing and a highly chromatic pallette. Manet, Degas, Renoir, Morisot, and Cassatt concentrated primarily on the human subject. Both Manet and Degas reinterpreted classical figurative canons within contemporary situations; in Manet's case the re-imaginings met with hostile public reception. Renoir, Morisot, and Cassatt turned to domestic life for inspiration, with Renoir focusing on the female nude. Monet, Pissarro, and Sisley used the landscape as their primary motif, the transience of light and weather playing a major role in their work. While Sisley

most closely adhered to the original principals of the Impressionist perception of the landscape, Monet sought challenges in increasingly chromatic and changeable conditions, culminating in series of monumental works, and

Pissarro adopted some of the experiments of **Post-Impressionism.** Slightly younger <u>Post-Impressionists</u> like Vincent van Gogh, Paul Gauguin, and Georges Seurat, along with Paul Cézanne led art to the edge of modernism; for Gauguin Impressionism gave way to a personal symbolism; Seurat transformed Impressionism's broken color into a scientific optical study, structured on frieze-like compositions; Van Gogh's turbulent method of paint application, coupled with a sonorous use of color, predicted Expressionism and Fauvism, and Cézanne, desiring to unite classical composition with a revolutionary abstraction of natural forms, would come to be seen as a precursor of 20th century art. The spell of Impressionism was felt throughout the world, including in the United States, where it became integral to the painting of American Impressionists such as Childe Hassam, John Twachtman, and Theodore Robinson.

In the late 19th century there also were several, rather dissimilar, groups of Symbolist painters whose works resonated with younger artists of the 20th century, especially with the Fauvists and the Surrealists. **Symbolist** painters mined mythology and dream imagery for a visual language of the soul, seeking evocative paintings that brought to mind a static world of silence. The symbols used in Symbolism are not the familiar emblems of mainstream iconography but intensely personal, private, obscure and ambiguous references.. In their exploration of dreamlike subjects, symbolist painters are found across centuries and cultures, as they are still today; Bernard Delvaille has described René Magritte's surrealism as "Symbolism plus Freud".

## 20th Century Modern And Contemporary

The heritage of painters like Van Gogh, Cézanne, Gauguin, and Seurat was essential for the development of modern art. At the beginning of the 20th century Henri Matisse and several other young artists revolutionized the Paris art world with "wild", multi-colored, expressive, landscapes and figure paintings that the critics called Fauvism. Pablo Picasso made his first cubist paintings based on Cézanne's idea that all depiction of nature can be reduced to three solids: cube, sphere and cone

The heritage of painters like Van Gogh, Cézanne, Gauguin, and Seurat was essential for the development of modern art. At the beginning of the 20th century

Henri Matisse and several other young artists including the pre-cubist Georges Braque, André Derain, Raoul Dufy and Maurice de Vlaminck revolutionized the Paris art world with "wild", multi-colored, expressive, landscapes and figure paintings that the critics called Fauvism. It reflects Matisse's incipient fascination with primitive art: the intense warm colors against the cool blue-green background and the rhythmical succession of dancing nudes convey the feelings of emotional liberation and hedonism. Pablo Picasso made his first cubist paintings based on Cézanne's idea that all depiction of nature can be reduced to three solids: cube, sphere and cone. With the painting Les Demoiselles d'Avignon 1907, Picasso dramatically created a new and radical picture depicting a raw and primitive brothel scene with five prostitutes, violently painted women, reminiscent of African tribal masks and his own new Cubist inventions. Analytic cubism, the first clear manifestation of cubism, was followed by Synthetic cubism, practised by Braque, Picasso, Fernand Léger, Juan Gris, Albert Gleizes, Marcel Duchamp and countless other artists into the 1920s. Synthetic cubism is characterized by the introduction of different textures, surfaces, collage elements and a large variety of merged subject matter.

**Expressionism and Symbolism** are broad rubrics that describe several important and related movements in 20th century painting that dominated much of the avant-garde art being made in Western, Eastern and Northern Europe. Expressionism was painted largely between World War I and World War II, mostly in France, Germany, Norway, Russia, Belgium, and Austria. Expressionist artists are related to both Surrealism and Symbolism and are each uniquely and somewhat eccentrically personal. Fauvism, Die Brücke, and Der Blaue Reiter are three of the best known groups of Expressionist and Symbolist painters. Artists as interesting and diverse as Marc Chagall, whose painting I and the Village tells an autobiographical story that examines the relationship between the artist and his origins, with a lexicon of artistic Symbolism.

## **Contemporary Painting Into The 21st Century**

At the beginning of the 21st century Contemporary painting and Contemporary art in general continues in several contiguous modes, characterized by the idea of pluralism. The "crisis" in painting and current art and current art criticism today is brought about by pluralism. There is no consensus, nor need there be, as to a representative style of the age. There is an "anything goes" attitude that prevails; an "everything going on", and consequently "nothing going on" syndrome; this creates

an aesthetic traffic jam with no firm and clear direction and with every lane on the artistic superhighway filled to capacity. Consequently <u>magnificent and important</u> works of art continue to be made although in a wide variety of styles and aesthetic temperaments, the marketplace being left to judge merit.

Hard-edge painting, Geometric abstraction, Appropriation, Hyperrealism, Photorealism, Expressionism, Minimalism, Lyrical Abstraction, Pop Art, Op Art, Abstract Expressionism, Color Field painting, Monochrome painting, Neoexpressionism, Collage, Intermedia painting, Assemblage painting, Digital painting, Postmodern painting, Neo-Dada painting, Shaped canvas painting, environmental mural painting, traditional figure painting, Landscape painting, Portrait painting, are a few continuing and current directions in painting at the beginning of the 21st century.

#### POST - READING

## 1. Answer the questions:

- 1. When and where did art and painting in particular appear?
- 2. What did the first attempts of painting represent?
- 3. What was the essential need of ancient aritists?
- 4. What time does the ancient painting date back to?
- 5. Using the underlined phrases provide a brief description for each period of art development.
  - 6. Which trend do you give your preference to? Why?
- 7. What does the phrase "anything goes" presuppose when contemporary art is under discussion?
  - 8. What does the phrase "aesthetic traffic jam" mean?
  - 9. Where can you enjoy the most magnificent and important works of art?
  - 10. Fill in the table below taking the information needed from the text.

Period	Trend	Characteristics & Innovations

## 2. Translate into English using expressions from the texts.

1. Зображуючи тумани, К.Моне намагався наблизитися до реальності цього атмосферного явища і зберегти на полотні свої почуття.

