



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

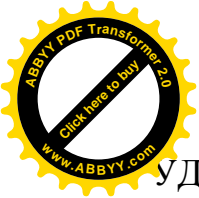
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# **У СВІТІ АНГЛІЙСЬКОЇ МОВИ**

**I частина**

Навчальний посібник для студентів III курсу  
факультетів іноземних мов університетів та інститутів

Суми  
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**У11 In the World of English. Term I. (У світі англійської мови):** Навчальний посібник для студентів 3-го курсу факультетів іноземних мов університетів та інститутів (англійською мовою). – Суми: Видавництво СумДПУ ім. А.С. Макаренка, 2010. – 152 с.

Посібник охоплює такі розмовні теми як “Дозвілля”, “Кіно”, “Виховання. Середня освіта”. Головна мета – взаємозв’язаний розвиток навичок усного та писемного мовлення на основі оволодіння лексико-граматичним матеріалом. Матеріали посібника автентичні, тематично об’єднані.

Посібник розраховано на студентів 3-го курсу факультетів іноземних мов університетів та інститутів.

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## ПЕРЕДМОВА

Цей посібник призначений для студентів факультетів іноземних мов університетів та інститутів. Тексти завдань посібника розроблені згідно з вимогами програми вивчення іноземної мови у вищих навчальних закладах.

Основна мета посібника – закріпити, узагальнити і систематизувати 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 на 3-му курсі факультетів іноземних мов інститутів та університетів, а також розвиток інтелектуальних здібностей студентів та підвищення лінгвокраїнознавчої компетенції.

Посібник містить завдання, розроблені на основі автентичних текстів пізнавального характеру за темами: «Leisure», «Cinema and Movies», «Secondary Education and Upbringing».

Кожний розділ складається з певної кількості тематичних текстів і завдань до них, передмови до теми, вправ на формування лексичних навичок, матеріалу для прослуховування, секції з розвитку писемного мовлення, ідіоматичної скарбнички та завдань для самоперевірки. Тексти для читання поглиблюють знання студентів з тем і спрямовують на подальше вдосконалення навичок комунікативного, ознайомлюючого, інформативного та інших видів читання.

Завдання підрозділу **Lead-in** надяють студентам необхідну фактичну інформацію, мають комунікативний характер та надають можливість визначити знання студентів з теми.

У розділі **Reading and discussing** студентам пропонується прочитати автентичні тексти і виконати відповідні лексико-граматичні завдання. Післятекстові завдання спрямовані на перевірку розуміння прочитаного, дають можливість аргументувати і висловити свою думку щодо прочитаного.

Підрозділ **Listening** містить матеріал для прослуховування та обговорення з метою розширення знань з теми.

Вправи секції **Language in Use** спрямовані на формування лексичних та граматичних навичок студентів з теми, що вивчається.

Матеріали секції **Writing** містять зразки написання есе та спрямовані на розвиток писемного мовлення студентів.



Підрозділ **Idiomatic Treasury** включає завдання, націлені на розвиток ідіоматичного мовлення. Також кожен розділ включає завдання для самоперевірки **Check yourself**, що дозволяє студентам перевірити знання, отримані з теми, та підготуватися до тематичних та поточних контрольних робіт.

Посібник має практичну актуальність та відповідає вимогам до навчальних посібників.



## MODULE 1

### LEISURE

#### ◆ LEAD-IN

I. a) Fill in the gaps. Two words are repeated twice.

b) Comment on your own thoughts and feelings this poem evokes.

#### "LEISURE"

What is this life if, full of \_\_\_\_,  
We have no time to stand and \_\_\_\_.  
No time to stand beneath the \_\_\_\_,  
And stare as long as sheep or \_\_\_\_.  
No time to see, when woods we \_\_\_\_,  
Where squirrels hide their nuts in \_\_\_\_.  
No time to see, in broad \_\_\_\_,  
Streams full of stars, like skies at \_\_\_\_.  
No time to turn at Beauty's \_\_\_\_,  
And watch her feet, how they can \_\_\_\_,  
No time to wait till her mouth can.  
Enrich that smile her eyes began.  
A poor life this is if, full of \_\_\_\_,  
We have no time to stand and \_\_\_\_.

*By Wm. Henry Davies.*

**Cows, glance, daylight, care, stare, grass, boughs, dance, pass, night.**

**Leisure** is one's discretionary time spent in non-compulsory activities, time spent away from cares and toils. Because leisure time is free from compulsory activities such as employment, running a business, household chores, education, day-to-day stress, eating, and sleeping it is often referred to as "free time". The distinction between leisure and compulsory activities is not strict, as compulsory activities may be done for pleasure as well as for long-term utility.

#### Types of Leisure

**Active leisure:** Active leisure implies a desired exertion of energy and have little contact or competition. High impact activities such as kick boxing consume much energy and are competitive. Active leisure and recreation overlap significantly.



**Passive Leisure:** Passive leisure implies a desire to refrain from exerting energy. Its purest form is lounging, "doing nothing", the kind of leisure which implies going into a near-sleep state. It is viewed by some as wasting time. Passive leisure that is not enjoyable can lead to boredom. Some moral codes frown upon this type of leisure, while others celebrate it. There are other passive activities that share many motivations and skills with the active types, and reflect our age, lifestyles and interests. Examples are going to the cinema and gambling.

## **II. 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.

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



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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" . 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.

**a) Enumerate the basic reasons why people tend to participate in leisure. What are your preferences?**

**b) 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.

c) Develop an explanation of the term Leisure, basing it on the ideas from the extracts above.

IV. What are the most popular leisure activities in your country?

V. Match the phrases in A with their opposites in B.

A	B
<i>I spend a lot of time</i>	<i>I'm not interested in</i>
<i>I spent too much time</i>	<i>I don't have enough time for</i>
<i>I really love</i>	<i>I'm not very good at</i>
<i>I am good at</i>	<i>I absolutely hate/loathe</i>
<i>I'm really into...</i>	<i>I don't spend much time</i>

VI. Use the phrases in ex. V 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.*

VII. Read the following statements, write out the phrases in bold in your copy books. Which of these statements do you think are true for Ukraine? Compare your ideas in groups.

- People are working **longer hours** than in the past.
- Watching TV is the most popular **leisure time activity**.
- Most people read a newspaper regularly.
- The majority of women **work full-time**.
- Women **do the major share of the housework**.
- People are eating more and more **ready meals and takeaways**.
- The majority of young people have **a full-time job** by the time they are twenty.
- Young people these days spend more time **socializing** than doing homework.
- Pensioners are more **physically active** than teenagers.
- 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.

## VIII. Find synonyms for the highlighted words from ex. VII

### ◆ READING AND DISCUSSING

#### TEXT 1

##### Test "What's Your Pleasure?"

**1. Of these pleasure sources, pick three with which you identify yourself most strongly. Then check what description can most successfully reveal your happiness personality – and set you on the road to bliss.**

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

#### Meditators

“Lots of people don’t require interaction 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 find bliss doing something 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 bloom 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 thrive on affection, 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 take pleasure from contact with the physical world, through colours, taste and textures, Sensualists are rare; they're connoisseurs\_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 chunks of time for the pursuit of their happiness. 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.*

### **3. Study the Essential Vocabulary of the text.**

to reveal one's happiness personality

to bliss

to be at one's best doing smth.

to feel elated

to have long heart-to-hearts

to make smb. glad to be alive

to get a rush

to require interaction

to find bliss doing smth.



to bloom doing smth.  
to thrive on affection  
to take pleasure from contact  
a connoisseur  
chunks of time  
the pursuit of happiness  
to use free moments productively

#### **4. Find the synonymic pairs as used in the extract:**

Interaction, 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.

#### **5. Translate the phrases into English:**

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

#### **6. 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 кожен хвилину 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 безглузвих 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.



## TEXT 2

### 1. Discuss in a class

1) 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?

To applaud to bake a chain of restaurants a live band an oven a dance craze a DJ  
an ingredient an international dish laser lights

### 2) Read the rest of the article and complete the sentences.

- a. \_\_\_\_\_ were banned in 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 about \_\_\_\_\_ years ago.

### 2. Read the text.

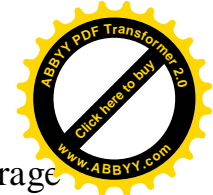
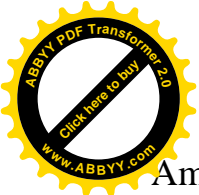
#### THE GREAT INTERNATIONAL NIGHT OUT

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 bake a special pizza for a visit by the Italian King and Queen in 1889, 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 War, 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

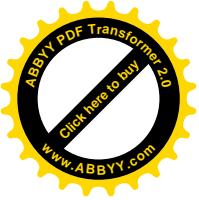
Have you ever wondered where the modern disco started? Before the Second World War, men and women going to nightclubs danced in couples to live bands. But in Paris during the war, jazz bands were **banned** in clubs. People still wanted to dance, so they took along their gramophone players instead and 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 dance 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 idea 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’.



### 3. Study the Essential Vocabulary of the text.

flat pieces of bread  
to spread the idea  
to ban  
to move on  
to be not smb's thing  
tone-deaf  
to unwind  
to make believe

**4. Can you guess the meaning of the highlighted words and phrases from the context? Check the dictionary if necessary.**

**5. What does it mean when somebody says “this is not my thing”?**

**6. Give as many synonyms of the word to unwind as possible. Write a list of possible antonyms.**

### 7. 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?

## TEXT 3

### 1. Discuss in a class.

#### 1) Answer the following questions:

- a) What sorts of people do you think find it especially hard to take time off and relax?
- b) What advice would you give someone who finds it difficult?

**Read quickly through the text ‘Easy does it ’ to find out the writer’s views on these two questions.**

**2) Skim the text and find out the writers views on the questions mentioned above.**

**3) Find 10 words and phrases in the text associated with each of the following:**

the world of work

leisure activities





## 2. Read the text.

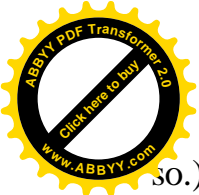
### Easy Does It

Relaxing isn't easy I know- I have tried it.

I can see, therefore, why Japan's Ministry of International Trade and Industry should want corporations to have full-time "leisure advisers". It seems an idea worth coping.

A start should, perhaps, be made at the very top. Captains of industry often find it hardest of all to relax. Workers at least have the excuse that they need to protect their job and pay off the mortgage. Many tycoons have all the money they could ever hope to spend. So why don't they ease up? Some buy a luxurious yacht, a beach house, or even an island, but seldom make use of these expensive leisure facilities. "I don't have time for a holiday," they insist: What they usually mean is that they could find the time, if pressed, but that they don't want to. Some consider themselves so indispensable that their business would collapse if they were not around to supervise every detail. Some are prisoners of their own success: they sit on so many boards of directors and have such a heavy schedule of appointments that they "haven't a moment to spare". But more often than not the plain truth is that they don't know how to ease up. No one has ever told them how to do it. You can't be a frantic executive one day and a leisurely beachcomber the next: the contrast is too great. The bronzed young drifters who make it look simple have had years of practice. Put a captain of industry on a beach and he tends to get bored and restless. He misses the pace, the action. Invite him to play tennis and he will probably decline, because he fears that he will look foolish- he prefers to play games in the office, where he is a proven winner. If he has a holiday home; or stays in a plush hotel; he will be on the telephone six times a day, doing what he does best. Relaxing is for wimps. So what can a "leisure adviser" do for him – or increasingly, her? The basic task is to change attitudes and gradually to introduce him to various leisure activities. Some experts believe in playing what is known as the "fear card". The executive is warned of the risk of "burnout" and told that, if he doesn't take care of his health the business will suffer. Does he realise what it would cost if he had to go into hospital? More, much more than a holiday. That is the bottom line. But I believe in a more positive approach. A good start is to persuade him that holidays are a "psychological investment", and that it is perfectly feasible to combine business with pleasure. This has to be done step by step: the cold turkey treatment is rarely effective. They can take work with them. (A recent survey by the Hyatt Corporation showed that nearly half of the executives questioned do





so.) For a captain of industry, holidays are ideal for strategic planning. They can call the office, though the aim must be to reduce the number of calls as the holiday progresses. They can have faxes sent to them, though the staff should try to cut down on the rolls of fax paper: one should be sufficient after a while. They can be persuaded to take up golf. It is not only a pleasant (and healthy) way of going for a leisurely walk, but it can also be good for business. Some of the biggest deals of the past decade have begun with a casual remark on the golf course, and bankers have acquired some of their most lucrative clients while blasting their way out of a bunker. It no doubt helps to explain why golf has become the favourite sport of senior executives throughout the world. If he needs that little extra push, show him the formula developed by a British leisure expert:  
$$RP = T/2 + (Z - 4) = CD = CA.$$

The RP stands for rest period and you needn't bother with the other stuff. The formula proves convincingly that a few days on the golf course are absolutely vital.

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

### **3. Study the Essential Vocabulary of the text.**

to pay off the mortgage

a tycoon

to ease up

to make use of smth.

indispensable

to collapse

to have a heavy schedule of appointments

a frantic executive

a leisurely beachcomber

a drifter

to miss the pace, the action

a proven winner

a plush hotel

the bottom line



feasible  
a cold turkey treatment  
vital  
an overseas subsidiary  
to hook smb. on some activity

**4. Read the text again in detail to complete the following statements.**

- 1) Top executives often find it difficult to take time off because
  - a) it would cause them financial problems.
  - b) they need to protect their jobs.
  - c) they have never really learnt how to relax.
  - d) they simply don't have the time.
- 2) For many executives the worst thing about going away on holiday is
  - a) having to stay in a hotel or holiday home.
  - b) having to lie on a beach in the sun.
  - c) being out of touch with the office.
  - d) being unable to escape the telephone.
- 3) The main role of a leisure adviser is to
  - a) teach an executive a new leisure activity.
  - b) give an executive a full medical check-up.
  - c) help an executive alter his approach to life.
  - d) organise a holiday for an executive.
- 4) The author believes executives need to be convinced of the
  - a) psychological benefits of a holiday.
  - b) financial benefits of a holiday.
  - c) commercial benefits of a holiday.
  - d) social benefits of a holiday.
- 5) If the initial training is successful, an executive might then be persuaded to
  - a) have regular holidays abroad
  - b) take up an exciting new activity.
  - c) spend more time at home.
  - d) reorganize his business.

**5. How easy is it for you to relax ? What do you think of the idea of having a "leisure adviser"?**



## 6. Role Playing:

- a) Imagine that you are a 'leisure adviser' Find the words to persuade a businessman leading an action-packed life to have a short rest out of daily worries.
- b) You're a businessman. Persuade your partner that you can't ease up because your business would suffer or even collapse.

## 7. Language and Style

1) Now read the text paying attention to all the details. Explain the following expressions from the text:

1. a proven winner;
2. to hook smb. on some activity;
3. to ease up;
4. to pay off mortgage;
5. a plush hotel;
6. a bronzed young drifter;
7. positive approach;
8. a lucrative client.

2) Out of the words below find 4 which are misspelled:

- |                 |           |
|-----------------|-----------|
| indeaspensible; | burnout,  |
| collapse;       | mortgage, |
| frenetic;       | shedule.  |
| ticoons;        |           |

## 8. Writing:

1. Imagine that you work as a leisure adviser and write a formal letter to the celebrity( a sportsman, a singer , an actor, or even the Queen of England). Introduce some possible ways of spending leisure for them and explain why the very thing you suggest are the most preferable of all and why relaxation is not only desirable but extremely necessary.

2. Write an informal letter to your pen-friend who has written asking for your advice on how to keep her six-year-old twins amused during the long summer holidays.

## TEXT 4

### 1. Discuss in a class

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.

## 2. Read the text.

**W**hat Is "Fun"? Anyway what is it that motivates you to play a game?

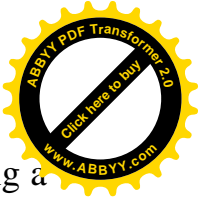
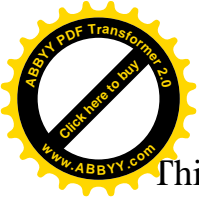
**There's the catch-all term, 'fun', which I love and loathe in equal measure.**

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*

### 3. Study the Essential Vocabulary of the text.

to bind  
to indulge in interactive entertainment  
to give increasingly busy life  
to motivate oneself  
a complete experience  
current entertainment habits  
to make the commitment  
to feel differently  
the greatest and the most reliable pleasure

### 4. Do you find playing games particularly entertaining?

### 5. Give the Ukrainian 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.



6. Make up sentences which include two or more phrases mentioned above and are relevant to the topic under discussion.

7. Comment on the text and the author's standpoint using the highlighted words and phrases.

## TEXT 5

### 1. Discuss in a class

1. Do you enjoy giving people nice surprises? Do you give those surprises to

- a) your nearest and dearest only?
- b) your beloved?
- c) your Mom/Dad? Both of them?
- d) your neighbors?
- e) your coworkers (group mates)?
- f) your friends (soul mates)?
- g) fleeting acquaintances?

Can you enjoy doing thing on the spur of the moment?

2. Comment on the following ideas:

- 1. *You can't really have fun wearing a digital watch that goes beep on the hour.*
- 2. *Fun's highly personal thing*
- 3. *Some things are often more fun in the planning than in the event.*
- 4. *Fun is a therapy you can do for yourself.*

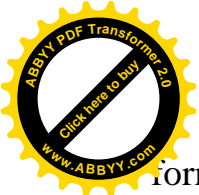
### 2. Read the text.

## THE FUN FACTOR

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

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

I dismissed the fact that I didn't have any immediate answers. After all, I'm a very busy woman with family responsibilities. I have to bring home bacon. And besides, I live in a place I love, doing a job I love, so I must have fun. Stands to reason. What kept niggling at me was that I couldn't say, without hesitation, what



form this fun takes. As soon as I tried to pin it down it was like soap in the bathtub. I could feel it there somewhere, but it kept slipping through my fingers.

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

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

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

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

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





Another said: "I'm afraid none of these things involves Dennis." Now that is sad.

What is the point of spending your life with Dennis if you don't have a single mutual fun factor? Fun doesn't have to be shared, but quite often it is. You can have fun with friends or family or whiskery old dogs. But some of it should definitely involve your life partner. Otherwise you are just sharing the gas bill and you could do mat with a lodger.

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

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

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

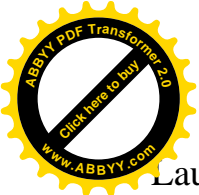
Puzzles and riddles can be fun too, because they encourage your mind to jump the rails and, according to neuroscientists, when we're trying to solve puzzles, brain chemicals linked to play and imagination, flood in and displace the chemicals linked to busy-busy; logic-driven decision making. It gives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

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

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

Psychotherapist Robert Hoi den, who has been exploring the benefits of laughter for sick people asks: "If negative thoughts, feelings and emotions can hold up health, what then can positive thoughts, feelings and emotions achieve?" And as he is a strong advocate of laughter as medicine, taken if necessary in one of the





Laughter Clinics popping up all over the world. But there's no need for that. Fun is a therapy you can do for yourself.

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

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

So was leaving the car at home and walking across snow-blanketed fields to a friend's cottage one wintry Sunday. It felt like such an adventure. We don't get many opportunities for adventure nowadays. Staying up late can be fun too, walking home in the moonlight, or getting up very early to watch the sun rise. Being up when everyone else is asleep is much more fun than being asleep when everyone else is awake.

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

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

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

### **3. Study the Essential Vocabulary of the text.**

to get to thinking

to dismiss the fact

to be a busy (wo)man with family responsibilities

to keep niggling at smb.

to pin smth. down

an over-simple explanation

a cheap and effective form of preventive medicine



to have great difficulty doing smth.  
to lose all sense of time enjoying oneself, absorbed in one's hobby  
surrendering to the moment  
an awful lot of people  
a highly personal thing  
to have a single mutual fun factor  
to share the gas bills  
to yodel in the bath, singing Christmas carols  
to curl up with a pile of cookery books  
to encourage the mind to jump the rails  
to make logic-driven decision  
to laugh till the ache  
a costume party  
a wig  
on the spur of the moment

#### **4. Explain the words and word combinations in English.**

to curl up;  
to encourage one's mind to jump the rails;  
to outdo one another with smth.;  
to lose all sense of time;  
to surrender to the moment;  
to stay up late;  
to pop up;  
to outdo smb.

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

1. Who is the author of the text? Can you describe the author?
2. Why did she devote her thoughts to clarifying the concept of "fun"?
3. Is it easy to get a grip on fun?
  - a) What does the author compare her own attempts to realize what fun is with?
  - b) How to call this stylistic device?
  - c) What can you compare with "soap in the bathtub"?
  - d) What can you compare fun with?
4. Why can it be useful to have fun?
5. What is fun from the scientific point of view?



6. What activities are mentioned in the text as the ways of having fun? Are those activities different for men and women?

MEN

WOMEN

7. Which activity from those mentioned above makes you feel better than the best?

**6. The table below contains word-combinations from the text. However, they have been matched incorrectly. Match them and introduce the Russian variant of the expression.**

1	a blond	a	decision making
2	whiskery	b	responsibilities
3	preventative	c	wings
4	family	d	stars
5	logic driven	e	fields
6	luminous	f	dogs
7	fairy	g	wig
8	snow-blanketed	h	medicine

**7. Find synonyms to such words and expressions as:**

1. luminous;
2. to bring home bacon;
3. to niggle at smb.;
4. essential

## TEXT 6

### 1. Discuss in a class

- 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".



## 2. Read the text.

### **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 ubiquitous. Sky TV has at least thirteen sports channels. Throughout the world there is a proliferation of newspapers and magazines totally dedicated to sport. Sports personalities have become cultural icons, 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?***

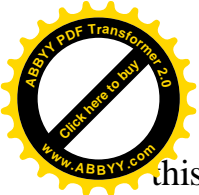
What is it that makes sport so enjoyable for so many? First, we seriously believe that sport is something we can all do, however badly or however well. Tens of thousands set off on the London and New York Marathons. Amateur football matches take place all over the world every weekend. Sport is a democratic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

Second, sports stars are self-made people. 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 spontaneous uncertainty. This gut-wrenching experience 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 untold riches 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 £1 bn. It has even formed a super club 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 TV commercials. For advertisers, they convey glamour, success, credibility and authenticity. 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 of globalization.

### ***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.



### **3. Study the Essential Vocabulary of the text.**

ubiquitous  
proliferation  
cultural icons  
self-made  
seek fame and fortune  
spontaneous uncertainty  
gut-wrenching experience  
untold riches  
credibility and authenticity  
globalization  
sheer volume  
a besotted fan  
greed and overexposure

### **4. 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?

### **5. Explain the title of each paragraph in your own words.**

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

- a) Do you agree with the author's standpoint that sport nowadays is a worldwide obsession?
- b) Can you call yourself a besotted fan?
- c) Do you need untold riches to become a professional sportsman?
- d) What character traits do you need to possess to succeed as a sportsperson?
- e) Can sport unify people around the world? What or who can?



## 7. Journal writing: write an argumentative composition: "Games and Hobbies During the Course of Your Life"

### ◆ LISTENING

#### Listening 1

#### 1. Listen to the text and fill the gaps.

##### Great Themes

By popular \_\_\_\_\_, David Wickers \_\_\_\_\_ some of the world's most \_\_\_\_\_ theme parks in this week's slot for \_\_\_\_\_ destinations.

Universal Studios, America's fourth \_\_\_\_\_ theme park, has enthralled 35,000 people a day since it opened \_\_\_\_\_. Its latest \_\_\_\_\_ Jurassic Park, is a miracle of modern \_\_\_\_\_ with monsters as tall as five-storey buildings which come so close that you feel convinced they're going to step on you. You can also enjoy \_\_\_\_\_ cruise through \_\_\_\_\_ forest, which ends with a 25-metre high- speed plunge into a dark \_\_\_\_\_. Other attractions include Jaws, E.T. and Back to the Future. \_\_\_\_\_ cost \$34 for adults and \$26 for children under twelve.

The Sentosa theme \_\_\_\_\_ in Singapore stands on its own \_\_\_\_\_, accessible by boat, cable car or a 700-metre causeway. One of its most \_\_\_\_\_ attractions is Volcanoland, which takes you on a simulated \_\_\_\_\_ to the centre of the earth with half- hourly eruptions and \_\_\_\_\_. Sentosa's aquarium is the largest in Asia, and the gardens, with their 300 \_\_\_\_\_ of orchid, are \_\_\_\_\_ to wander through. All the rides and attractions. are \_\_\_\_\_ priced, ranging from \$2 to \$4 for adults \_\_\_\_\_ to the \$6 entrance price. Children pay half price.

Legoland is situated near the town of Billund in Denmark, \_\_\_\_\_ *Lego* and *Duplo* pieces have been made for 64 years. There are two main \_\_\_\_\_ in Legoland. One is Miniland with its miniature \_\_\_\_\_ depicting Amsterdam, Copenhagen \_\_\_\_\_ and an English village, as well as the Taj Mahal, constructed of Lego blocks. The second area \_\_\_\_\_ rides including a sky railway, a mini \_\_\_\_\_ and \_\_\_\_\_ ride called Pirateland, all of which are great for \_\_\_\_\_ and, fortunately, are not made of Lego! \_\_\_\_\_ is about £11 for adults and £10 for children.





Alton Towers in the Midlands is Britain's most \_\_\_\_\_ theme park. The rides, including the Energizer, Thunderloop and Nemesis will make you \_\_\_\_\_ with excitement and are as \_\_\_\_\_ as anything \_\_\_\_\_ can offer. There are 125 attractions, one third of them \_\_\_\_\_, permitting fun in all \_\_\_\_\_. Alton Towers unique attraction is the \_\_\_\_\_ Factory; it never runs out of \_\_\_\_\_ and fizzy \_\_\_\_\_. A day pass is £17 for adults and £13 for children aged 4 to 13.

Walt Disney's \_\_\_\_\_ Kingdom in Florida is \_\_\_\_\_ for all ages. It is made up of seven "\_\_\_\_\_", each with a different theme and has rides ranging from the petrifying \_\_\_\_\_ Mountain (screams are \_\_\_\_\_) to the more sedate \_\_\_\_\_ Cruise and Haunted Mansion. It's also a delight to see Mickey Mouse and his \_\_\_\_\_ autographs, posing for \_\_\_\_\_ and even joining visitors \_\_\_\_\_. The best attractions at the Magic Kingdom are \_\_\_\_\_ the daily Mickey Mania \_\_\_\_\_ and the evening \_\_\_\_\_ show which are not to be missed. There is also a vast \_\_\_\_\_ of snack bars and restaurants as it is Disney's policy not \_\_\_\_\_ visitors to bring their own food.

The admission price is \_\_\_\_\_ value for money at \$40.81 for adults and \$32.86 for children aged 3 to 9 .

## ◆ LANGUAGE IN USE

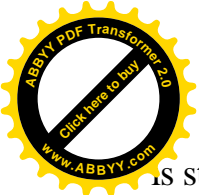
### *TOPICAL VOCABULARY*

**1. Choosing a route.** Packing: hike ,to go on a hike, to go hiking, hiker; picnic; walking tour, walker; to travel(to go) on foot; to wander; to roam; route, to choose a route; to discuss plans, to plan a trip; guide-book; light(hand) luggage, heavy luggage; rucksack; knapsack; hamper, basket; to pack clothes (supplies, cooking utensils, etc.)into a rucksack, to pack a rucksack; damp-proof; sleeping-bag, the spirit of the journey; to be open to all impressions; an inveterate anti-picnicker.

**2. Nature.** Weather: landscape, scenery; countryside, hilly or level countryside;

Picturesque; vegetation; grove; slope; steep hill; meditative silence of the morning; to wind, winding; the weather forecast (to forecast the weather); constant (steady) rain (wind); dull, wet, damp, cloudy, foggy, windy weather (day); it is pouring; to drizzle, it is beginning to drizzle; fog, thick fog, mist; to be (to get) wet through; the things are damp, soaked; the wind rises, drives the clouds away, brings rain, drops; it's a hot, stuffy day; the heat is stifling , unbearable; there is hardly a breath of air; not a leaf





is stirring; it's 39(degrees) above (zero) in the shade; a day to tempt anyone out.

**3. Meals:** meals in the open air; cooking utensils; frying-pan; saucepan; pot; kettle, tea-pot, to get a kettle to boil; tin, tinned food, tin-opener; pocket knife; gas-burner; water-container; eggs and bacon, scrambled eggs; plain, nourishing breakfast; to peel, to scrape potatoes; to stir, to mix to crack, to squash, to smash; to clean, to scrape out a frying-pan ;to spill; odds and ends; flavor; good stuff; like nothing else on earth; to make a fire, to put out the fire; to light a gas-stove; to settle oneself for a meal; to squat down to supper; burnt and unappetizing-looking mess; to give smb. a good appetite; to wash up.

**4. Sleep:** to camp out, to sleep out; a picnic site; to fix (to pitch) a tent, to strike a tent; sleeping-bag; to be fast asleep, not to sleep a wink; torch.

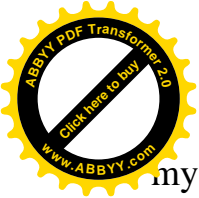
**5. Bathing and boating:** to look down at the river and shiver; to throw water over oneself, a tremendous splash; to dive; to swim, to have a swim; to run one's boat into a quiet nook; to hire a boat; to get upset; to row up (down) the river(steam); to steer; bow, stern; canoe, rowing-boat, motor-boat, yacht; to land, to get out; to scull, tow, to punt; raft ; strong current; a refreshing bathe.

## *PRACTICE*

### Leisure Activities

#### **1. Choose the most suitable word for each space.**

According to a magazine article I read recently, we (1) ... live in an age of increasing leisure. Not only are more and more people reaching (2) ... age with their taste for enjoyment and even adventure relatively (3) ... but the working week is becoming shorter and the opportunities for (4)... are becoming greater and greater all the time. Not to mention the fact that people (5) ...to spend less time travelling to work or may even be working from home. What I can't understand, however, is who these people are. As far as I can (6) ... the whole thing is another one of (7) ... journalistic fictions. I admit that there are a lot of retired people (8)..., but I am not sure that all of them are dashing about learning hang-gliding or sailing single-handed (9) ... the world. My own parents seem to (10) ... most of their time gazing -at the television. And as for the shorter working week, I wish someone (11) ... remind my company about it. I seem to be working longer and longer hours (12) ... the time. The little leisure time I have is eaten into by sitting in traffic jams or waiting for trains to (13) ...- up at rain-swept platforms. I haven't, noticed any dramatic improvements in



my (14) ... either, but perhaps I just have to wait until I get my (15) ... .