- 2. Художники XX сторіччя, намагаючись уникнути нудьги і розчарування повсякденного життя, руйнували традиційні форми, сегментували композицію. Концепція «руйнації» заполонила всі течії мистецтва.
- 3. Образи, накладені один на одного, затінені або обрізані фігури, форми, що ніби пливуть над землею, відтворювали раптові почуття свого автора та хвилювання в його підсвідомості.
- 4. Картини сюрреалістів звичайно характеризуються великою кількістю прозорих образів, крізь які ми ледве можемо розпізнати інші форми
- 5. Томас Гейнсборо, відомий представник англійської школи портретного живопису 18 сторіччя, набув слави завдяки витонченості та вишуканості свого стилю
- 6. З часом, витвори Гейнсборо втрачають наївну простоту перших спроб та набувають більш декоративний характер
- 7. Неочікувана, але тим не менш вражаюча психологічна глибина портретних та пейзажних образів митця, викликає захоплення навіть серед людей, які не  $\epsilon$  фанатами мистецтва
- 8. У 1820 році Джон Констебль пише картину «Гарвіч, море та маяк»(lighthouse), де всі елементи природи злились у одне ціле, що згодом визначить стиль художника
- 9. Поздние портреты живописца наполнены возвышенно-романтическим духом, их отличает утонченная и свободная манера исполнения; фон, с лесными зарослями на заднем плане, прописан широкими движениями кисти.
- 10. Музыка воодушевляла его, с нею, может быть, связаны его широкий мазок, сложная композиция, ритмические соотношения форм и красок.
- 11. Стремясь к совершенству и единству темы, формы и световой палитры в их динамическом взаимодействии, Гейнсборо постоянно обращался к музыкальным терминам для выражения своих мыслей об изобразительном искусстве.
- 12. Именно свет, самое яркое новшество мастера, и создает конструктивное единство его пейзажей.
- 13. Художник обладал исключительным даром передачи сходства и настроения моделей, сочетая это качество со свежестью и живостью живописной манеры.

- 14. В двадцатые годы наступает период гармонии, и тогда Констебль создает шедевры, хотя и в работах менее блестящих периодов проявляется его гений.
- 15. В 1820 году художник пишет картину «Гарвич, море и маяк», где все элементы природы слились в одно целое, становятся факторами, определяющими стиль художника.
- 16. Зображуючи побутові сцени та для передачі своїх власних почуттів і атмосферної гармонії, митець згодом досяг нетрадиційного стилю зображення та передував час.

### 3. Answer the following questions:

- 1. How often do you visit the art gallery? What is the purpose of your visit?
- 2. What is your favourite painting? What makes it special to you?
- 3. Remember you favourite painting and say what media the artist used to impress the viewer?
- 4. Analyze the elements of the painting (provided by the teacher) and identify genres of art and the techniques used in the selected genres.
- 5. Create a story quilt of modern art based on the genres you have studied. Work in groups of four.

## 4. That's a good description.

Look at the painting, read what an Italian learner named Franceska says about it, then do the task below.



The picture I have chosen is "Madame Montessier" by Jean Auguste Ingres. It is a middle 19<sup>th</sup> –century painting, and as was usual at the time, it was painted with the clear and definite forms.

It is a coortrait of a young woman sitting in the corner of a pink sofa is the setting-room of what is probably her

house. The first thing you can notice is the very detailed way the painter manged to describe the whole scene. You can admire the dress of the woman printed with spring flowers. She is wearing old and precious bracelets and a necklace too. Even though she is painted in her front side, we can also see her profile because it is reflected in the mirror on the wall behind the sofa.

While the artist described the whole scene in a very realistic way, he wanted to draw the model's body with a very thin waist in contrast with her plump figure.

I like this figure because it makes me feel relaxed. All the atmosphere is serene and cousy. The woman is comfortably sitting on her sofa thinking about something, she is in a perfect harmony with the whole surrounding. I also like how the painter managed to play with light and shadow.

- B. The description of the picture above contains errors of grammar, spelling, vocabulary or word order. Can you correct them?
- C. Francesca describes the painting well. She starts with general information about the painting, then describes the whole scene, then the detail. She makes interesting observations about it too. Finally, she gives her own impressions of the picture and explains the effect it has on her. Can you ADD anything else to her description, dwelling more closely on the composition, form and mood of the painting?
- D. Read one more description of the picture, then try to draw it yourself on the blackboard or in your notebook.

## A Gentle Genius – Isaac Levitan (1860-1900)

There are many brilliant landscape painters in Russian art. We all love Shishkin's forests, Polenov's charming views of Russian nature, Savrasov's fresh and optimistic landscapes and many others.

But Levitan is unique. When you stand before his lovely canvases you forget that just a few steps away there is a big city full of movement, where people are hurrying here and there like mad, where cars are speeding along the streets filling the air with smoke ... Here you are alone with Beauty.

Levitan's landscapes are full of loneliness and sadness. It is difficult to believe that some of these paintings are the work of a 17-year-old painter (like "Autumn", 1877). His art is like the music of Tchaikovsky and Rakhmaninov. It is lyrical and melancholic. His palette is not bright. It is soft and gentle. Even the names of almost all his pictures reflect the feeling of hopelessness and sadness, for example, "Eternal Peace", "Golden Autumn".

Let's have a look at one of Levitan's landscapes "Autumn Day. Sokolniky". The picture portrays a lovely view of a park. In the foreground there is a lonely figure

of a lady walking along the road. On each side of the road there are tall trees. It's autumn and the leaves are already getting yellow. It is warm and still. The sky is clear. It is not only a decorative background in Levitan's pictures but a symbol of greatness and eternity. It speaks of life passing, of the Greatness of Nature.

5. Find any picture you like/dislike and write a detailed description of it in the form of an article. You can follow the way Francesca organizes her ideas, if you like.

#### **READING AND DISCUSSING:**

- § Is art popular nowadays in your country? Can you predict the future of art in Ukraine?
- § Read the text below to find out more about some opinions concerning the fate of art in the world.

#### **TEXT 2**

#### ART AND CONTEMPORARY CULTURE

The phrase "The fate of ..." often suggests fear about the topic in question, without committing to it. Fears about the fate of the arts in contemporary society include the possibility of the death of art, or the loss of art's meaning and significance. These fears stem from many sources, including globalization, debates about multiculturalism, technology, and the growth of mass media, to name but a few.

Social theory has raised important questions about what we mean when we say "the arts." What counts and who decides? Once we know what counts, how do we decide which art is good? Why do human societies produce art? Does art serve a social function? Answers to these questions remain elusive and contested. And the failure to articulate such answers is itself a source of concern regarding the place and future of the arts.

These fears come at a time when countries in the West enjoy more art than ever before. If art is dying, as some have claimed, artworks are certainly not dwindling in number. Nor is public support for the arts on the wane. Surveys of American opinion indicate a consistent endorsement of art museums and art education--and even of government arts funding. Controversies concerning the arts continue to capture media attention, and history indicates that these controversies are nothing new.

Many of the scholars who are fearful about the future of the arts also find great hope in new artistic movements--from the revolutionary capacities of film to the environmentalism of eco-art. One source of hope stems from a renewed interest in the social purposes of art and of the capacity for culture to achieve public interests. But other scholars decry this move as reducing art to mere function and as compromising aesthetic standards.

Whether art is made for its own sake or for the sake of public purposes, its relationship with the social world is complex and dynamic. Art can at times be reflective of society--though often in a distorted or misleading way--but it can also transform society. This bibliography serves as a guide to the wealth of scholarly literature on the arts, particularly in the face of cultural change. The works listed here are rooted in an array of fields, including art history, literature and literary theory, sociology, philosophy, and cultural policy studies. As we consider the fate of the arts, it is helpful, on the one hand, to remember that art museum collections are growing rapidly, and, on the other hand, to be mindful of the recent decimation of museum collections in Iraq. If the overall fate of the arts is not a source of worry for all, the fate of some art is perilous indeed.