- |                       |                   |              |                  |
|-----------------------|-------------------|--------------|------------------|
| 1) A) presently       | B) at the moment  | C) now       | D) at this time  |
| 2) A) retirement      | B) their          | C) later     | D) third         |
| 3) A) present         | B) survived       | C) free      | D) intact        |
| 4) A) this            | B) longer         | C) leisure   | D) people        |
| 5) A) use             | B) tend           | C) have      | D) demand        |
| 6) A) concern         | B) imagine        | C) expect    | D) tell          |
| 7) A) the             | B) those          | C) these     | D) some          |
| 8) A) in our days     | B) in these times | C) nowadays  | D) now and again |
| 9) A) round           | B) over           | C) through   | D) into          |
| 10) A) have           | B) use            | C) the       | D) spend         |
| 11) A) would          | B) to             | C) had       | D) might         |
| 12) A) at             | B) for            | C) take      | D) all           |
| 13) A) keep           | B) line           | C) show      | D) set           |
| 14) A) cost of living | B) lifestyle      | C) lifeline  | D) livelihood    |
| 15) A) pension        | B) retirement     | C) insurance | D) salary        |

## 2. Choose the most appropriate word or phrase underlined.

- a) Last week well over a thousand people took place in/took part in our local round-the-city marathon.
- b) This kind of race doesn't appeal to me/amuse me personally.
- c) I'm not really cut out for/made our for long distance running.
- d) I know that running has a very beneficial/positive effect.
- e) I don't mind watching other people gasping /panting for breath.
- f) But I'd rather be a spectator than an actor/a participant.
- g) This year I was persuaded to run in earn/raise money for charity .
- h) Friends and colleagues agreed to sponsor/support me, and pay for each mile I completed.
- i) I ended up among the strugglers/stragglers.
- j) But I managed to catch up with/run into my grandmother who finished first in her age group.



**3. Choose two items from the list for each activity.**

*rod    flippers    rehearsal    horse    easel    lens    roller    rucksack*  
*choir spanner    bait    mask    tripod    model    compass    bars*

- a) Gymnastics
- b) Skin Diving
- c) Fishing
- d) Walking
- e) Photography
- f) Do-It-Yourself
- g) Music
- h) Painting

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

- |   |          |
|---|----------|
| a) The new leisure centre doesn't quite come up to my... .    | EXPECT   |
| b) There was a bare... of people at the youth club.           | HAND     |
| c) Helen's solo crossing of the Pacific was a ... feat.       | REMARK   |
| d) We ... go to the pub before lunch on Sunday.               | VARY     |
| e) All the runners, with the... of Mark, were exhausted.      | EXCEPT   |
| f) Our club has just purchased new sports... .                | EQUIP    |
| g) Our city has some open spaces, but they are not very ... . | ACCESS   |
| h) Is it possible to... between a hobby and an interest?      | DISTINCT |
| i) Nowadays...numbers of people are taking up jogging.        | INCREASE |
| j) Leisure habits won't change much in the ...future.         | SEE      |

**5. Choose the most suitable word or phrase.**

- a) One..... adults takes physical exercise at least once a week.  
A) from four      B) in four      C) at four      D) with four
- b) Mary lost one running shoe, but won the race despite this .....  
A) awkwardness      B) disaster      C) handicap      D) feat
- c) The..... of the museum showed the school party round.  
A) guard      B) curator      C) principal      D) exhibitor
- d) I still play golf occasionally, just to keep my..... in.  
A) eye      B) arm      C) foot      D) hand



- e) Robert is completely.....in his new book on photography.  
A) absorbed      B) interested      C) disappointed      D) occupied
- f) Our local youth club tries to..... for all interests.  
A) equip      B) apply      C) organise      D) cater
- g) Next year I hope to.....my ambition of climbing Mont Blanc.  
A) complete      B) follow      C) realise      D) impose
- h) Pauline managed to win the car rally at the first .....  
A) attempt      B) try      C) rate      D) entry
- i) The attendance at our local music society meetings is very low.....  
A) practically      B) commonly      C) by percentage      D) on average
- j) When I have some free time I tend to do nothing..... laze about.  
A) only      B) but      C)and      D)like

**6. Complete each sentence a) to j) with one of the endings l)to 10).**

- a) As far as I'm concerned, there is no comparison  
b) Now that I have two mornings a week free I have acquired  
c) To be perfectly honest I don't find  
d) The performance of the company last year surpassed  
e) I'm afraid that this plan doesn't really allow  
f) Mr Potts says that he will devote  
g) I'm afraid I can't come out to lunch, I'm up to  
h) Members are asked to return the form irrespective of  
i) The manager later gave us  
j) I know her face but unfortunately her name
- 1)... an assurance that we would not be disturbed again.  
2) ...collecting stamps a particularly interesting activity.  
3) ...my eyes in work just at the moment.  
4) ...for the effects of possible variations in the climate.  
5) ...escapes me just at present.  
6) ...between amateur and professional sport.  
7) ...the rest of his life if necessary to uncovering the truth  
8) ...our expectations in every respect.  
9) ...whether they expect to attend the annual dinner.  
10) ...a taste for strolling along the sea-front for an hour or two.



**7. Complete each sentence with a word from the list. Use each word once only.**

*board      draw      lap      referee      runner-up      dive      fan*  
*oar      round      whistle*

- a) While I was rowing across the lake I lost one .....
- b) Neither team deserved to lose and the match ended in a.....
- c) Ruth was well out in front by the end of the fifth .....
- d) After the rugby match David was attacked by an angry .....
- e) Brian impressed everyone with his ..... into the pool.
- f) Our gym teacher used to make us stop by blowing a .....
- e) During the chess game Carol knocked all the pieces off the .....
- h) Our team was knocked out of the competition in the second .....
- i) During the match one of the spectators offered the ..... his glasses.
- j) Denise won the race and her sister was .....

**8. Put one word in each space.**

It is now generally recognized that stress is a major (1).....of heart disease, and contributes to many (2) ..... illnesses. Stress is increased by factors (3) ..... s worry, overwork and lack of exercise or relaxation. For (4) ..... is just as important from a psychological point of (5)..... to relax as it is to take physical exercise. Relaxing (6) ..... not necessarily mean just lazing about and (7) .....nothing. Above all, there should be some freedom (8) ..... the tensions of everyday life, and this may mean getting out of the house and forgetting (9) ..... both domestic and professional worries.

Some people can do (10)..... most easily through sport, though others may (11) ..... such activities just as seriously as anything (12) .....in life and build (13) .....their stress levels accordingly. Professional sportsmen and women suffer high levels of stress. (14) ..... some environmental factors such as noise, light or (15) ..... colour may affect stress levels, it is generally advisable to have a (16) ..... of scene if you wish to wind down after a trying day. The benefits of a weekend away, (17) ..... to mention an annual holiday, are considerable, and although there are some individuals who thrive on stress, and (18) ..... to need its stimulus, for most of us over-working or over-involvement in domestic problems (19) ..... to a feeling of exhaustion, and can (20) ..... on severe depression.



## Study the Essential Vocabulary:

an age of increasing leisure

to have taste for enjoyment

to be dashing about smth.

to gaze at the television

The little leisure time I have is eaten into by (sitting in traffic jams)

a leisure centre

to take up jogging

leisure habits/ patterns

amateur/ professional sport

overwork

lack of relaxation

to suffer high levels of stress

to be generally advisable

to wind down after a trying day

to thrive on stress

over-involvement in domestic problems

## WRITING

### 1. JOURNAL WRITING

A JOURNAL has a number of uses. First, it is a place for you to record your observations about the world and reflect on them. If you hear a conversation on a bus or witness an unusual occurrence in a dormitory, describe it in your journal and make some observations about it. What did you notice? What struck you? How can you connect this experience to your life? Thus, writing in your journal is a way of thinking on paper, a way for you to explore and discover what you think. The journal is a record of your ideas and insights about the world and serves as a storehouse for future writing material. Then, when you get a writing assignment, you can look back in your journal for topics, ideas, and materials and already have them at hand.

You may also do more directed writing assignments in your journal. For example, your teacher may ask you to respond to a reading passage, telling how you felt or what part of the passage was particularly significant to you; to reflect about your writing process, describing how you went about writing something; or to prewritten in preparation for another assignment.

In your journal writing, you will focus on ideas and insight. Write as much as you can, allowing your mind to make connections. Do not worry too much about grammatical correctness or style. Focus your energy on recording what you think.



## 1. Formal Argument (Argumentative Composition)

An argumentative composition is always a formal, impersonal !!! piece of writing in which you are expected to consider a topic from opposing points of view and give a balanced consideration or your opinion.

In formal arguments you should try to avoid the use of personal pronouns. Do not say, for example, 'I don't think there are ...', 'I believe', 'I think'. Make your sentences impersonal and present the ideas you have as facts. Personal expressions should only be used in the final paragraph where you can give your opinion.

A good formal argument should consist of:

- a) An **introduction** in which you state the topic
- b) A **main body** consisting of two/ three paragraphs where you give the points **for**, with your justification and the points **against**, with your justification;

Decide on the points for and against the topic before starting your composition!!!

Never write an argument for or against a topic without supporting it with justification!!!

- c) a final paragraph where you sum up the arguments and give a balanced consideration or your own opinion.

Do not use short forms or strong personal expressions!!!

### Useful language for writing formal arguments

The use of linking words is absolutely necessary when writing an argumentative composition:

#### The introduce points

Firstly; To begin with ; In the first place ; First of all; One point in favour of/ against is... ;One advantage of... is...; One disadvantage of ... is....; Basically; Before one can suggest a solution ,it is necessary to analyse the problem...;

#### To add more points

Secondly ; What is more :: Furthermore; A further advantage of... is..., Moreover; etc.

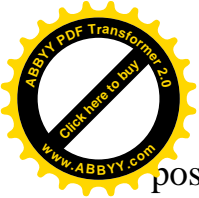
#### To make contrasting points

However ; on the other hand; Although; In spite of, etc.

#### To conclude

To sum(up)/ In conclusion; On balance; All things considered; Finally; It is





possible that...; All in all; It is up to each  
Individual to decide whether....

## 2. Writing a letter

Who do we write *friendly letters* to? Who do we write *formal letters* to? How many kinds of letters can you think of?

A good **letter** should consist of:

a. the **correct greeting** (Dear John, Dear Mrs Newton, Dear Sir / Madam);

b. an **introduction** in which we clearly state the reason we are writing;

c. the **main body** in which we develop our subject, introducing each main point in separate paragraphs;

d. a **final paragraph** in which we sum up what we talked about before or we express our wish for smth. to be done;

e. an **appropriate ending**

Friendly letters begin with Dear + name and end with Love, Yours, Best Wishes + name.

Formal letters begin with a) Dear Sir / Madam and end with Yours faithfully + full name or b) Dear

Miss / Mrs + surname and end with Yours sincerely + full name.

The characteristics of informal style in letters are:

a) the greeting;

b) informal language and style (idioms; colloquial English; phrasal words);

c) abbreviated forms, pronouns omitted; imperatives; informal punctuation - the use of dashes and exclamation marks

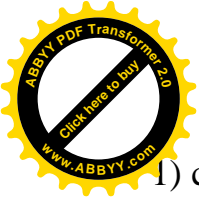
d) the closing remark (Yours; Love; Best Wishes; Regards; Write soon; I remain very truly yours)

greeting
introduction: <i>Paragraph 1</i>
reasons for writing <u>Main Body</u>
<i>Paragraph 2,3</i>
development of the subject
<u>Conclusion</u>
<i>Paragraph 4</i>
closing remarks
<u>ending</u> '
(full) name

## ◆ IDIOMATIC TREASURY

1. There are many colorful idioms in English connected with different ways of spending free time. Can you match these idiomatic expressions with their explanations? Give Ukrainian equivalents. Be ready to make sentences with the new word-combinations.





- |                   |  |
|-------------------|--|
| 1) couch potato   | a) someone who doesn't like to stay in one place;  |
| 2) beach bum      | b) someone who enjoys going out at night or does not go to bed until it is late;         |
| 3) bookworm       | c) someone who enjoys lying in the sun and getting a suntan;                             |
| 4) night owl      | d) someone who likes loud rock music;  |
| 5) people person  | e) someone who spends long periods of time using the Internet or playing computer games; |
| 6) mouse potato   | f) someone who spends a lot of time enjoying themselves on the beach;                    |
| 7) party animal   | g) someone who enjoys reading books and spends a lot of time doing it;                   |
| 8) sun-worshipper | h) someone who enjoys being with other people and easily becomes friends with them;      |
| 9) head-banger    | i) someone who enjoys going to lots of parties;  |
| 10) rolling stone | j) someone who spends a lot of time sitting at home watching television                  |

## 2. Translate the sentences into Ukrainian.

1. Some of those beach bums are getting to look sort of old.
2. A couch potato is an extremely idle or lazy person who chooses to spend most of their leisure time horizontal in front of the TV and eats a diet that is mainly junk food.
3. Tom banged the car into a street light and damaged it.
4. Frank is always moving from one town to another, never settling down- he's a real rolling stone.
5. She's sure a party animal.

### CHECK YOURSELF

## 1. Read the article and use these words to fill in the gaps.

Test: "Changing Patterns of Leisure"

- |               |                     |               |               |
|---------------|---------------------|---------------|---------------|
| a) dweller    | b) obligation       | c) outdoors   | d) walking    |
| e) activities | f) advantages       | g) viewing    | h) originated |
| i) essential  | j) self-improvement | k) relaxation | l) stress     |
| m) movies     | n) nature           |               |               |



What exactly is leisure? While a definition may at first seem easy to define, it is

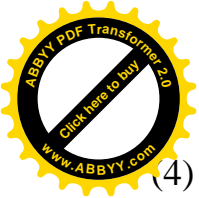
in actuality a complex issue, encompassing a wide range of 1)\_\_\_\_\_ and emotions. Also, upon further inspection we notice that leisure is very subjective in 2)\_\_\_\_\_, making it even more difficult to establish a firm definition. For example, what is a fun leisure activity for one person, such as 3)\_\_\_\_\_ in the woods, might be considered work by a city 4)\_\_\_\_\_ who is out of shape and does not share the same appreciation of the 5)\_\_\_\_\_. The majority of society views leisure synonymously with play, as leisure in this sense brings a childlike happiness and freedom from 6)\_\_\_\_\_ and worry.

In terms of time, leisure can be defined as time spent free of 7)\_\_\_\_\_ and necessity. During true leisure, there are no outside factors or forces that determine our course of action. It is a time where we are free of our obligation to society concerning such things as work and family. Despite its many 8)\_\_\_\_\_, this definition is somewhat vague as it does not specifically address different types of leisure or describe to what extent one is free from social obligation. Leisure can also be interpreted as a specific action, resulting in 9)\_\_\_\_\_ and rejuvenation of the individual. When observed in this fashion, leisure is based on conventional wisdom about what the majority of people would list as activities that meet the above requirements. Some of the most popular activities include television 10)\_\_\_\_\_, sports, participation in outdoor activities, reading, attending 11)\_\_\_\_\_, and listening to music.

Finally, leisure can be defined as a state of mind. This idea 12)\_\_\_\_\_ with Aristotle, eventually growing into what it is today. It deals with leisure as a form of 13)\_\_\_\_\_. It is seen as man's greatest possession because it is 14)\_\_\_\_\_ for self-development. It forces us to step back from the constant struggles of daily life in order to see what is really important in life. Only then, we know what areas of our life need improvement. However, this view of leisure, like the time definition, leaves too much room for interpretation.

## **2. Choose the most suitable word for each space.**

In most capital cities, which were built (1) ..... before the heyday of the private car, there is rarely enough (2) ..... for moving traffic, and certainly not enough for parked (3) ..... . Buses move slowly because of the volume of



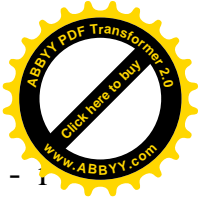
(4) ..... thus encouraging more commuters to abandon public (5) .....  
Banning traffic from some areas may help, but such a (6) ..... may not  
actually diminish the number of cars coming into the city. What has happened in  
effect is that the (7) ..... of the private car have become the number one priority,  
and the older functions of the city centre as meeting (8) ..... and focus for  
social life have been lost. The new city cannot (9) ..... without a series of ring  
roads. Giant car parks are its new palaces and cathedrals. During the working hours  
of the day, there is the constant (10) ..... of traffic, but at night the centre is  
almost empty, apart from a few homeless in doorways. Most people have (11) .....  
back to the suburbs, and very few of those who live in the centre have cars, for often  
there is nowhere to park them. The old city, with its narrow streets, may still retain a  
lively (12) ..... but that may be because it exists as an island, where no cars are  
(13) ..... Unless the local authorities have not yet plucked up the courage to  
14) ..... most traffic from the streets, in which case the city centre is  
(15) ..... by day, and a gigantic car park by night.

- |                  |               |              |                |
|------------------|---------------|--------------|----------------|
| 1) A far         | B long        | C much       | D even         |
| 2) A area        | B roads       | C space      | D speed        |
| 3) A vehicles    | B pedestrians | C drivers    | D areas        |
| 4) A this        | B noise       | C congestion | D traffic      |
| 5) A means       | B transport   | C order      | D restrictions |
| 6) A area        | B issue       | C solution   | D way          |
| 7) A numbers     | B needs       | C car parks  | D uses         |
| 8) A people      | B others      | C place      | D this         |
| 9) A build       | B survive     | C plan       | D construct    |
| 10) A din        | B amount      | C parking    | D filling      |
| 11) A parked     | B left        | C commuted   | D got          |
| 12) A activity   | B role        | C air        | D population   |
| 13) A going      | B permitted   | C banned     | D entering     |
| 14) A leave      | B direct      | C ban        | D regulate     |
| 15) A surrounded | B sparse      | C congested  | D deserted     |

### 3. Translate the following story into English using expressions from your AV.

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 метрополії. Деякі люди присвячують свій вільний час непрофесійному спорту, інші у пошуках слави та незбагнених скарбів.

Відпочинок для мене – дуже особиста річ. Річ у тім що я не можу просто лінитися перед телевізором або прогулюватися по вулицях. Я люблю



Нажаль, моя мама постійно хвилювалася Вона постійно крутилася навколо мене, запитуючи, що я збираюся робити. Вона цікавилася, 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 - вона ж хвилювалася,але з іншого боку, вона могла б бути більш терпимою!

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. Я люблю дивитися на неї, занурену у свої думки, готову розділити зі мною пакетик желейних цукерок, але не свої думки. Ми сама звичайна сім'я, ми цінуємо і любимо один одного.

**4. Finish this story in no less than 10 sentences using A.V.**

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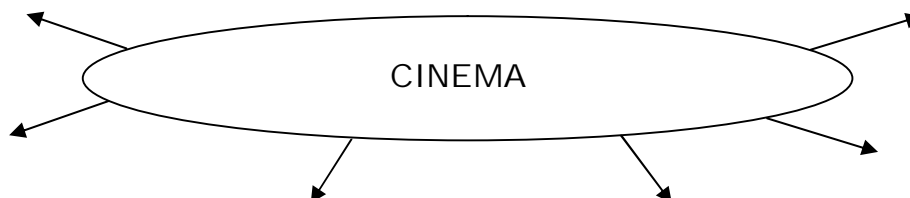


## MODULE 2

### CINEMA AND MOVIES

#### ◆ LEAD-IN

**I. What words come to your mind when you hear the word cinema?  
Complete a mind map.**



#### **II. The cinema questionnaire.**

***1. Can you think of a film which...?***

made you laugh a lot  
made you cry  
sent you to sleep  
made you feel good  
you've seen several times  
made you buy the soundtrack

***2. Do you prefer...?***

seeing films on TV or DVD, or in the cinema  
seeing foreign films dubbed or with subtitles  
films from your country or American films

***3. Think of a really good film you've seen this year:***

Where was it set? When?  
Who was in it? Who was it directed by?  
Did it have a good plot?  
What was the soundtrack like?

***4. Have you ever...?***

met a film director  
used a video camera  
appeared in any kind of film  
seen a film being made

#### **III. Fill in the blanks with the necessary words:**

**1.** I like to see colour ..... ( screen, script, film)



2. The people who go to see films regularly or often are called ..... (actors, cinema-goers, producers)
3. As usual, before the show of the film they give a ..... (script, review, newsreel)
4. Today people like to stay at home to watch ....., particularly when it is cold and wet outside. (television, screen, poster)

#### IV. Answer the following questions:

1. Is there any difference between a cinema and a theatre? What can the cinema offer that the theatre can't — and vice versa?
2. Are cinemas open all day or only in the evenings?
3. Do all seats cost the same?
4. Where are the best seats, at the front or at the back? What seats do you prefer?
5. How often do you go to the cinema? Do you go to the cinema alone or with your friends?
6. On which days are the cinemas most crowded?
7. Which is the best cinema in your city?
8. Why do people book tickets in advance?
9. Who is your favourite film star?
10. Which clip from a particular film would you never tire of seeing?
11. What trailers have you seen recently that really made you want to go and see the film?
12. 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?
13. Which of these features do you, in general, like a film to have:

a a happy ending?	f larger than life or true-to-life characters?
b a complicated plot or simple storyline?	g (in the case of foreign films) subtitles or dubbed dialogue?
c lots of action?	h lots of close-up shots of people's faces?
d a political or social message?	i long sequences of desert, jungle, etc?
e totally naturalistic dialogue?	j a fair-number of stars or a cast of 'unknowns'?

## V. MOVIE QUIZ. Answer these questions.



*Who created The X-Files?*

*Which actor played Indiana Jones?*

*Where is Hollywood situated?*

*Who created Mickey Mouse?*

*Who directed the film Psycho?*

*Who works for the British government and has the number 007?*

*How old is Leonardo DiCaprio?*

*Which film company has a mountain as its logo?*

*What is Spielberg's first name?*

*Which actress didn't win an Oscar for Best Actress in the film Titanic?*

*In which film did Julia Roberts fall in love with Hugh Grant?*

*What do the following actors have in common: Michael Keaton, Val Kilmer, Adam West, George Clooney?*

*Who directed Star Wars?*

*Which country is Jean Paul Belmondo from?*

*Who said ( and in which film ) : " I'll make him an offer, he can't refuse " ?*

*What was Marilyn Monroe's real name?*

*Who played the leading roles in The Bodyguard?*

*Who wrote the books on which the films The Firm and The Client are based?*

*What was the title of the Oscar-winning film about the great white shark?*

*Who said ( and in which film ) : " I'll be back " ?*

## VI. Comment on the following quotations.

1. "Television is chewing gum for the eyes." Frank Lloyd Wright

2. "TV is an invention that permits you to be entertained in your living room by people you wouldn't have in your home." Sir David Frost

3. "Why should people pay good money to go out and see bad films when they can see bad television for nothing?"

## ◆ READING AND DISCUSSING

### TEXT 1

#### 1. Discuss in a class

What is the role of cinema in people's life? What influence does cinema make on people's mind? Why do people like to go to the cinema and watch films? What do you know from the history of cinema? Share your knowledge with your group-mates.





## 2. Read the text.

### The History of Cinema

Moving images have always been popular. In China, for example, there were 'shadow plays' 5.000 years ago. These used firelight to project images of puppets onto screens. So projection is a very old idea. But cinema only became possible when this old Asian idea met a new European one - photography.

The two came together in the middle of the 19<sup>th</sup> century. That's when photos were first used in "magic lanterns". Before then, these early projectors had used glass sliders. The pictures on these sliders were painted by hand and very expensive. In comparison, photos were cheap and easy to produce.

So - by 1850 projection and photography had come together. But the result still wasn't "cinema". How could it be when the pictures didn't move? The solution to that problem came in several stages.

The first, in 1877, came via English inventor Eadweard Muybridge. He discovered a way to take photos very quickly, one after the other.

Eleven years later, an American called George Eastman produced the first celluloid film on a roll.

By 1890, it was possible to take up to 40 photos per second.

Next, in 1893, came another invention - Tomas Edison's "Kinetoscope". The kinetoscope projected moving pictures, but it had three problems: (a) It was noisy, (b) The pictures it produced were very low-quality, (c) Only one person could watch a kinetoscope at a time.

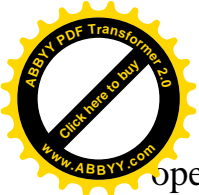
Before cinema could be born, one last invention was necessary - a quiet machine able to project high-quality pictures into a large screen. And the men who produced that were two French brothers from the city of Lions.

### Louis and Auguste Lumiere

"The Lumiere Cinematograph" allowed large audiences to watch "moving pictures". Its debut took place on 28 December 1895 in a Paris cafe. That day the Lumieres showed several short films. They were all documentaries and one of them was called "Arrival of Train at Station". Afterwards, Auguste Lumiere talked to reporters about his invention. "It can be exploited for a certain time", he said, "but apart from that it has no commercial value at all".

Well, he was completely wrong. In less than a year, cinemas had started to





open in Europe and America. The public's appetite for films was instant and enormous -which meant that more and more had to be made. By 1915 movie-making wasn't just an interesting idea - it was a successful new industry. And by 1915 it was an industry with a capital - Hollywood, USA.

### The Silent Era

Hollywood was established in 1912. That's when a group of New York film producers decided to open a new studio in California. Why California? Because the climate was good, labour was cheap and there were lots of beautiful locations nearby. As a result of their decision, Hollywood soon attracted film actors and technicians from all over the country. While World War One was fought in Europe, and for several years after, these cinema pioneers made thousands of black and white films – comedies, tragedies, fantasies, romances and historical dramas. This was "the silent era" - the era of Charlie Chaplin, Rudolph Valentino, Clara Bow, Douglas Fairbanks and Buster Keaton. It was called "silent" because there was no recorded sound. Instead, the actors' dialogue appeared on cards shown every 15 or 20 seconds. At the time it seemed perfectly normal. That's simply how films were.

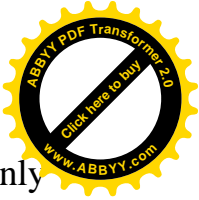
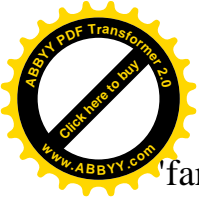
In fact, even as late as 1924, director D.W. Griffith declared "There will never be speaking pictures". But Griffith, like Auguste Lumiere 29 years before was wrong. A revolution was coming, and its name was...

### The Talkies

Recorded sound ended the silent era in 1927. That's when Al Jolson both spoke and sang in "The Jazz Singer". (His first words were "Wait a minute, wait a minute folks. You aren't heard nothing yet!"). The impact on cinema-goers was enormous. They loved "The Jazz Singer" and demanded more and more pictures. The studios quickly obliged and by 1930, audiences were up from 57 million a week (1926) to 110 million a week. Only 31 years after the Lumieres' first film-show, modern movies had arrived.

### A Golden Age

In 1932 Technicolor arrived. Coming only five years after the sound revolution it made cinema more popular than ever. So popular, in fact, that the next 20 years are often called Hollywood's "golden age". In the '30s and '40s, millions queued every week to see films produced by the top studios. These included Paramount, RKO, Warner Brothers and - most successful of all - Metro Goldwyn Mayer. Run by Louis B Mayer, MGM's motto was "more stars than there are in heaven". This referred to the



'family' of film stars who had contracts with the studio. (In those days actors only worked for one company). During the '30s and '40s, MGM's family included The Marx Brothers, Greta Garbo, Jean Harlow, Clark Gable, Joan Crawford, Spencer Tracy, Judy Garland, Gene Kelly.

It was an impressive list, but only one of several. All the other 'dream factories' had stables of top box-office names, too. In fact, competition was an important part of Hollywood's success. The reason was simple. Each studio wanted to make bigger, better films than its rivals. After 1948, though, movie tycoons like Louis B Mayer began to face another kind of competition. And this time it wasn't from inside the cinema industry - it was from outside.

## Television

America's TV revolution began in the years following World War Two. At first Hollywood didn't worry. After all - what was there to worry about? John Logic Baird's invention only produced small, black and white pictures. It was a gimmick. It wouldn't last. But as more and more people bought sets, cinema queues began to get shorter. And not just 5% or 10% shorter. By the early '50s, weekly audiences had been cut in half to 50 million. Clearly the movie industry had a serious problem on its hands.

Studio bosses tried to solve the problem in several different ways. These included:

**CINEMASCOPE** - This technique made it possible to show films on a wider screen than ever before. Several action-packed Cinemascope films were made. The first, a Biblical epic, was called 'The Robe'.

**3D** - To watch 3D or 'three-dimensional' films, audiences had to wear special glasses. These gave images on the screen extra height, width and depth. The idea was used in several '50s horror films, but never really caught on.

**CINERAMA** - Three projectors were needed to show Cinerama films. Each one filled a third of a huge, curved screen. Again the idea didn't catch on - this time because it was too expensive.

**SMELL-O-VISION** - Another Hollywood scheme for winning back TV audiences was Smell-O-Vision. This was an electronic system which sent the smell of roses, gun smoke, coffee, etc. (whatever was showing on the screen) over moviegoers during a film.

**70 MM FILM** - Before the '50s, movie cameras and projectors used film which was 35 mm wide. The arrival of 70 mm film produced a much bigger, clearer

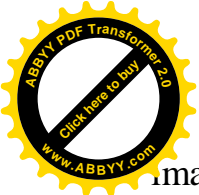


image. 70 mm is still used for some films today.

Basically, then, the Hollywood studios competed with television by making movies bigger, better and more realistic. Some of their ideas succeeded - others failed. But what really saved the cinema industry wasn't a technical development at all - it was another '50s invention ... teenagers.