#### THE FRANKFURT SCHOOL AND ITS HEIRS

Sometimes identified with the label "Critical Theory," this group of German-Jewish scholars from the mid-twentieth century offers an interdisciplinary approach to examining cultural vitality. In the 1920s and 1930s, Frankfurt School writings were dominated by a sense that something awful was looming in contemporary culture. They divided the work of investigating this fear among them; key members included Walter Benjamin studying literature and art; Theodor Adorno examining music and, with Max Horkheimer, mass culture; and Gershom Scholem investigating religion and mysticism.

In many ways, the Frankfurt School's fears about the forces at work in early twentieth-century culture came to fruition in World War II, the Holocaust, and the release of the atomic bomb. But after the war ended, much of Western art and culture was still the same. And so, the fears continued. In Dialectic of Enlightenment, Adorno and Horkheimer focus on "the culture industry," the matrix of corporations that produce commercial culture--books, magazines, television programs, movies, recorded music, etc. This industry, they warned, becomes a filter for all forms of culture. No art form is safe from being reduced to its market value. But Herbert Marcuse, another member of the Frankfurt School, insisted that the only escape from the growth of markets would come from the arts.

#### COMMERCIAL CULTURE AND THE COMMODIFICATION OF ART

The market governs an enormous and rapidly expanding segment of contemporary culture. We tend to think of television, film, and rock music as being qualitatively different from painting, opera, and ballet. But how do we justify such distinctions? Is it a matter of quality or of social class? Of taste or power? Many cultural products fall at the boundaries of these categories. Is art that is sold on the market commercial? Do art-house films qualify as high culture? Herbert Gans's Popular Culture & High Culture analyzes these categories as they operate both in theory and in practice.

Compounding these definitional problems are the changing dynamics of the commercial culture industry. Globalization and technology are generating new creative styles. Despite their frequent critiques of capitalism, artists often find themselves within the culture industry and insist on preserving the artistic integrity of the creative processeven as they incorporate the need to produce profit. Henry Jenkins, for instance, asks us to recognize the artistic qualities of television and other forms of popular culture, as he identifies the creators of these works as artists who have embraced new technology. The pivotal question in these debates is: <a href="https://doi.org/10.1007/journal.com/">https://doi.org/10.1007/journal.com/</a> art maintain its creative character when it is subjected to the demands of the market?

#### **Post-reading:**

### 1. Answer the following questions:

- 1. What is your personal image of the future of art?
- 2. What are the main demands of the 'market' nowadays?
- 3. Can you foresee any innovative technology to prolong the life of art?
- 4. How long can art maintain its creative character when it is subjected to the demands of the market?
  - 5. Is art safe in Ukraine? Can YOU change this situation? In what way?
- 6. Is there any innovative/moder art tendency in Ukraine? Do you know any representatives of it?
- 7. To learn more about Ukrainian Modernism, familiarize yourself with the text 3 below.

#### TEXT 3

#### **UKRAINIAN MODERNISM**

What associations come to mind when talking about Ukrainian art? Perhaps pieces of gorgeous embroidery or painted Easter eggs? Or maybe pottery or other handicrafts made by skillful Ukrainian artists? But have you ever heard of Ukrainian modernism?

We are sure you are familiar with some of its outstanding artworks, albeit



without knowing they were Ukrainian. The point is that Ukraine's cultural history – still an undiscovered sphere – has frequently been submerged within a homogenized 'Soviet' experience. The international avant-garde movement is hard to imagine without innovative artists from Ukraine. The time has come to bring to light the important role that Ukrainian artists played in the birth and development of the international avant-garde movement in the

period 1910-30. World-famous and relatively unknown artists created an extremely rich repository of modern works influenced by Ukrainian traditions and lifestyles. Much of the better-known Russian avant-garde art also found its roots in Ukraine. Most of the artists had Ukrainian ties by origin, education or national traditions including Kazimir Malevich, a Pole born in Kyiv, Davyd Burliuk, a futurist, Olexandra Exter, founder of the Ukrainian School of painterly constructivism, as well as internationally unknown Ukrainian artists such as Vsevolod Maksimovych, Olexandr Bohomazov, and Yasyl Yermylov. Interestingly, an oil painting of the latter was bought by a Soviet museum for 30 roubles, while almost 70 years later the same painting was sold at Sotheby's for 120 thousand pounds!

Avant-garde artists sought out typical Ukrainian scenes and traditions for some of their more dynamic works. Street scenes in Kyiv and life along the Dnieper were often portrayed with spaciousness and bright colors reflecting the influence of Ukrainian folk art, which is among the most diverse in the world. One of the founders of the Cubism art trend Olexander Archipenko, drew on pagan Trypillian artifacts, Scythian 'earthmothers' and the mosaics of St. Sophia Cathedral in Kyiv as inspiration for his sculpture. He continued with this trend during his later career in New York. The father of Ukrainian monumentalism, Mykhailo Boichuk, developed a distinct style in which he painted grand monumental ensembles, most of which were sadly destroyed in the 1930s.Ultimately, the caliber of a creative individual is determined not only by what is

left behind, but also by what that individual was not allowed to do. As elsewhere in the former Soviet Union, Ukrainian avant-garde artists were often persecuted and their works were banned or destroyed. Nearly 2000 works were confiscated by the government during the 1930s, and only 300 remain today. The fall of the Soviet Union and the consequent opening up of many hitherto inaccessible archives ("spetsfond") has allowed a new probing of the master narratives created during that regime. A huge collection of Ukrainian avant-garde has been recently restored and put on show in the National Arts Museum in Kyiv. Research by Western and Ukrainian scholars has highlighted the deep interaction of Ukrainian art with European art process, and Ukrainian avant-garde is now interpreted as a European phenomenon.

8. Write a letter to your British friend asking about the current state of art in Britain and sharing with her/him your vision of Ukrainian art development and future. Pay precise attention to the composition of the letter, basing it on the active vocabulary from Module 5, highlighting main tendencies, problems and your own perception of Art.

#### 9. Translate into English:

Сюрреалізм, рух у літературі та образотворчому мистецтві, був заснований французький поетом та критиком Андре Бретоном. Сюрреалізм виник безпосередньо на грунті руху, відомого під назвою Дадізм, мистецтва та літературної течії, яка відбивала нігілістичний протест проти всіх сторін Західної культури. Подібно Дадізму, сюрреалізм підкреслював роль підсвідомого в творчості, але застосовував психічну підсвідомість більш організовано і серйозно.

В живописі та скульптурі сюрреалізм став одним з найвпливовіших чинників XX сторіччя. Своїми прабатьками в образотворчому мистецтві сюрреалізм вважає таких художників, як італійця Паоло Уселло, британського поета Вільяма Блейка і француза Оділона Редона. Серед представників XX сторіччя сюрреалізм шанував, а також включав до своїх експозицій, роботи італійця Джорджио де Черико, росіянина Марка Шагала, іспанця Пабло Пікассо, при тому, що ніхто із них ніколи не входив до групи сюрреалістів. Каталонський художник Сальвадор Далі увійшов до руху 1920 року, але був згодом засуджений більшістю сюрреалістів, після висновку, що він скоріше прагне комерціалізувати своє мистецтво, аніж цікавиться ідеями сюрреалізму.

Хоча певний час він був найвідоміший член групи. Його творчість настільки своєрідна, що може вважвтися тільки частково типовою сюрреалізму. Сюрреалістичний живопис демонструє велике різноманіття змісту і техніки.