Movies and youth culture discovered each other in the mid-'50s with two key films - 'Rebel Without a Cause' (1955), starring James Dean, and 'Rock Around the Clock' (1956), starring early pop idol Bill Haley. For Hollywood it was a turning point. Before then, the average cinema-goer had been over 30. Suddenly, all that began to change. And it's a change that's continued ever since. Today 75 % of all box-office tickets are sold to people between the ages of 15 and 25.

### The Modern Movie Industry

These days, cinema and television lived side-by-side. The movie industry didn't collapse (as some people predicted) in the '50s and '60s. But cinema audience - figures are still low compared 50 years ago. In Britain, for example, most people only see one or two films per year. In Europe it's three or four and in America six or seven. Because of this, modern movie making has become very different from how it was in Louis B Mayer's time. For example:

- Hollywood has more competition from international film-makers now than ever before;
- Enormous 'picture palaces' with one screen are being replaced by multi-screen cinemas;
- There are still large studios, but the old 'studio system' (with group of stars working for one company) has disappeared;
- Modern films have three lives instead of one. First, they appear in the cinema, then on video, and finally they're shown on TV.

### 3. Study the Essential Vocabulary of the text.

to have commercial value

to have an impact on smb

talkie

top box-office names

movie tycoons

to face competition

action-packed films

to collapse



**4. For questions 1-4 choose the answer (A, B, C or D) which you think fits best according to the text. Justify your answers.**

**1. Cinema became possible**

- a. at the beginning of the 19<sup>th</sup> century
- b. in the middle of the 19<sup>th</sup> century
- c. 5 000 years ago
- d. in 1877

**2. Who was the first to allow the audience to watch "moving pictures"?**

- a. Thomas Edison
- b. George Eastman
- c. Eadweard Muybridge
- d. Louis and Auguste Lumiere.

**3. Why was California chosen to be the place for establishing a new studio in 1912?**

- a. Hollywood authorities lived there
- b. The climate was good, labor was cheap and there was a lot of beautiful locations nearby
- c. It was one of the highly developed regions in the USA
- d. There was no specific reason for choosing this particular place.

**4. How did Hollywood try to solve the problem of losing its popularity after TV has appeared?**

- a. The price of tickets became lower
- b. Better films were shot
- c. Hollywood applied black RP against TV
- d. New modern technologies were invented.

**5. Place the following stages in the development of cinema in the correct chronological order.**

The talkies, the rivalry with television, the invention of "moving pictures" by Louis and Auguste Lumiere, the Golden age, the birth of cinema in the middle of the 19<sup>th</sup> century, the silent era, the modern movie industry.

**6. Make a table of these stages, writing out from the text the characteristics of each of them.**

**7. 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.**



**8. Reports. Make the library research about the appearance and development of cinema in Ukraine. Present your report in the class.**

**9. Role play.**

**You are divided into two teams, one supporting and another one objecting to the statement "Movies are regarded as truly an art of our time ".**

## TEXT 2

### 1. Discuss in a class

**Discuss how strongly you agree or disagree with the following statements.**

- a** 'The cinema was the single greatest influence on people's lives in the 20th century.'
- b** 'TV and video cassettes have usurped the role of the cinema.'
- c** 'The growth of the Hollywood film industry has replaced quality with quantity.'

What do you think Alfred Hitchcock meant when he said, ' For me the cinema is not a slice of life, but a piece of cake.'?

### 2. Read the text.

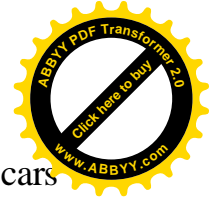
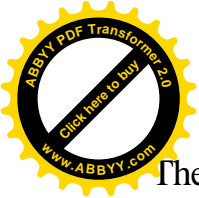
***Read this article about the Hollywood film industry. Seven paragraphs have been removed from the article. Choose from paragraphs A-H the one which fits each gap (1-7). There is one extra paragraph which you do not need to use.***

#### The silver screen

In the years after the Second World War the Hollywood film industry underwent a major transformation. Increased competition from foreign films, falling numbers of cinema audiences, and attacks on the studio structure by government agencies led to a loss of revenue which crippled the American industry, and forced it into rapid and profound change.

(1) This phenomenon cannot simply be blamed on the rise of television as it began five years before television existed as a viable alternative to movie-going. After the Second World War there was a demographic and cultural shift in urban America that profoundly altered the leisure patterns of US society.

(2) The Hollywood studios were not oblivious to these population shifts. They saw the need to provide new theatres, and, once the necessary building materials became available, they began the process of constructing 4,000 drive-ins throughout the USA.



The drive-in theatre offered a pleasant, open space where movie fans in parked cars could watch double features on a massive screen. By June 1956, at the very height of the drift away from the urban environment to green belt areas, and of the baby-boom, more people in the USA went to the drive-ins than to the traditional 'hard-top' theatres.

(3) Meanwhile, the shift of movie houses to where the audience was now located created another problem for the shaking foundations of the Hollywood studios. The disappearance of the division between 'first-run' houses in town centres showing prestige pictures, and local neighbourhood cinemas, changed ( the pattern of film demand, necessitating a major change in the organisation of film production.

(4) Even before the war Hollywood studios had been up in arms about attempts to break up their vertically integrated systems of production, distribution and exhibition. They appealed the case all the way to the Supreme Court; but 1948 proved to be the end of the road, and, in what became known as the 'Paramount decision', the court ruled for the divorce of production and exhibition, and the elimination of unfair booking practices.

(5) However the studios still retained a significant measure of direct control through international distribution. The 'Paramount decision' wounded Hollywood, but did not break it. Although the major companies would have adjusted far better to the new conditions had they retained their theatres, they still held sway as long as they produced what exhibitors and audiences wanted.

(6) In 1939, Technicolor had lit up the screen in *Gone with the Wind*, but throughout its early years had only been employed for a select group of features, principally historical epics and lavish musicals. Just over a decade later Technicolor lost its market monopoly as a result of antitrust laws, and the giant Eastman Kodak soon surged into the market introducing Eastman Color which required only one, not three, separate negatives. The studios brought out Eastman Color under a variety of names, and soon virtually all Hollywood movies were being made in colour.

(7) However, theatres which contracted for the new process were required to employ three full-time projectionists and invest thousands of dollars in new equipment, and this financial outlay proved too much for most.

A. A further blow to the stability of the studio system was delivered by the government. The years immediately after the war saw the culmination of federal anti-trust action against the Hollywood studios: a campaign that had started in the 1930s, but had been temporarily halted by the war.





B. So Hollywood looked to innovation and new technology to tempt patrons back to the theatres. Films were designed on a spectacular scale, clearly superior to the black and white video images broadcast into the home. The first of the 'new' film technologies, colour, had long been available to the movie industry.

C. People were cashing in the savings bonds accumulated during the war and buying houses in the suburbs, accelerating a trend which had begun at the turn of the century. This took away the heart of the film-going audience. Suburbanisation also raised the cost of going out to the movies; upon relocation it became inconvenient and expensive to travel to the centre of town simply to see a film.

D. A more permanent solution arrived with the shopping centre theatre. As new malls opened in record numbers, the locus of movie attendance permanently shifted. With acres of free parking and ideal access for the car, shopping centres generally included a multiplex with five or more-screens.

E. In 1952, the Hollywood studios went one step further, and made their movies bigger. Cinemas offered spectacular widescreen effects by melding images from three synchronised projectors on a vast curved screen. To add to the sense of overwhelming reality, it also included multi-track stereo sound.

F. What the Hollywood studios needed was a widescreen process without the added complications of 3-D, or the prohibitive investment of Cinerama. Fox's CinemaScope seemed to be the answer: a widescreen process which used an anamorphic lens to expand the size of the image.

G. Perhaps the most important of these watersheds in the Hollywood system began in the middle of the last century. Certainly, by the early 1960s, attendances at US movie houses were half what they had been during the glory days, and thousands of flourishing theatres had closed for ever.

H. During Hollywood's 'golden age', the major studios had directly controlled their own destinies by owning the most important theatres. Now they were legally obliged to sell these off and split their companies in two; the 'golden age' was over and a new age loomed.

### **3. Study the Essential Vocabulary of the text.**

to undergo transformations  
rapid and profound change  
to be up in arms about smth  
lavish musicals



vast screen  
flourishing theatres  
to be oblivious to smth  
loss of revenue  
viable alternative  
to hold sway  
a sense of overwhelming reality  
to loom

#### 4. Discuss these questions with a partner.

1. What contributed to the difficulties of the Hollywood film industry?
2. How did the film industry survive the erosion of its power?

#### Your views

1. How strong is the film industry in your country?
2. How do you think technology will change the cinema in the 21st century?

#### 5. Match the words in 1-12 with their complements in a-l. More than one match might be possible. What are these word combinations used to talk about in the text?

- |    |                     |   |                                      |
|----|---------------------|---|--------------------------------------|
| 1  | underwent           | a | their companies in two               |
| 2  | led                 | b | too much for most theatres           |
| 3  | proved              | c | to new conditions                    |
| 4  | can't be blamed     | d | hard against                         |
| 5  | fought              | e | to sell theatres off                 |
| 6  | were obliged        | f | a major transformation               |
| 7  | would have adjusted | g | on the rise of TV                    |
| 8  | split               | h | a loss of revenue                    |
| 9  | oblivious           | i | to these population shifts           |
| 10 | the drift           | j | away from the urban environment      |
| 11 | attacks (noun)      | k | to the sense of overwhelming reality |
| 12 | add                 | l | on the studio structure              |

#### 6. Can you explain the meaning of the adjectives in *italic*? Use a dictionary if necessary.

1. *profound* change
2. *viable* alternative
3. *significant* measure
4. *lavish* musicals



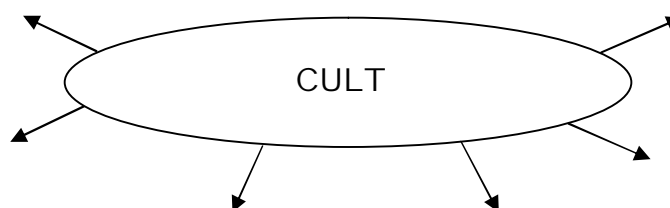


5. *synchronised* projectors (paragraph E)
6. *vast* screen (paragraph E)
7. *overwhelming* reality (paragraph E)
8. *flourishing* theatres (paragraph G)

### TEXT 3

#### 1. Discuss in a class

What is cult? Write down any words you associate with the word. Can you explain your choice?



#### 2. Choose the definition to the word "cult" which you consider to be the most appropriate.

**Cult** *A devotion or homage to a person or thing.*

**B** *a popular fashion especially followed by a specific section of society.*

**C** *fiction an invented idea or statement or narrative; an imaginary thing.*

What influenced your choice?

What can be considered a cult? Give as many examples as possible.

#### 3. Read the text.

##### **CULTFICTION**

A cult film is more than a film to those that devote a part of themselves to it. *Pulp Fiction*, *Trainspotting*, *Star Wars*, *Austin Powers*, *The Blues Brothers*... These are all films that have somehow lasted a little longer than their box office revenues. They are cult films. However, they have earned this status not because they are great pieces of cinema. In fact, a cult film could just as easily be a massively abysmal piece of cinema. What gives the cult film its cult status is something else entirely.

A cult movie is a movie from which a few choice lines have emerged so that people tend to remember them more for those lines than as an actual film. When people think of *Pulp Fiction*, they think of John Travolta, in a car with Samuel L. Jackson talking about "Le Big Mac". When people think about *Austin Powers*, they think of Mike Myers grotesque teeth imploring Elizabeth Hurley to "behave".

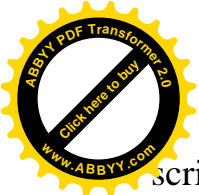


People lucky enough to have been brought up in the age of *Star Wars* think of the film's reassurance that "The Force" is with them not as a line from a film but as a timeless piece of wisdom, as instantly recognizable as Einstein's  $E=mc^2$ . In fact there are some who look upon the teachings of *Star Wars* and *Star Trek* as lessons in life.

However, some cult aficionados might claim that none of these films are worthy of cult status. They might say that they were all far too mainstream or popular. As far as they are concerned, the term cult can only be a minority judgment: if everybody likes it, it's not cult. They devote themselves to the sorts of films screened at tiny art-house cinemas by obscure French or Eastern European directors. More often than not, they smoke Gauloises and wear velvet jackets and corduroys. They enjoy dropping the names of the most obscure directors and actors into their conversation: if they are the only ones to have heard of these (I believe) purely fictional characters, so much the better: they have shown all of their companions that they, and only they, can claim to truly know film and cinema.

When the hero has got the girl and the credits are rolling though, it doesn't really matter whether you like Quentin Tarantino or Jacques Tati, Walt Disney or the Vladivostok film festival. What binds together all fans of the cult film is the sense of belonging to something. Cult film fans feel as though they are part of a group of people that share the same interest. They have something in common with others. When two fans of a cult film get together, no matter how little they have to say to each other, they can exchange quotes. Such a meeting usually unfolds according to a pattern: upon discovering that he shares an interest in a film with a new acquaintance, cult film fan A starts the conversation rolling: "Y' know the bit when...?". Cult film fan B will answer making it clear that he ...knows the film as well as, if not better than A. What follows is an exchange during which A and B both try to dig lines from increasingly obscure scenes of their chosen film. If B is feeling really on form, he will even correct the misplaced words in A's chosen lines. Cult film friends sometimes even talk to each other using words lifted straight from the cinema in the same way that others have private jokes.

Cult cinema can be defined sometimes by more than just its quotability. The very distinctive sound effects that featured in *Star Wars* have their own cult status: Irish band Ash's album 1977 opens to the high-pitched sound of Luke Skywalker's spaceship and few people don't know what a light saber sounds like. Cult status can also be bestowed on a film that is shockingly bad. Notable amongst these would have to be Demi Moore's *Striptease* and Elizabeth Berkley's *Showgirls*. These sorts of films are the absolute antithesis films like *Withnail and I* which contain barely a line which is not massively quotable; flops like *Showgirls* are so bad and so poorly



scripted that no one would ever want to repeat any of their lines. On the other hand, their complete disregard for quality raises them above so many films: they become immensely funny so that the cult film fan is just prepared to watch them over and over again as it would be a cult film of quality.

#### **4. Study the Essential Vocabulary of the text.**

to devote a part of oneself to smth

to earn the status

to be a massively abysmal piece of cinema

to be brought up in the age

to look upon the teachings of smth as lessons in life

obscure names

to bind together

the sense of belonging to smth

to share the same interest

distinctive sound effects

cult status

complete disregard for quality

cinema aficionados

#### **5. For questions 1- 4 choose the answer (a; b; c or d) which you think fits best according to the text.**

**1.** What is a cult movie?

**a)** a great piece of cinema;

**b)** a movie the lines of which people tend to remember;

**c)** an extremely interesting film;

**d)** a movie where only outstanding actors are casting.

**2.** As far as some cult aficionados are concerned, the term cult can only be

**a)** a minority judgement;

**b)** a film loved by everybody;

**c)** something that is a popular fashion followed by a specific section of society;

**d)** a massively abysmal piece of cinema.

**3.** What binds together all fans of a cult film?

**a)** favourite actors;

**b)** an interesting plot of the film;

**c)** the sense of belonging to something;

**d)** the film's rate.



4. On what film can the cult status be also bestowed?

- a) on a film casting unknown actors;
- b) on a film directed by an outstanding director;
- c) on a film broadcast all over the world;
- d) on a film that is shockingly bad.

6. What do the words in *italic* refer to in the following extracts from the text?

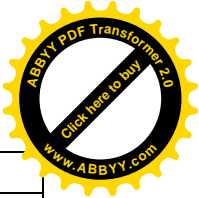
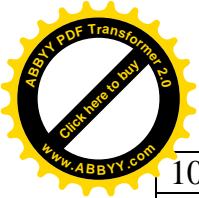
- 1) *It* is more than a film to those that devote a part of themselves to it
- 2) *They* look upon the teachings of "Star Wars" and "Star Trek" as lessons in life.
- 3) As far as *they* are concerned, the term cult can only be a minority judgement: if everybody likes it, it's not cult
- 4) *They* feel as though they are part of a group of people that share the same interest.
- 5) *Their* complete disregard for quality raises them above so many films: they become immensely funny.

7. Explain the following expressions from the text:

- to devote a part of oneself to smb.;
- to earn status;
- to bind smb. together;
- the sense of belonging;
- to share the same interest;
- to watch smth. over and over again.

8. The words on the right all appear in the text. Match them with their definitions on the left.

1	to devote	a	to have a feeling one is connected to smth.
2	to earn the status	b	bottomless
3	abysmal	c	to give up (oneself, one's time, energy) to smth. or smb.
4	to be brought up in the age of	d	unknown directors and actors
5	minority judgement	e	to rewatch
6	obscure directors and actors	f	an opinion formed by a small amount of people
7	to bind together	g	to get a position in relation to others
8	the sense of belonging	h	to have smth. in common
9	to share the same interests	i	inattention, indifference, neglect



10	private jokes	j	to be reared, educated in the time of...
11	distinctive	k	jokes about personal matters
12	antithesis	l	to tie smb. to smth.
13	disregard	m	serving to make a difference
14	to watch smth. over and over again	n	direct opposite of smth.

**9. Fill in the gaps. Each drop means a letter. Use these expressions in the sentences of your own.**

- 1) c.....e d....d f...r q.....y
- 2) a...s f...m
- 3) p.....e j...e
- 4) t. b...d t...r
- 5) c...t s....s
- 6) t. b. b.....t u. i. t.e a.e .f
- 7) a m.....y j.....t
- 8) t. w...h o..r a.d o..r a...n
- 9) d.....e s...d e.....s
- 10) t. s...e t.e s..e i.....t
- 11) t. e..n t.. s....s
- 12) t. b. a m.....y a.....l p...e o. c....a.

## TEXT 4

### 1. Discuss in a class

1. How would you determine movies' impact on people's outlook and actions? What genres of films can be called the most dangerous?
2. What makes a good film? The plot, the actors, the special effects?
3. Do you see many films that aren't made in Hollywood? If so, where are they from?

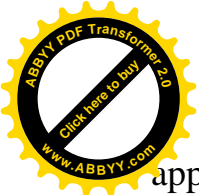
### 2. Read the text.

#### No Sex, No Violence, Just Film

*Despite its severe Islamic censorship and taboos, Iranian cinema attracts a world cult following, says Geoff Brown.*

Imagine yourself as a filmmaker in post-revolutionary Iran. Instead of shooting at Universal Studios, the venue for your creative labors is called The Studio of the Voice and Portrait of the Islamic Revolution of Iran.

Perhaps your cameras are out on location in the streets. Your film project has already jumped three censorship hurdles imposed by government agencies: synopsis



approval, script approval, and cast and crew approval.

Now all that is left is to make the film, get the Government's final thumbs up, and be given an exhibition license. But you cannot relax for one moment.

Your leading lady, should you have one, must not be a seductive beauty. Nor must there be any physical contact between male and female, even if the characters are man and wife or brother and sister. No violence, naturally. Nor can any character burst into song.

To the West, it may seem almost inconceivable that great and entertaining films could emerge from such restrictions, all put in place at different times since Iran's Islamic revolution. Yet each year a miracle happens. Iran's films are regularly invited to festivals, win prizes, including the Palme d'Or at Cannes, and have become a cult among cinema aficionados.

To understand this remarkable phenomenon we must backtrack to the heights of the Islamic revolution in 1978-1979. 180 cinemas around the country were burnt down during the revolution - testament to the way films had come to be seen as part of the deposed Shah's Western leanings. Filmmakers set out into the new era timidly, afraid of treading on toes and risking punishment. Sticky areas such as religion were best avoided altogether. Women, too, were for a time thought too hot to handle. But children seemed safe, and cheap, too.

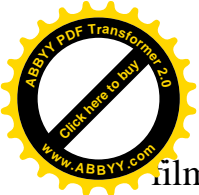
Yet there was much more than expediency involved. Making films about youngsters' growing pains was an ideal way to do your bit for a society rebuilding itself around Muslim values.

Visually, such films tend to be as decorous and simple as their characters, far removed from Hollywood's bedlam. And the West loves them for it. When Iranian films first broke through internationally in the late Sixties, they seemed just one brand of exotica among many. Now they appear unique - films on a human scale, they refresh our jaded eyes.

Not that all Iranian cinema is classy enough to reach the West's cinema festivals and art houses. They make their dross, like everyone else. And a chasm sometimes exists between films aimed at local audiences and those obviously prepared to charm outsiders.

The best have the potential to please both camps, such as *The Apple* about two teenage daughters kept virtual prisoners by their father.

And paranoia can still rise up among government bodies. One part of the episode



film, *Tales of Kish*, was withdrawn from the Fajr Film Festival, Iran's international showcase, because the 13-year-old heroine showed too much hair under her scarf.

Despite hints at thawing attitudes, an Iranian film that supinely apes Western ways is nowhere in sight. For all the chafing at individual restrictions, that must be a sign of artistic health.

### 3. Study the Essential Vocabulary of the text.

the venue for your creative labors  
to jump censorship hurdles  
to get the final thumbs up  
to be a seductive beauty  
to tread on toes  
decorous  
to refresh jaded eyes  
to make dross  
to ape supinely  
to chafe at restrictions

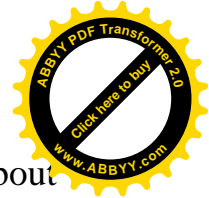
### 4. Paraphrase the following expressions, using word combinations from the text.

1. To feel annoyed and impatient about something, especially because it limits what you can do;
2. To be difficult to deal with;
3. A place where people meet for creative work;
4. To make tired eyes relax;
5. To offend or annoy somebody, especially by getting involved in something that is their responsibility;
6. To overcome censorship obstacles;
7. To make something of a very low quality;
8. To get something accepted;
9. A sexually attractive woman;
10. To copy something unwillingly, especially when it is not done very well;
11. Polite and appropriate in a particular social situation;
12. People who like cinema very much and know a lot about it.

### 5. Complete the sentences, filling the gaps.

1. For years the British film industry \_\_\_\_\_ Hollywood.
2. Their proposals got \_\_\_\_\_ unexpectedly quickly.





3. He goes to the cinema very often. More over he gathers information about everything that is going on in the film industry. He is a real \_\_\_\_\_.
4. I don't want to \_\_\_\_\_ so I will keep quiet.
5. The band will be playing at 20 different \_\_\_\_\_ on their UK tour.
6. I don't like watching serious films after work. I prefer something light in order to \_\_\_\_\_.
7. He soon \_\_\_\_\_ of his situation.
8. Unfortunately the Ukrainian film industry is not developed. What they make is just \_\_\_\_\_.
9. My neighbour is such a \_\_\_\_\_ that no man can walk past.
10. She thought, they were close but when they met he gave her just a \_\_\_\_\_ smile.
11. He loses his temper very quickly. He is too \_\_\_\_\_.
12. Before being published, every article of our newspaper has to \_\_\_\_\_.

## 6. Answer the following questions.

- a. Where do Iranian film makers make their films?
- b. How are Iranian leading ladies different from those in Hollywood?
- c. Are Iranian films popular abroad?
- d. What are the advantages of using children in films?
- e. How close are Iranian films to copying Western ones?
- f. Explain briefly in your own words how Iranian films are different.

## 7. Look at these films' titles.

*"Pulp Fiction", "Friday the 13th", "Alien", "The Ring"*

What do the films all have in common? At what age should young people be allowed to see films like these?

## 8. Talk to your partner. Do you agree with the following?

Scenes of  
violence in  
films lead  
people to be  
more violent

Explicit sex  
scenes in films  
are degrading to  
women





All modern  
Hollywood films  
look the same

Film  
censorship  
seeks to stifle  
artistic expression

**9. Imagine you are two parents, discussing the impact of modern films on your children. Discuss the measures that should be taken not to let the children be influenced by the so-called 'dangerous' movies.**

## TEXT 5

### 1. Discuss in a class

1. Do you think acting is a natural talent or an acquired skill? Can it be inherited? Why do children of famous people often follow their parents into the same profession? Does this just happen with famous people?

2. What do you know about Michael Douglas? Why do you think he has been so successful?

### 2. Read the text.

#### The Role of a Lifetime

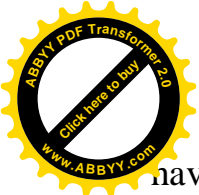
*"To say my priorities have changed would be a gross understatement! My life is centered around my family. "*

By Michael Douglas

It's hard to balance work and family. I work in an industry that has a relatively short window of opportunity, extremely long hours and can take you away from home for months at a time. The rewards can be fantastic: fame, wealth, artistic gratification, never standing in line for a table at a restaurant. But the guilt of shortchanging your family can gnaw away at you.

Hard work or being compulsive is something you may learn from family. My father has made 90 films. He did four to five a year when I was growing up. I missed him, and he was guilt-ridden for not being around. Today he's 90 years old, having just published his ninth book. I am filled with love and admiration for what he's accomplished. Not just in his career but in the way he has conducted himself in the third act of his life.

I'm going to be 63 this month. I've been married for seven years to an extraordinary woman 25 years younger than me, actress Catherine Zeta-Jones. We



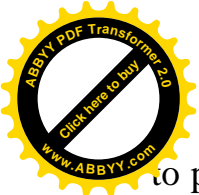
have two children, a daughter, 4, and a son, 7. To say my priorities have changed would be a gross understatement! My life is centered around my family's schedule. Our daughter, Carys, just started kindergarten and our son, Dylan, began the second grade this month. They are at a precious age, and I don't want to miss a minute of it. Like all parents, I labor to keep them on schedule, and try to teach them how to think positively and to work through daily life. I also strive to be sure they have fun. Carys is at the stage when she's discovered 'dress-up': purses, high heels – anything pink. Dylan is a big climber – rocks, mountains and trees. He loves the outdoors. I read with my kids every night. That has become a favorite for me.

We've moved to the island of Bermuda, where I spent a lot of time as a kid (my mother is Bermudian and still has a large family there). I adjust my schedule to my wife's, since she is in the prime of her career. The school year tells us when we are going to travel. The kids know what Mommy does for a living, but they have never seen Daddy's movies (they're too young), so Mommy makes movies and Daddy makes pancakes! I don't really cook, but I am the takeout and home-delivery expert. I enjoy it. It's all given me great satisfaction. Don't get me wrong. I still go to work, but now only on projects I really care about. I have a new movie coming out called "King of California." We filmed it in only 31 days, not like some of the 90-day shooting schedules of the past.

I play a father who reconciles with his 17-year-old daughter, played by Evan Rachel Wood. I understood and identified with the role. My oldest son from my first marriage, Cameron, who is 28, did not benefit from my new priorities, he was shortchanged. Nevertheless he understands now, and he knows how much I love him.

I love being home. That feeling is based on a good marriage and having the time to spend with the kids. Age gives you experience to nurture a relationship. Not long ago, my father gave me some great advice. He loves giving advice now. He pointed toward Catherine and said, "When it's all over, all you really have is your wife. You can dote on your kids all you want, but they're going to grow up and leave you someday. Then it will be just the two of you." Many times people make more of an effort toward strangers than the people closest to them.

There is so much to learn in raising a family. So where are you going to find out how to do it, especially if you didn't benefit from proper role models? When I went to college at the University of California, Santa Barbara, in the 1960s, you could graduate with a degree in home economics. It was eventually disbanded largely due



to politics and the power of the women's movement. I'm happy to see that "home ec" is currently being revived at some colleges.

I've reached an age when I start getting those questions - What do you want for your children? What do you see as your legacy? Oh, oh, mortality! I have good role models in my father and mother. Basically, you want to try to leave this earth having given more to it than having taken away. That makes you a good citizen of the planet. If I can pass this on from generation to generation, that's as close to immortality as I can get.

### **3. Study the Essential Vocabulary of the text.**

to have short window of opportunity

artistic gratification

to gnaw away at smb

to be compulsive

to be guilt-ridden

to feel love and admiration for smb

to accomplish

to be in the prime of career

to dote on smb

### **4. Answer the questions.**

1. What interesting remarks and expressions by Michael Douglas have you found in this article? What impressed you most of all: his way of life, attitude to life, family matters?

2. Do you like Michael Douglas as a personality? What qualities attract you most of all? Would you like to have such a personality as your father (husband, friend)?

### **5. Discuss in a class.**

What is your idea of a good actor? What makes an actor good or Academy Award worthy?

- The actor who is able to win the crowd
- The person who is able to take the crowd away with their mind and travel them in places far from here
- The actor that becomes one with the audience
- The most important is that the professional actor is someone that proves to the crowd that the story is true and later on they realize where they



really are

- If you make people convince that your character role is really existing or has existed in the real sense
- If you make people respond to you emotionally

**6. These are tips for a good actor. Which of them do you consider of most/least importance? Range them in the order of their importance. What are the simplest and hardest things to do about acting?**

- As an actor you must reveal everything about the character
- Character can be out of control, but not the actor
- Acting is reacting
- Being talented isn't enough, you must have skills
- Just don't act with voice, use whole body
- Actor must have profound understanding of humans
- The more inventive you are the better actor you are

## TEXT 6

### 1. Discuss in a class

1. Which celebrities are in the news at the moment?

What is the gossip about them? What is their claim to fame? How do they spend their days? Which trendy places do they go to? Where can you find out about them?

2. Comment on: *'We cannot avoid becoming entangled in what is called "the cult of celebrity." The only question is to what degree we want to pretend to resist.'*

3. What do you understand by the term the 'cult of celebrity'? Do you pretend to resist, or do you indulge your fascination for celebrities? Who are you most interested in?

4. What would you most like and most dislike about being famous? Is there anyone famous who you think doesn't deserve their fame?

### 2. Read the article and put these phrases in the correct place.

- a) this life is our only one
- b) are no more special than the rest of us
- c) an endless supply of human-interest stories
- d) everybody wants to claim a bit of you
- e) I have indulged in small talk
- f) by volunteering to be the subject



- g) sometimes it lasts a lifetime
- h) What can be done
- i) undignified and unflattering
- j) they want to do with their lives

### 3. Would Jack Delaney agree or disagree with these viewpoints?

**Find evidence in the article.**

- Most fame is undeserved.
- It is possible to survive fame intact.
- The public is consistent in the way it treats celebrities.
- Newspapers used to be more respectful.
- Television subjects ordinary people to humiliation.
- Most people want to be famous.
- The cult of celebrity should make us feel ashamed.