## **WRITING:**

Write a Task-Based Composition "What Is Art with the Capital "A"?

## **SPEAKING:**

Report on one of the periods of art (use at least 3 sources to get prepared with it. Search the Internet!)

NOTES:			

## **MODULE 6**

#### PEOPLE AND PERSONALITIES

## **Topics for discussion:**

- 1. Appearance and Character.
- 2. What do we mean by <u>national character</u>? What are the constituents of a national character? English, American and Ukrainian Characters. Overcoming Stereotypes.
  - 3. Human Archetypes. Male & Female.
  - 4. Cultural Code. Living with Other People/Nations
  - 5. What factors influence the forming of first impressions about people we meet?
  - 6. Can playing with a plastic Barbie-doll be dangerous for little children?
  - 7. Is expressing emotions in public acceptable and normal?

#### LEAD-IN

# 1. How do you see yourself and what image do you project for others? Do the quiz that follows.

QUESTION	ANSWER CHOICES
	smart and ambitious, with a sense of
What first impression do you give?	humour, fairly insignificant, you are out
	to impress people, you excite interest
What do you think is your role in the	leader, everybody's friend, mother jfather
student community?	figure, gossip, outcast
	enthusiastic, workaholic, conscientious,
What is your attitude to work like?	you won't touch it if it doesn't touch you,
	frustrated
What is the atmosphere you create in the	relaxed and cheerful, dominating, boring,
group?	chilly, you are unnoticed
What some of a base would you make?	aggressive, acting by the book,
What sort of a boss would you make?	supportive, understanding
How do you treat your superiors?	with blank awe, respectfully, with kid
How do you treat your superiors?	gloves, as equals, with resentment
H	you exploit them, you condescend, you
How do you handle your inferiors?	are helpful, you don't mix with them

	these are two separate worlds, they are
How do studies affect you personal life?	mixed, studies clash with my personal
	life
	you jump at them, approach selectively,
How do you use opportunities?	miss out on them, you don't see them,
	you are too irresolute and timid
How do you act in confrontations?	you stick to your guns, you are a peace-
How do you act in confrontations?	maker, you give up, you dread them

# 2. Assess yourself and a friend, then swap the results and see whether there is much difference between how you visualize yourself and how others do.



## 1a. Memorize the following adjectives.

**Ambitious** 

Courageous

Fair

**Imaginative** 

**Tolerant** 

Clear-thinking

Determined

Hardworking

Original

**Talented** 

# 1b. Which of the things mentioned above should the people of the following professions be? Why?

An actor

A manager

A political leader

A songwriter

A top sportsman

A parent

A colleague

A teacher

A scientist

1c.Think of someone you know (either personally or a famous person) who has these characteristics. Speak about this person.

- 2. Match the roles in exercise 1 b with the following qualities.
  - be a good leader
  - be a good team player
  - have strong principles
  - have a good sense of humour
  - stay calm in a crisis
  - have a lot of self-confidence
  - have a positive attitude

#### 3. Discuss the following questions in small groups.

- Which of the characteristics above are important in almost any job/role?
- Which characteristics do you most admire in others? Which are unimportant to you?

#### The Person I Admire

- a) Listen to two people talking about someone they particularly admire. Listen and note down details of each person's life.
  - b) Listen again and note down why they admire each person.
  - c) Give a short talk trying to imitate the speakers.

## «Useful language

- ⇒ She's the kind of person who always ...(does what she thinks is right)
- ⇒ He's someone who ...(has done a lot of help others)
- ⇒ She's achieved so much...
- ⇒ He's got very strong principles...
- ⇒ She's exceptionally talented/creative...
- $\Rightarrow$  I really admire the way he...

## SPEAKING

You are going to talk about a person YOU particularly admire. Decide who you will talk about. You will need to know some basic facts about the person's life, such as brief biographical details and the person's achievement. Explain why you particularly admire him/her.

## What are they talking about?

Some of these sentences are illogical. Find them, and make any necessary changes to make them logical. Be careful: some are logical.

- 1. He couldn't grasp what I was saying, so he explained it all to me once more.
- 2. He got the wrong end of the stick probably because he couldn't hear properly.
- 3. I couldn't grasp what he was saying he was completely intelligible.
- 4. He'd taken too many sleeping tablets and was quite incoherent.
- 5. I must have misunderstood because I got all the answers right.
- 6. She burst out laughing and I still haven't the faintest idea why.
- 7. What she told me was very misleading; as a result, my article for the paper contained several factual errors.
  - 8. I hadn't got a clue, so everyone asked me to explain how it worked.

## Shall we give her the job?

Look at the interviewer's notes after interviewing six candidates for a job as the manager of a small hotel. Match two adjectives from the box with each candidate.

sympatheti	c kind sens	ible unre	liable	violent	naïvetalkative
sincere	unpredictable	dishonest	hypod	critical pron	e to exaggeration

- Derek: Not sure about him. You never know what he might do. He seems nice, though, but a bit immature and simple.
- Alison: I liked her a lot. I think she'd really listen to the guests' problems and try to understand them. And she gave me the impression she really believed what she said.
- Coral: A lovely person, but that stuff about her running the Ritz Hotel until the manager was away seemed unlikely she probably just helped the assistant manager. But I think she would be really nice to the guests and want to help and please them.
- Donald: Personally I liked him, but I understand he's got a police record gets into fights, I think. His previous employer said he was often late, too.
- Maria: She just chatted non-stop I think that might upset some guests. I wouldn't trust her either there were lilts of things she told us which weren't in her curriculum vitae and I don't suppose they were true.

Clive: I just didn't believe him when he said that he really thinks elderly guests deserve the best. I know for a fact he doesn't look after his own parents. But he seemed to have his feet on the ground and was practical – a good judge of things.

#### WRITING:

§ "The Personality I Respect and Admire" (both character & appearance are of major importance here)

#### READING AND DISCUSSION

- 1. What can you say about the national character and its influence on the lifestyle of people around the world? How would you describe the national character of the English?
- 2. Read the article below. Learn the language of the passage and make a comprehensive list of all the conventional and contradictory aspects of character that the author attributes to the English race.

#### TEXT 1

## WE'RE A PASSIONATE, BRUTAL BUNCH

Jeremy Paxman and the government's "patriotism envoy" Michael Wills have corrupted the idea of Englishness. The two have led us to believe that the English are a pragmatic, politically acquiescent and innately tolerant tribe. The English have become the dreary residents of middle England. Yet any sustained reading of British and Irish history, not least the civil wars of the 1640s, shows the English to be a passionate, revolutionary and frequently brutal people.

Jeremy Paxman's The English, a Portrait of a People has been one of the silent forgers of modern English patriotism. In an era wracked by national selfdoubt, Paxman sets out a well-crafted credo for Englishness. The book lovingly pokes fun at every cherished aspect of our "national character" - rural nostalgia, laughing at foreigners, obsessional wordplay - but reassuringly concludes that ultimately Englishness is a conservative state of mind. Yes, there might have been riots and rebellions, but at heart we are modest and pragmatic.

The government has fallen in behind this view. Michael Wills has defined the values that might be included in a national code for new immigrants as tolerance and, in true Edwardian style, "a sense of the importance of fair play". Generously, Wills also attributes to us a sense of duty.

Wills leaves us 'with still the same cloying vision of Englishness which Stanley Baldwin, George Orwell and John Major revelled in. The land of anvils, cycling maids and long shadows, pigeon fanciers and red telephone boxes. Come what may, the gently resolute Englishman lives on.

But history relates that the English are not an especially tolerant, pragmatic or just people. They have a long history of political radicalism, militant religiosity and, sometimes, staggering brutality. Nowhere is this more evident than during the defining years of these islands' history - the civil wars of the 17th century.

In the 1640s the English went to war against themselves, the Scottish and then the Irish in a savage conflict, which killed more than a quarter of a million people - the greatest loss of life prior to the First World War. What sparked it were the supposedly un-English attributes of fervent religious belief and deeply held political principles. According to Paxman, "the English are not a churchy people'. They like their religion "understated and reasonably reliable". Not in the 17th century they didn't.

A vicious doctrinal tussle over the Church of England between Puritans and a high church faction set off the civil war. King Charles I's quasi-Catholic reforms led thousands to rebel. The fabled English pragmatism, the third way solution, was far from evident as Roundheads and Cavaliers thrashed out their religious differences in battlefields across the country.

The English tradition of tolerance was not much in evidence as Cromwell massacred his way through Catholic Ireland. In England, he presided over a soulless war state, abolishing parliament and introducing just the kind of military dictatorship.

On into the 18th century, the English spirit happily connived at the brutal suppression of Jacobites in Scotland and the enforcement of Anglican supremacy in England, to say nothing of its "outward looking" approach to the Atlantic slave trade.

Every nation has a dark past, and England's is certainly less dark than many. Yet the dearly held idea of English exceptionalism, our supposedly unique history of tolerance and openness compared with the continent, no longer seems viable.

The English civil war or revolution has often been regarded as an aberration - a moment when the nation and then the king lost its head. Yet perhaps the passion, brutality, and intellectualism of the civil war years should more accurately be regarded as just as peculiarly English as tolerance and openness.

# 4. Explain the meanings and give examples of usage of the following words from the text above. Use the chart below.

Word Mean	ing(s)	Examples of usage other than in the text other than in the text
-----------	--------	---

susceptible, resent, categorize, stereotype, pigeonhole, acquiescent brutal, cloy, revel in, fervent, tussle, thrash out, connive, aberration

# Match the words in the left and right columns to restore the collocations from the text. Give the context where they are used.

sustained	years
national	religiosity
pokes	reading
obsessional	radicalism
political	fun at smth
militant	wordplay
defining	self-doubt
savage	solution
doctrinal	conflict
fabled	tussle
third way	at suppression
thrashed out	his way
massacred	differences
connived	English pragmatism

## PRACTISE!

	1. Complete these fancy names to form adjectives that describe the people
1)	My name is Mr F k. I do not like your make-up.
2)	Mrs Tr ul never tells any lies.
3)	Mrs E c works 14 hours a day, plays tennis and goes jogging.
4)	Mrs Ext will dance the can-can on the table.
5)	Mrs Do t likes to exercise control
6)	Mrs Co ve hates losing in tennis and at work.
7)	Mr Self-c nt knows he is good.
8)	Mr Out likes meeting people at parties.
9)	Mr Eg c thinks he is the very centre of the universe.
10)	Mr Easy- will forget about the money he owes you.
11)	Mr De g wants the others to do their best without compromise.
12)	Mr Det ed never gives up without a fight.
13)	Mr Ar t is superior to everyone.
14)	Mr and Mrs P think they are good and find pleasure in themselves.
15)	Mr and Mrs Lig d never frowns.
16)	Miss V spends the whole day in front of the mirror.
17)	Miss S———-willed knows what she wants and usually gets it.
18)	Miss Se h won't share her money with anyone.
19)	Miss Caee has got no problems.
20)	Miss Am s wants to be good, better, the best.
	2. Choose the most suitable variant to fill in the blanks.
	adventurous aggressive brave calm considerate
	dedicated generous gentle lively logical loyal
	malicious passionate practical rational realistic
	ruthless spiteful unscrupulous violent
1)	Mrwould accommodate easily to living on a desert island.

e. not by her emotions
·
e loses his temper.
er hand.
way.
able.
shing you evil.
or an eye principle.
tions.
umping.
d unexplored places
e takes up doing.
n other in crisis.
e street.

# 3. Study the following table and clarify the differences.

## FEELINGS AND EMOTIONS

I feel, I am			This is, It is		
embarrassed	confused	shocked	embarrassing	confusing	astounding
humiliated	perplexed	convinced	humiliating	perplexing	shocking
interested	frustrated	unconvinced	interesting	frustrating	convincing
fascinated	discouraged	satisfied	fascinating	discouraging	unconvincing
bored	encouraged	disappointed	boring	encouraging	satisfying
bored to	inspired	sad	deadly	inspiring	disappointing
death	disgusted	depressed	boring	disgusting	sad
tired	repulsed	devastated	tiring	repulsive	depressing
exhausted	horrified	excited	exhausting	horrifying	devastating
afraid	amused	delighted	fearsome	amusing,	exciting
scared	in hysterics	thrilled	scary	hysterical	delightful

frightened	entertained	worried	frightening	hilarious	thrilling
terrified	surprised	troubled	terrifying	entertaining	worrisome
annoyed	amazed	nervous,	annoying	surprising	troubling
upset	astonished	nerve-	upsetting	amazing	unnerving,
angry, mad	astounded	racking	maddening	astonishing	
furious		anxious,	infuriating		

# 4. Express your possible feelings and emotions when the following situation below happened to you. What would you do then?

#### The situation:

- **§** I spilled water on my pants.
- **§** This TV show isn't saying anything informative or new.
- **§** He's been talking about statistical formulas for hours!!
- § I've been running for three miles!
- **§** This unfriendly dog has big teeth!
- **§** The hurricane is going to hit our city!
- **§** This fly keeps buzzing around my head.
- § My daughter didn't clean her room!
- **§** The dog did its mess on the carpet!
- § I don't know why my husband/wife is mad at me.
- § I can't pass the test after trying six times!
- **§** The teacher said that my English was getting better.
- **§** He's picking his nose in public!
- **§** Women were tortured, raped and killed during the war!
- **§** This show made me laugh until my sides hurt!
- **§** She won \$25 million in the lottery!!
- § I'm going to ride the Coney Island roller coaster today!