Do *your* views differ?

### 4. Read the text.

#### The cult of celebrity

**We are fascinated by their every move, we want to know everything about them. Jack Delaney asks why we are obsessed with the rich and famous.**

Some are born famous (like royalty), some achieve fame (like film stars) and some have fame thrust upon them (like crime victims). Sometimes their celebrity is short-lived, (1) \_\_\_\_\_. In some rare cases, for example Diana, Princess of Wales, and Marilyn Monroe, it can be transformed by death into a sort of iconic status. But whatever the causes or circumstances, being a celebrity changes your relationship with the world. From being a private person, you become public property, and (2) \_\_\_\_\_. You are the object of envy as well as admiration, fair game for criticism, interrogation, ridicule and spite.

#### We make 'em, we break 'em

We treat the famous with a mixture of reverence and brutality. We adore them, praise them, scrutinize them and destroy them. We make them unable to tell where their real selves end and the PR-manufactured images begin. We have no mercy, we show no shame. It is easy to assume that all aspects of a celebrity life are free to be examined because he or she is on show, which means he or she doesn't have the same reality as everyone else. And it is precisely because many modern celebrities (3) \_\_\_\_\_ that we feel justified in treating them with such contempt. We build them up and knock them down.



## So who are the famous?

It used to be the case that fame was bestowed only as a consequence of some mighty achievement or gruesome misdeed, when newspapers were filled largely with accounts of such things as earthquakes and wars, and when it was deemed contemptible for journalists to delve into the private lives of famous people, even the very famous.

It is now possible for people who are living ordinary private lives to become famous, for at least a short time, through the media - by appearing on game shows or confessional TV, for instance, or (4)\_\_\_ of a fly-on-the-wall documentary. The readiness of people to let programme-makers into their homes, to answer the most intimate questions about their lives, and to allow themselves to be filmed in the most (5)\_\_\_ situations, never ceases to amaze.

Given this ghastly invasion of one's life, why is fame so desirable? Ask an average bunch of 10-year-olds what (6)\_\_\_ and a large proportion of them will say that they would like to be famous. Not for anything in particular. Just famous. Period. In the adult population, otherwise perfectly normal people think nothing of confessing all about their personal tragedies on daytime television.

## Why are we so obsessed?

The American writer Norman Mailer said that in an age without religion, celebrities are our new gods. If we have no faith in an afterlife and (7) \_\_\_, then celebrity is the nearest any of us will get to immortality, and the pursuit of it becomes more urgent. At the pathological extreme of this motivation are murderers like Mark Chapman, who assassinated John Lennon partly, he said, to make himself famous.

Another feature of modern society is the power and omnipresence of the mass media. Its explosive expansion in the past couple of decades has created an insatiable need for new material. All the newspapers, magazines, television and radio programmes require (8) \_\_\_. These are increasingly delivered in the form of interviews, profiles, gossip columns, photoshoots at gatherings, and soundbites by or about people who are celebrated for something they have done, or for a position they occupy in society, or in some cases for just being a celebrity. There are some totally talentless people who are simply famous for being famous. As Andy Warhol said 'In the future, everyone will be famous for fifteen minutes.'



## Love it or loathe it?

The American writer, Jay McInerney, commented, 'I have enjoyed a little celebrity in my time, and I have ogled any number of models, (9) \_\_\_about popular film stars. But at least I hate myself in the morning. I fear as a nation we're losing our sense of shame in this regard.'

So how do you feel when you read a gossip magazine, or tune into confessional TV? Do you love it or loathe it? (10) \_\_\_to curb our fascination, particularly when the glittery sacrificial lambs go so willingly to slaughter? Probably not a lot. But perhaps we should be more aware of the viciousness of voyeurism and the myths we too readily absorb.

### 5. Study the Essential Vocabulary of the text.

to treat with contempt  
an insatiable need for smth  
a sitcom  
confessional TV  
to ogle something/one  
to scrutinize something/one  
to bestow fame on somebody  
a fly-on-the-wall documentary  
like a lamb to the slaughter

### 6. Answer the questions.

1. Think of celebrities currently in the news who fit the three categories of fame mentioned in the first paragraph.
2. What two reasons does the writer provide to explain our obsession? Do you agree?
3. Why does Jay McInerney hate himself in the morning?
4. What do you understand by the 'viciousness of voyeurism'? What are the 'myths we too readily absorb'?

### 7. What do you think?

#### 1) Discuss the questions.

- Why do we want to hear bad news about famous people more than good news? In what ways are celebrities unreal?





- What do you understand by 'reality TV'? Are there TV programmes in your country like the ones described in the article? What are they like?
- What is the mentality of stalkers? What makes someone want to kill the object of their obsession?

**2) Read what celebrities themselves say on the subject of fame. What do you think each quote means, and do you agree with it?**

*'It was no great tragedy being Judy Garland's daughter. I had tremendously interesting childhood years - except they had little to do with being a child'.* Liza Minnelli, singer and actor

*'For years I've been popular in America - not because of my talent, but because I'm famous'.* Cher, singer and actor

*'People want you to be a crazy, out-of-control teen brat. They want you miserable, just like them'.* Leonardo DiCaprio, actor

*'People create you and then you end up believing it. You become their soap opera. And what they want is not your success story but your failure'.*

Jade Jagger, model and jewellery designer, daughter of Mick

*'Sometimes I don't like the person I'm supposed to be. I don't feel like I deserve any of this'.* Mena Suvari, actor

*'If you were me for a month, you might change it to two weeks'.* **Robert Redford**, actor and director

**3) Do you know ...**

- any other icons? What do they represent?
- someone who the press has built up and knocked down?
- an ordinary person who has become a celebrity?
- anyone who is famous simply for being famous?
- any children of celebrities who have had problems?

## TEXT 7

### 1. Discuss in a class

- a) Work in pairs. Discuss why you think people enjoy watching films so much.
- b) Read the text quickly and choose the best title.





- 1 Film stars have problems too
- 2 Films help unlock emotions
- 3 Watching films helps you relax

## 2. Put these phrases into the correct places in the text.

- a an example of the dangerous implications of not releasing anger
- b he feels enormous betrayal
- c films can bring to the surface the most deeply buried emotions
- d claims he has used it successfully with about a third of his clients
- e it allows them to confront psychological issues
- f some distance from their immediate situation

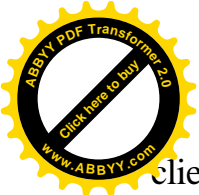
## 3. Read the text.

### Movie Therapy

It's the latest trend in therapy. In a new move, psychotherapists are using feature films in order to encourage their patients to talk more freely about their problems. The scheme is backed by the Royal College of Psychiatrists. Supporters of 'movie therapy' claim that discussing characters and plot lines from an appropriate film can help people to understand their feelings better. **1** \_\_\_\_\_ like anger, jealousy, boredom and depression.

One of those using the method is Bernie Wooder, a psychotherapist from Elstree, who charges £45 for a one-hour 'movie therapy' session. He said: 'I was counselling a woman who had been badly let down in a relationship, and who was experiencing such strong emotions that it was difficult for her to articulate them. I told her that her situation reminded me of *On the Waterfront*, when Marlon Brando's character realises his brother is corrupt and **2** \_\_\_\_\_. My client identified so easily with him that she started to cry. Watching and discussing the film was a catalyst for unlocking all the feelings she had repressed. Each time she watched and cried, she felt better.'

Mr Wooder admits that film therapy does not work for everyone, but **3** \_\_\_\_\_. It also works well with the young, who seem happier to relate to fictional characters than to real people. Films are something that offer them **4** \_\_\_\_\_. 'Freud said that images are the language of the unconscious and I believe films are too. Through their characters, plots and even music, **5** \_\_\_\_\_'. He said that *Falling Down*, in which Michael Douglas portrays an unemployed man who is so frustrated that he lashes out, was **6** \_\_\_\_\_. 'I used this film with a client who was depressed because he held on to a lot of the anger he felt towards people who had frustrated him,' said Mr Wooder. The



client watched the film and it had such an impact on him that he wanted to talk immediately. 'We talked about Michael Douglas's character and the disastrous path he takes, and my client then realised that he needed to let go of his emotions more regularly so as not to erupt like a time bomb. It was very therapeutic for him.'

#### 4. Read the text again and answer the questions.

- 1 Which organisation supports the use of films for therapy?
- 2 Which was the first film that Mr Wooder used for therapy?
- 3 With what percentage of clients has he been successful with film therapy?
- 4 Why is Rim therapy good with young people?
- 5 What did the film *Falling Down* help a client to understand?

#### 5. Work in pairs or small groups. Discuss the questions together.

- 1 Do you go to the cinema often, and if so, does it help you feel good?
- 2 Do you think film therapy will be popular? Why / Why not?

#### 6. Remember

We can use the *to* infinitive to talk about purpose. In more formal language, or in writing, we can use so as to or in order to + the verb. To make these expressions negative, we put *not* immediately before the word to.

**Match the questions with the answers. Then rewrite the question and answer as one sentence using the words in brackets.**

**Eg.** *People go to therapists in order to get help with their problems.*

1. Why do people go to therapists?	a get some films to watch. (to)
2. Why did she cry a lot?	b borrow books. (to)
3. Why did they go to the DVD store?	c make money. (so as to)
4. Why do people go to libraries?	d get help with their problems. (in order to)
5. Why do studios make films?	e relax. (so as to)
6. Why do psychiatrists' clients lie on a couch?	f release her emotions, (in order to)

**7. Complete the sentences with the phrases given below. Use the text to help you.**

*such an impact so frustrated so easily such strong emotions*

1. Michael Douglas portrays an unemployed man who is ..... that he lashes out.



2. It had ..... that the client wanted to talk immediately.
3. She was experiencing ..... that it was difficult for her to articulate them.
4. My client identified ..... that she started to cry.

**8. In order to show how one thing is the result of another, we can use:**

*so + adjective/adverb +(that)... or such+a+ noun / plural noun + (that)...*

**Join the two sentences to make one.**

**Eg.** We were late. We had to take a taxi. *We were so late that we had to take a taxi.*

1. It was a moving film. I almost cried.
2. They were very bored by the film. They fell asleep.
3. He's a bad actor. You feel like laughing when you watch him.
4. Cinema tickets are expensive these days. More and more people hire DVDs.
5. Film therapy is effective. Many people overcome their problems.
6. Film therapy is an effective approach. It's backed by the Royal College of Psychiatrists.
7. Spielberg makes great films. He's known all over the world.

**9. Read the film descriptions. Have you seen any of the films? What kind of film do you think each one is? Choose from the types below.**

*epic horror comedy drama thriller romantic comedy*

**a) *Cheaper by the Dozen***

Steve Mann and his wife are trying to raise their family of twelve while balancing their careers at the same time.

**b) *The Aviator***

Leonardo diCaprio plays Howard Hughes, the famous millionaire who loved airplanes but ended up living as a recluse.

**c) *Alien 4***

Sigourney Weaver is caught in a dilemma. This time, she finds the monster has been cloned from her body tissue. And this time, they're related - but how will she deal with that?

**d) *Lost in Translation***

Bill Murray feels alone and alienated in Tokyo as he looks around for ways to try and understand an unfamiliar lifestyle.



**10. Work with a partner. Read about these people with problems. They want to try film therapy. Which film would you recommend for each person? Explain why.**

- Carl is a businessman and spends a lot of time away from home. His wife looks after their three young children, and she wants to have a career. Carl feels guilty that he's not around much to help.

- Pauline is 60. Her only son lives on the other side of the world in Australia. She hasn't seen him for five years and misses him terribly. She would love to see him but is terrified of flying.

- Sue had a daughter when she was only 18. She never truly accepted that she was a mother and this led to a lot of problems between her daughter and herself. Now her daughter's 16 and getting into trouble at school. Sue wants to help but she doesn't know how to.

- Claire has always lived in small towns. Recently she moved to a large city to start a new job. She has made very few friends and is finding it difficult to adapt to her new surroundings.

**What other films would you recommend to each of these people?**

## TEXT 8

### 1. Discuss in a class

1. What would you most like and most dislike about being famous? Is there anyone famous you think doesn't deserve their fame?

2. Who or what do you think is most responsible for a film's success?

3. What kinds of stunts do stuntmen perform in films? Which do you think they least like to do?

### *Read a short passage and check your ideas*

The 'car chase' is an integral part of many of today's blockbuster films. The reason why is obvious: if well done, it is spectacular and hugely entertaining. But while some actors insist on doing their own stunts, others rely upon their stunt doubles to do them. Staging a fight, falling off a horse, flipping over cars, crashing through glass and jumping from a great height are the most basic stunts a stuntman has to do. The most unpopular? Falling under a moving train.



## 2. Read the text.

*Read the article. Find three advantages and three disadvantages of being an extra.*

*Advantages:*

*Disadvantages:*

### So you want to be a film extra?

This week we talk to Rob Martin, who has written a book called *You Can Be A Movie Extra*. He also has a company, The Casting Collective, which was formed in 1999. His company finds work for 'extras', people who want to appear in supporting roles in films or on television. He now employs 3,000 extras.

Rob says that people who have a more average appearance and don't stand out tend to get more work. He told us: 'People who are covered in tattoos or are really fat or really tall are only cast in more specific roles.'

Working as an extra won't lead to an Oscar nomination but Rob insists that it is an art form. 'The extras work very long hours and there's a lot of waiting around. And then they'll suddenly be required to dance like crazy for a nightclub scene, and more often than not they'll have to dance without any music, which I'm sure is very difficult!'

### So, what does it take to be an extra?

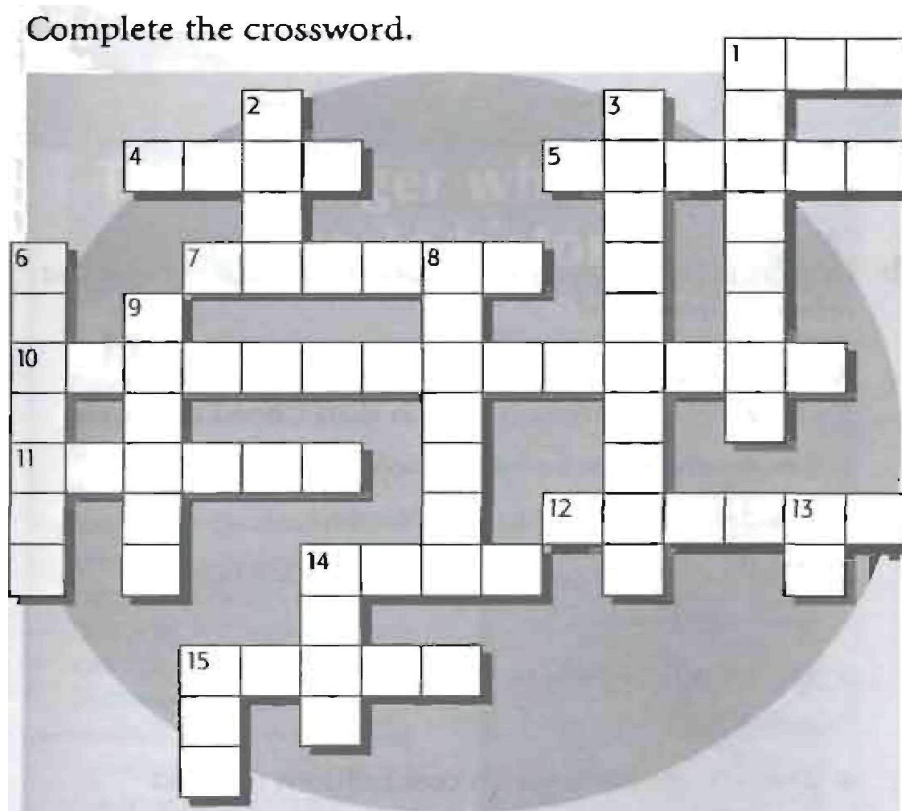
Rob says 'You have to have a good sense of humour and you have to be able to get on with people. As an extra it's your job not to annoy the stars, who always have a lot of pressure on them.'