## 5. Translate into English using the active vocabulary words and phrases:

1. Марту відрізняла бездоганна ввічливість, життєрадісність та емоційність. Вона була сильною особистістю, вольовою та рішучою. 2. Невже ти вважаєш, що бути таким безтурботним добре? Цього не може бути! Тобі варто бути старанним і наполегливим, а то люди будуть вважати тебе ненадійним. 3. Ніхто і подумати не міг, що ця елегантна та витончена жінка, на яку завжди були спрямовані захоплені погляди чоловіків, в дитинстві була сором'язливою і замкненою. 4. Карл обожнював свою матір. Вона була великодушна, миролюбна і романтична жінка у відносинах із близькими, але при цьому авторитарна і честолюбна з підлеглими по

роботі. 5. Зустріч з нею після багатьох років стала потрясінням усього його життя. Він був дуже здивований і не знав, вірити своїм очам, чи ні. Ця зустріч була настільки зворушливою, що у нього перехопило подих і ком став у горлі. 6. Вона втратила самовладання і вибухнула сльозами. Вона тремтіла, наче лист на осінньому повітрі, і він став блідий, як полотнина. Він усе ще кохав її, а вона – його, і радість від зустрічі та кохання наповнила їх серця. 7. Ось моя думка: Ви дуже експресивні і реагуєте на все занадто різко. Запальні, але швидко заспокоюєтеся, Ви маєте гнучку психіку і мінливий настрій. 8.Вас часто можна побачити похмурим, але все ж таки Ви чуйні і ніжні. Любов для Вас – це, перш за все, співчуття. 9. Ви дуже наполегливі у досягненні бажаного, вам властиві стійкі погляди, що спираються на здоровий глузд. 10. Він не з тих, хто стане заливатися сльозами, якщо в нього щось не виходить, і коли він в поганому настрої, то випускає пару на інших, у такий спосіб рятуючи себе від гніву.

#### SPEAKING

The relatively recent movement for nondiscriminatory language condemns

stereotyping. **Stereotypes** are referred to as "oversimplified and generalized labels applied to a person or group of people. They are discriminatory in that they take away a person's individuality. While all sections of society are susceptible to being stereotyped, it is the least powerful who are usually most adversely affected". What explains the fact that stereotypes die hard?

Consider the possibility of these:

- **ü** generalization is a natural process of reasoning;
- **ü** people are prone to create or associate themselves with groups with positive stereo typed image;
- **ü** stereotypes are used as forewarning or prior knowledge before people look into the subject matter;
- **ü** stereotypes are exploited to gain authority or improve status at the expense of others;
- **ü** stereotypes are basis for popular jokes;
- **ü** stereotypes change as the groups do.

At the same time, you come across innumerable stereotyped images and more often than not you tend to trust them. Read the jokes below and say if you are prepared to believe them, laugh at them or resent them.

#### THE IMPORTANCE OF PUNCTUATION

An English teacher wrote these words on the whiteboard: woman without her man is nothing. The teacher then asked the students to punctuate the words correctly.

The men wrote:

"WOMAN, WITHOUT HER MAN, IS NOTHING."

The women wrote:

"WOMAN! WITHOUT HER, MAN IS NOTHING."

Heaven and Hell.

What's the difference between Heaven and Hell?

In Hell. ..

the British are the cooks

the French are the managers

the Italians are the engineers

the Germans are the politicians

the Swiss' are the lovers

In Heaven ...

the French are the cooks

the Germans are the engineers

the British are the politicians

the Swiss are the managers

the Italians are the lovers

Below are a few snippets from Chapter Two "Funny Foreigners" in Jeremy Paxman's book. Read the passage and then share an opinion how much they are convincing, farfetched or enlightening.

#### TEXT 2

The adage is that geography makes history. But if such a thing as a national psychology exists, it too may be made by geography. The first profound influence upon the English is the fact that they live on an island.

England remains the only European country in which apparently intelligent people can use expressions like "joining Europe was a mistake", or "we should leave Europe", as if the place can be hitched to the back of the car like a holiday caravan. An analysis of the British market for the French Tourist Office in 1996 advises, in measured disdain, that "even though they have a well-developed sense of humour and can laugh at themselves, they remain conservative and chauvinistic. The British are profoundly independent and insular, constantly torn between America and

Europe". They are right: one of the consequences of living on an island is that everywhere is overseas. And once they had committed themselves to the sea, the English were inclined to see the rest of Europe as nothing but trouble.

The Englishman sees himself as a captain on board a ship with a small group of people, the sea around and beneath him. He is almost alone; as captain he is in many ways isolated even from his crew .... Seabound security gave the English an early selfconfidence and their relative isolation promoted the growth of an idiosyncratic intellectual tradition. It produced some very odd geniuses, like Blake or Shakespeare. It probably has something to do with the fact that England has produced so many very good travel writers. And nautical gangsters - how else are we to think of a figure like Sir Francis Drake? Freedom from the fear of sudden invasion also promoted individual freedoms. We all need enemies, and the French were so wonderfully convenient - near to hand and yet apparently oblivious of the interests of anyone else. This is how we thought of our nearest continental neighbours. Obscene drawings were "French postcards".

Prostitutes were the "French Consular Guard". If a man used their services, he would "take French lessons". Well into the 1950s, English people were, still excusing their swearing by asking people to "pardon my French" and talking of unauthorized ab2 sences as "French leave". Once upon a time, when England was at war with Spain, syphilis was "the Spanish pox" and corruption was "Spanish practices". By the time the Dutch had become the main trading rivals, the English were inventing phrases like double Dutch for gibberish, or Dutch courage for the bravery of drunkenness. The pattern applies across Europe, but the Anglo-French rivalry is in a class of its own. Centuries of hostility cannot be overcome so soon.

Insularity gave the English a great self-confidence, but it did nothing for their sophistication. It is hard to escape the conclusion that, deep down, the English care little for foreigners, but scoff and laugh at them. Visitors commented on the remarkable vanity of the English. In 1497, a Venetian noticed that "the English are great lovers of themselves, and of everything belonging to them; they think that there are no other men than themselves and no other world but England". The picture had hardly changed by the middle of the 20th century.

## 1. Answer the questions:

- 1. What does geography make?
- 2. What do the English mean when they say "we should leave Europe"?

- 3. Do the English see the rest of Europe as their main trouble?
- 4. Do the English have a very well developed sense of humor?
- 5. What factor provided the English with security?
- 6. Does England have any enemies according to the article?
- 7. What geography formed idiomatic expressions connected have come into usage in the English language?
  - 8. What do they suggest?
  - 9. Is the situation any different nowadays?
  - 10. How would you characterize the English?
- 2. Take another locality, region or country and ponder over the people's typical or national traits that might have evolved from their geographical circumstances. Voice your theories to the class, find support or accept criticism.

### RESEARCH (INDIVIDUAL WORK)

### Introduce a report on one of the topics suggested:

- § Ukrainian/Russian vs. British (German/American) National Character.
- **§** Narrate a melodramatic story with the characters suggested.
- § Do some research into the portrait of a nation, ethnic group or local community that you know of. Work out a TV program, highlighting the key traits that form a stereotyped image of the said population.

## **PRACTISE**

Complete the sentences by changing the word in capitals to the correct form.

1.	How many POLITICAL parties are there in you	our country? PC	LITICS		
2.	My sister has a very strong	she	always	says what s	she
think	s. PERSON				
3.	Can we pay, please	? SEPARATE			
4.	Did you know that you have exactly the	e same		expressi	ion
as yo	our mother? FACE				
5.	You are going to Paris this weekend, to	o? What a		_! COINCID	E
6.	Some people pay p	rices for design	er clothes	s! BELIEVE	

7. There are some	_ between the tw	o paintings, but I don't
think it's the same artist. SIMILAR		
8. After all the discussion, the council s	still hasn't come	to a
about the building work. CONCLUDE		
9. My grandmother was a	woman: she	brought up six children
by herself. REMARK		
10. I had quite a strict	· my parents	had quite old-fashioned
ideas about how children should behave. BR		nad quite old lusinoned
Complete the sentences with the	e Present perfe	ect continuous of the
verbs in the box.		
cry go phone not work	rain read	talk use
A Xy 've been reading (1 , 1 , 1 , 1 , C	1 24	1 . 1
A. You 've been reading that book for ages –		
B. My brother a	lot recently abou	t moving to Canada, but
I don't know if he will.		
C. WE the same re-	cipe for our famo	ous "Chocolotti" biscuits
for the last fifty years and it's still a secret.		
D. Joseph to	evening classes s	since the summer, but he
still can't say "What's your name?" in Russi	an!	
E? Do yo	ou know what's v	vrong?
F. I here very l	ong – do you kr	ow where the sationery
cupboard is?		
G. Excuse me, Marcia, a reporter from	om Vanity Fair	all
morning – could you speak to her now?		
H. How long it	? I haven't go	t an umbrella with me.
Finish the sentences with the w	vords in brack	ets and for since or
ago.		oto unu <u>101</u> , <u>omtoo</u> or
a. Jo's had toothache $\frac{\text{for three days}}{\text{or three days}}$ .	(three days)	
b. Frankie last went to the denti	• ,	(six months)
c. I started going jogging		
d. Jane's been feeling sick		
e. Pete's been on a diet		
f. I haven't done any exercise_		
g. I've been doing aerobics	(t	his time last year)

h. She hasn't been feeling well \_\_\_\_\_\_.(her operation)

#### Choose the best verb form in the sentence.

- a. I've been knowing / 've known Susan for about five years
- b. Mom had to take Tim to the dentist because *he's been breaking / 's broken* his tooth.
- c. My husband's *been having* / 's had his mobile phone for a week and it's already broken.
- d. I hope Karen rings soon because Rick's *been waiting / 's waited* by the phone for hours.
- e. We've *been going* / 've *gone* to the new sports centre sonce June. Why don't you come and try it?
- f. Giuseppina's English is betting much better. She's *been practicing* / 's *practiced* a lot recently.
- g. You look much slimmer. Have you been dieting / dieted? John's boss has been deciding /has decided to have a holiday next month.
- h. Goodbye and thanks. We've *really been enjoying / 've really enjoyed* this evening.

# Making comparisons. Replace the underlined word with the correct word.

- a. He's not as intelligent <u>like</u> his sister.
- b. This question isn't quiet as easy as the last one.
- c. Life here is <u>least</u> expensive than in the city.
- d. People seem to have  $\underline{\text{fewer}}$  time than they used to.
- e. The new library looks very similar than the old one.
- f. The two designs are <u>complete</u> different you can't compare them.
- g. The school is very different <u>as</u> the old one.
- h. This bad is <u>exact</u> the same as yours.

#### Read the articles below and choose the correct verb form.

- a) A woman from Port Headland in Australia (a) attacked /was attacked by a burglar while she was on the phone to her brother in Leeds, England. Her brother (b) heard / was heard strange noises and (c) phoned / was phoned his local police station in Leeds. The Port Headland police (d) contacted / were contacted immediately and an officer (e) sent / was sent to the woman's house. She (f) rescued / was rescued just eighteen minutes after the attack (g) happened / was happened.
- **b)** Yorkshire Electricity Company (h) has apologised / has been apologised after they (i) sent / were sent a customer a bill for €2 billion. Tanya Holland, from

Huddersfield, j) told / was told that she (k) owed / was owed €2,131,474,163, but the company (1) said / was said that she could pay in instalments. They later (m) admitted / was admitted that they had made a mistake and a new bill for €21.31 (n) sent /was sent.

c) It has estimated/ has been estimated that a towel steals/is stolen from a Holiday Inn hotel every twelve seconds – that makes a total of 2,7 million towels a year! ©

### Choose the correct adjective.

- a. That's a very interested/interesting suggestion.
- b. It's not surprising/ surprised.
- c. There's no need to feel embarrassed/embarrassing.
- d. Why are you always late? Have you any idea how annoyed/ annoying it is!
- e. I'm afraid it was rather a bored/boring evening.
- f. It was very upset/ upsetting to hear the news in that way.
- g. The news report was extremely worrying/ worried.
- h. I don't understand. I'm really confused/ confusing!

### Choose the best possible variant.

- 1 Children should lead happy... lives.
  - A. careless B. uncaring C caring D. carefree
- 2 Don't be lazy. Pull your...
  - A. self B. own C. weight D socks
- 3. He's a trouble-maker always rocking the...
  - A. boat B. baby C horse D carriage
- 4 Everything was neat and tidy: it was...
  - A. shipshape B. regimented C. airborne D. springclean
- 5 Don't be pessimistic: look on the.. side.
  - A glossy B. shining C polished D. bright
- 6. It's... that blows nobody any good.
  - A. a bad breeze B bad breath C an unhappy instrument D. an ill wind
- 7 He thinks a lot of himself. always blowing his own. ..
  - A. trumpet B whistle C. breath D. balloon
- 8. It's as American as...
  - A. Arizona B Abe Lincoln C. apple-pie D. baseball
- 9. I went there on the... and. by good luck. found him at home.
  - A. good luck B. half expectation C off chance D. in hope
- 10. ... waters run deep.
  - A. Calm B. Slow C. Still D. Quiet
- 11 I'm terribly busy: I'm up to my... in work.
  - A. hocks B. ears C. neck D head

	12 They kept	us waiting,	our heels in the	lobby.	
	A. airing	B. cooling C	. resting D. tappin	ng	
	13. I'll		their cat while the	ey are away on holiday.	
		_	b. be looking at	c. be looking after	d. be
		ng over			
	14. He made			nework every afternoon.	
	a. do		c. studied	d. to study	
			_	blems finishing it on time	2.
	a. such	b. a	c. as	d. so	
Sele	ct the most	appropria	te completion fr	om the alternatives gi	ven.
	1. He soon	1	the money he wor	in the lottery.	
	A. ran thro	ugh B. drop	ped through C. rai	n away D. dropped down	
	2	favours t	he brave.		
	A. Luck B.	Fortune C.	Time D. Fate		
	3. It wasn't	serious; he d	lid it		
	A. by fun E	3. funny C. f	or fun D. to fun y	ou	
	4. He's craz	y: he's a			
	A. moony l	B. goony C.	noony D. loony		
	5. It is said	waiters	fair amou	nt in tips.	
	A. lift out I	B. pick out C	C. pick up D. lift u	p	
	6. Don't har	ng about: get	a		
	A. move to	B. moving	C. move on D. mo	ove out	
	7. A	is a pe	rson who spends	money like a drunken sail	lor.
	A. plunger	B. spendthr	ift C. wastrel D. p	layboy	
	8. A drown	ng man clut	ches at a	•••••	
	A. thread B	3. straw C. n	note D. penny		
	-	_	and the meeting		
			up C. broke out D		
			n; the least little th	_	
	A. sets her	up B. gets h	er in C. makes he	r up D. puts her out	
Cho	ose the cor	rect prepo	sition in each	sentence below.	
1.	She was con	nfused	embarrass	sment.	
		a. Out of	f		
		b. Excep	t		
		c. With			

8)	COMPLAIN	
leads to people becoming unhap	ppy. The second secret is the	
9) that	REALISE	
happiness is a by-product of		
10)	ACTIVE	
that give our lives meaning.		
1 His misleading statements 2 The firefighters moved into 3 Despite years of research, i 4 Prices have increased sharp 5 There are books 6 Sunscreen offers protection 7 The presidents of both cours 8 His of music v 9 Karl Lagerfeld is my favou	as soon as the tis still	alarm sounded. ACT uses the disease. CLEAR roduction costs. RELATE cise. COUNT of the sun's rays. HARM ade AGREE CHOOSE DESIGN
10 She doesn't have the right	to become a nui	rse. QUALIFY
	WORK OF A LIBRARIA	N
	I have a lot of	
•	as managing a staff of	
1), I		PERSON
2)of		OPERATE
This year we have had a larg	e increase in the number of	
3)stu	dents. Due to	MEDICINE
the extra demand for library	time this has created, we've	
4)our h	nours. I have also EX	XTEND
been accepted into the Inst 5)of my	_	Feaching. I see this as
in supporting learning and as		
6)	ACKNOWLEDGE	
of the teaching role that I have	within the library. I enjoy the	e
7)the j	ob provides,	VARY
though times are hard		
8)Th	ne FINANC	E
budget we have to buy books prices have not and	has remained static for the	past three years, yet book

9)	to magazines and	SUBSCRIBE
periodicals rise. This	leaves me with a number of di	ifficult
10)	to make.	DECIDE

# Translate the following sentences into English using the same structures as in the model:

MODEL 1: Having caught a bad cold, he had to miss a few lessons.

- 1.Згубивши книгу, студенти боялися йти до бібліотеки.
- 2.Спізнившись на десятигодинний потяг, вона повинна була відправити телеграму подрузі, яка на неї чекала.
- 3. Провівши в Англії 5 років, він добре вивчив англійську мову.
- 4.Зігравши декілька ведучих ролей у театрі, актриса завоювала популярність у публіки.
- 5. Наклеївши марку на конверт, він пішов відправити листа.

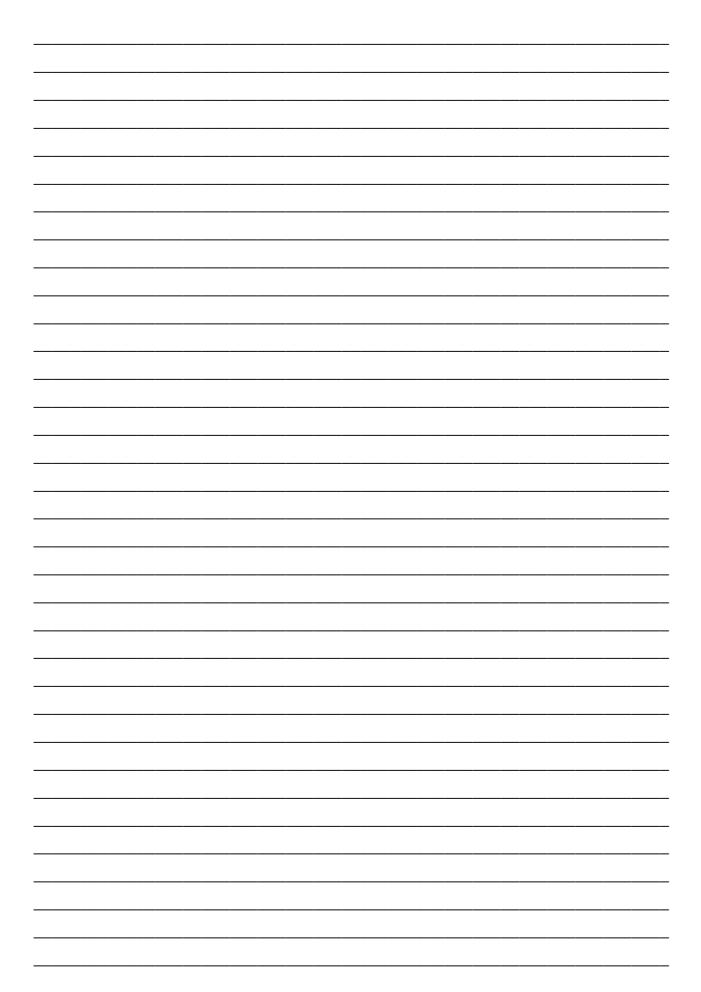
# Translate the following sentences into English minding Conditional Sentences

- 1. Якби ти навчався систематично, то зараз у тебе не виникало б труднощів.
- 2. Якби вона знала німецьку мову, вона написала б цю статтю минулого тижня.
- 3. Якби ви принесли мені вчора словник, то я б сьогодні закінчила роботу над своєю доповіддю.
- 4. Якби ми були знайомі з тим професором, я б попросила у нього поради з цього питання.
- 5. Навіть якби ти показав мені цього чоловіка 10 років тому, то я б упізнала його тепер.
- 6. Навіть якби Ви зателефонували йому учора, він би не зміг прийти.

# Complete the following sentences.

- 1. If you had worked harder last year, ....
- 2. ..., you would be an expert in this sphere.
- 3. Even if he posted the letter two days before, ....
- 4. We couldn't have started yesterday even though....
- 5. No matter how... we shall cope with the task.
- 6. Dark as... we found the house without difficulty.

NOTES:		



#### LITERATURE

- 1. Aspinall T., Capel A. Advanced Mastercalss. Student's book. Oxford: Oxford University press, 2002. 207p.
- 2. David Crystal The Cambridge Encyclopedia of the English Language, Cambridge University Press, 1995.
- 3. David Graddol The Future of English, London The British Council, 1997
- 4. English as a global language, Cambridge University Press, 1997.
- 5. "How Did It Begin: A fascinating study of the superstitions, customs, and strange habits that influence our daily lives" by R. Brash. Pocket Book: New York, 1969.
- 6. Mind Speaks to Mind, Selected American Essays for Advanced Students of English as a Foreign Language, Dean Curry Editor, 1994.
- 7. Ruth Gairns, Stuart Redman True To Life Upper-intermediate Personal Study Workbook, Cambridge University Press, 1998. 124p.
- 8. Євтушенко Т., Особливець О., Уткіна Л. Linking English to life. Суми, СумДПУ, 2005.

## SOURCES OF QUOTED MATERIAL

- 1. www.eslmonkeys.com
- 2. www.englishclub.com
- 3. www.onestopenglish.com
- 4. www.spokenamericanenglish.com

#### Навчальне видання

#### БЕРЕСТОВСЬКА Єлизавета Миколаївна

# Англійська в дії

(англійською мовою)

Навчальний посібник для студентів 3 курсу заочної форми навчання, що вивчають англійську як першу, другу або додаткову спеціальність, факультетів іноземних мов педагогічних ВНЗ

Суми: Вид-во СумДПУ, 2009 р. Свідоцтво ДК № 231 від 02.11.2000 р.

Відповідальний за випуск **А.А. Сбруєва** Комп'ютерний набір **Є.М. Берестовська** Комп'ютерна верстка **І.Є. Тріфонова** 

Здано в набір 19.10.09. Підписано до друку 20.11.09. Формат 60х84х16. Гарн. Тітеs. Друк. ризогр. Папір офсет. Умовн. друк. арк. 7,2. Обл.-вид. арк. 8,6. Тираж 100. Вид. № 74.

Видавництво СумДПУ ім. А.С. Макаренка 40002, м. Суми, вул. Роменська, 87

Виготовлено у видавництві СумДПУ ім. А.С. Макаренка