One of Rob's extras, Nobuko Slater, has appeared as an extra in a number of big films, but he hasn't given up his day job. He said 'I have a full-time job in finance in London, but in recent years I've seen myself in the films *Tomb Raider*, *Spy Game*, and *Legally Blonde*! It all began when I fancied doing something really different and I always liked the idea of meeting film stars. I applied for the role of 'Businessman wearing smart clothes' in *Tomb Raider* and they obviously liked my pictures because a month later I was on the film set. I only work as an extra for about ten days a year but that suits me very well. I'm already looking forward to seeing myself in the next Harry Potter film!'

Another extra, Lucy Wallis, warns people who want to be extras that the job is often not very glamorous. 'I was once paid £100 to pretend to be dead for the day, for an episode of the TV programme *London's Burning*'

Rob's book, which is packed with tips about the film and TV industry, stresses that extras have to be prepared for anything. He adds: 'Working as an extra doesn't pay very well, but it's unique and it's fun. And although they don't get much thanks for it, the extras are a major factor in a film's success - don't forget that'

### 3. Complete the crossword.



#### Clues across

- 1 to record another language over the original language
- 4 the story; what happens in the film
- 5 e.g. a Dracula film
- 7 a film that continues the story from an earlier film
- 10 e.g. a film with space ships visiting other planets
- 11 a film that makes you laugh
- 12 a film with a lot of exciting sequences, e.g. with fast cars or a lot of people fighting
- 14 the actors in a film
- 15 a particular sequence in a film, usually shot in the same location

#### Clues down

- 1 the person who gives instructions to the actors and technicians on a film
- 2 the part or character an actor plays
- 3 the voices, music, and other noises of a film



6 a film with a lot of songs

8 filmmakers often use computers to create special\_\_\_\_

9 another word for (the film was) 'shot'

13 *The Lord of the Rings* was based \_\_\_\_ a book by I. R. R. Tolkien

14 all the people who help to make a film

15 *Gone With the Wind* was \_\_\_\_ in the 19<sup>th</sup> century during the American Civil War

**4. Tick (v) the things which are true about extras and put a cross (X) next to those which aren't.**

- 1 Extras can meet the stars of the films that they're in.
- 2 You can earn a lot of money being an extra.
- 3 People who look 'normal' get more work than those who look different.
- 4 Extras need to be patient.
- 5 Extras need to be good-looking.
- 6 Being an extra is a full-time job.
- 7 Being an extra can be hard work
- 8 Extras don't get the recognition they deserve.

**5. Find in the text words with the same meaning.**

- 1 the studio or place where a film is made
- 2 attractive and exciting
- 3 standing or sitting doing nothing
- 4 normal or typical
- 5 pieces of useful advice
- 6 wanted, liked the idea
- 7 make angry
- 8 is good or convenient for

**6. Here are some of the categories for the annual Academy Award Winners. Each winner gets an Oscar. Look back over the past few years not just this year - 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 and discuss your notes with a partner.**

Best film

Best Actor

Best Actress

Best Supporting Actor





Best Supporting Actress

Best Director

Best Original Screenplay (script)

Best Screen Adaptation

Best Cinematic Photography

Best Editing

Best Special Effects

Best Original Score (music)

Best Costumes / Wardrobe

Best Title Sequences / Credits

Best Short (film)

Special Award for Services to the Cinema Industry, the motion picture business,

the dream factory, the movie world

7. Do you agree with the statement *Life is like a movie*? Why/why not?

### ◆ LISTENING

#### Listening 1

**You will hear people talking in eight different situations. For questions 1-8, choose the best answer, A, B or C.**

1. You hear a woman talking on the radio about an actor. Why does she think he is so popular?

A because he is very attractive

B because he is a very good actor

C because of the parts he plays

2. You overhear a woman talking in a cafe to a friend. What does she want him to do?

A get her a part in a film

B arrange a meeting with the director

C introduce her to an actor

3. You overhear a man telling his friend about a film he has seen. What is his opinion of it?

A it was too long

B it was excellent

C parts of it were good



4. You overhear a man phoning a cinema box-office on his mobile. What does he want them to do?
- A change his tickets
  - B change his seats
  - C refund his money
5. On local radio you hear some people discussing plans for an old cinema. What does the speaker want to do?
- A knock it down and build a new one
  - B make alterations and modernise it
  - C turn it into a conference hall
6. You overhear a telephone conversation between a man and his son. Why is the man angry?
- A his son has forgotten to buy some tickets
  - B his son has lost some tickets
  - C his son has bought the wrong tickets
7. You hear part of a radio documentary about the making of a film. What are the director and producer talking about?
- A changing an actor
  - B filming a scene again
  - C cutting a scene
8. You hear part of a radio interview where a woman is talking about a famous actress. How does she know her?
- A they went to the same secondary school
  - B they went to the same university
  - C they went to the same drama school

### Listening 2

**1. You are going to listen to the interview. Listen to the first part of an interview with Dagmara and answer the questions.**

1. Where does Dagmara live?
2. What was she doing before the shooting of the film started?
3. Was that her real job?
4. Where did she meet Spielberg?
5. What did she have to do there? Why?
6. How well did she do it?
7. What happened afterwards?



**2. Listen to the second part of the interview and then make notes under the headings below.**

What she had to do during the film

The most difficult thing about the job

The worst moment

What it was like to work with Spielberg

Her opinion of the film

How she feels when she watches the film

### Listening 3

**a) Would you go and see a film which was described in any of the following ways? Why / why not? Explain your decisions to a partner.**

amusing	explicit	hyped-up	predictable
art-house	gory	moving	soppy
convoluted	gripping	off-the-wall	tense
disturbing	harrowing	over-the-top	uplifting

**Choose four of the adjectives to describe films you've seen. Tell a different partner about them.**

**b) You are going to listen to four short conversations in which people talk about films. Listen and match two of these sentences with each conversation. Two sentences aren't true for any conversation.**

1. The film had a happy ending.
2. A speaker apologises for something.
3. The film wasn't in English.
4. A speaker is persuaded to do something.
5. One of the speakers cried during the film.
6. One speaker accuses another speaker of something.
7. The film was violent.
8. A speaker got into an argument with someone in the cinema.



9. The speakers agree the film was incredible.

10. One of the speakers is thinking of going to see a blockbuster.

**Explain your choices to a partner.**

**c) Listen to the first conversation again. Complete the conversation.**

K: What a depressing film!

B: Oh, I know, I'm sorry. I wouldn't have suggested it 1) .....  
more about it.

K: No, it's not your fault. I thought it'd be good too — it had  
(2) ..... I mean, it said in the paper it had light touches and a  
really uplifting ending.

C: I guess that scene with the priest was kind of funny.

K: Yeah, but (3) ..... And I don't see how topping yourself  
really constitutes a happy ending.

C: I think you were supposed to (4) ..... a release for him.

K: Mmm. I can't say it felt like that to me. Just depressing.

B: Yeah, absolutely. So what are we doing now? Are you just going home  
or what?

C: I don't know. What have you got in mind?

B: (5) ..... about going to get something to eat.

C: Oh, right. I'm not actually that hungry, but I don't mind coming along  
for a drink. Kathy, what about you?

K: I am (6) ....., but I should really get back and do some  
work.

B: Oh, come on, one night off (7) ..... Go on.

C: Yeah, you're not going to get much work done by the time you get  
home, are you?

K: Oh, all right. You've (8) ..... Where were you thinking of  
going?

**d) Discuss these questions with a partner.**

1) Do you read film reviews? Have you ever been let down by one?

2) Has anyone in an audience at the cinema ever spoiled a film for you?  
What happened? Did you say anything to them?

3) Do you know any film snobs?



## Listening 4

### **Voluntary censorship**

In the early 1920s, Hollywood was rocked by a series of scandals involving major stars and directors. The film production companies were afraid that government censorship of films would be introduced, and to avoid this they set up a system of voluntary censorship. Will H. Hays, the US Postmaster-General, was invited to supervise this system in December 1921, and took up his new job as president of the Motion Pictures Producers and Distributors of America (MPPDA) in 1922. After eight years of work, he produced a document which became known as 'The Hays Office Code' in 1930. The code was in operation until 1966, and as a result, American films were never classified (for adults, adults with children, or for children) in the way they were in other countries. All films were supposed to be suitable for everyone. The code began with three general principles:

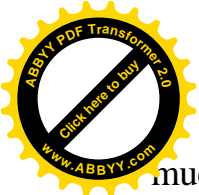
1 No picture shall be produced which will lower the moral standards of those who see it, hence the sympathy of the audience shall never be thrown to the side of crime, wrong-doing, evil, or sin.

2 Correct standards of life, subject only to the requirements of drama and entertainment, shall be presented.

3 Law, natural or human, shall not be ridiculed, nor shall sympathy be created for its violation.

This was followed by very detailed sections on 'Particular Applications', which included: (1) crimes against the law; (2) sex; (3) vulgarity; (4) obscenity; (5) profanity; (6) costume; (7) dances; (8) religion; (9) location; (10) national feelings; (11) titles; and (12) repellent subjects; together with three sets of extra 'Special Regulations' on (1) crimes in motion pictures, (2) costumes, and (3) cruelty to animals.

The Hays Code was often the subject of jokes, very often because it was so specific. For example, the 'Profanity' section listed 28 forbidden words, and in one case a Shakespearean story had to have its text altered because it used one of them. The 'Vulgarity' section explicitly forbade jokes about 'travelling salesmen and farmers' daughters'. However, since the code disappeared, many people have been worried about the effects of violence, sex, and bad language in the cinema, and there have been calls for a new 'Hays Code'. In Britain, the British Board of Film Censors still exists, but its job is not so much to ban films as to grade them ('U': unrestricted, 'PG': parental guidance, '18': over 18, and '15': over 15). Recent publicity has been directed not so



much at the cinema as at video 'nasties', and violence has been more worrying than sex on video. And after all, anyone with £1.00 in cash can rent a video film.

### Exercise 1

*Listen to Charles Orson, the Hollywood director, talking about the Hays Office Code.*

- 1 What did they have to do before they started filming?
- 2 Why does he say it was a good thing?
- 3 What did the Hays Office say he would have to do to his script in 1948 or 1949?
- 4 What were two things you weren't allowed to show?
- 5 Why would directors have to use an image?
- 6 What did he feel about censorship?
- 7 How does he feel now?

### Exercise 2

Look back at the reading passage. What do you imagine it might have said in the twelve 'Particular Applications' in the Hays Code? What about the 'Special Regulations'?

Work began on *The Outlaw* in 1940, but it fell foul of the Hays Code in 1943 and was not released until 1946. Howard Hughes made the most of this notoriety in the film's promotion.

### Exercise 3

Orson says that 'you have to draw the line somewhere'. Do you think that film/video censorship is necessary?

You are going to draw up a code for one of the following: television, cinema, video tapes.

Work in pairs and draw up a list of positive and negative rules. Decide with your partner whether you want the code to be compulsory or voluntary.

Write out the rules and regulations using the language on this page to help you.

Discuss your rules and regulations with another pair.

Would you 'classify' films, TV programmes, and videos for people's guidance? How would you classify them?



## ◆ LANGUAGE IN USE

### TOPICAL VOCABULARY

**Cinema:** cinema (house), open-air theatre, drive-in theatre, film (movie, picture), to go to the cinema, normal screen, wide (large, broad) screen, the first (second) showing, entrance (exit), showing (performance, programme) begins at... (ends at...), colour poster, the box office, to book tickets.

**Films:** documentary, educational, popular scientific (or science) film, feature film, science fiction, animated cartoon, adventure film, musical, puppet film, wide-screen, colour (black-and-white, mute, dubbed, full-length, short-length) film, two (three) part film, wartime epic, newsreel, serial, "X" film, star-studded film, the screen version (adaptation) of the novel.

**Parts of films:** scene, outdoor (indoor) scene, the opening scene, the final scene, crowd scene, an episode, still, shot, long shot, close-up, caption, subtitle, flash-back(s).

**Cinema work:** to shoot (produce, make) a film, to make a screen version (adaptation) of a novel, to screen a novel (play, story), to play (act) on the screen, to release a picture, to come out (about a film), to go into production, to remake a film, to be dubbed in..., to present a film in..., co-production (joint production), directed by..., scenery and costumes by..., the songs set to music by... .

**Cinema workers:** producer, film director, art director, director of photography, camera-man, script-writer, animator, costume designer.

**Cinema-goers:** film goers, audience, film fans, to watch the film, to watch smb. acting on the screen, to see a film.

**Actors and acting:** the cast, comedian, an actor of great promise, leading actor, star, to play the main (leading, title, key) or small (supporting, minor) role, to co-star, to portray a character, to give a convincing (memorable, captivating, warm, brilliant, superb) portrayal of, to give a magnificent performance as...(in), to take (gain) the best actress (actor) award (title), to create a true-to-life image, to make the most of the role, to bring to life on the screen, to come alive on the screen, a typical N role, to outshine everybody else, a new N film, to star in a role, to be miscast (ill-chosen), to be cast to advantage.





**Effect. Impression:** the film deals with (depicts, presents, tells of), the message of the film, to win universal acclaim, to praise unreservedly, to leave a deep and lasting impression on, to appeal so much to the audience, to be (make) a hit with the public; a delightful, amusing comedy; entertaining (powerful, gripping, absorbing, vividly dramatic, technically brilliant, sad, depressing, slow-moving, dragged-out) film; to mar a film, to leave smb. cold, empty of serious content, a flop, a good film, not without flaws, a run-of-the-mill film, not a film to everyone's taste, not an easy film to watch, obscure and complex ideas.

## *PRACTICE*

### **1. Read the text below and think of the word which best fits each gap. Use only one word in each gap.**

Harry Houdini (1874-1926) was one of the most famous magicians, escapologists and stunt performers of all time. Born in Hungary, he emigrated with his family to the United States 1 \_\_\_\_\_ he was just four years old. As a child, Erich Weiss, 2 \_\_\_\_\_ he was known until he changed his name in 1891, had several jobs, including that of trapeze artist. In the beginning, Houdini concentrated 3 \_\_\_\_\_ traditional card acts but soon began experimenting with escape acts. He 4 \_\_\_\_\_ free himself from handcuffs, chains, ropes and straitjackets often while suspended upside down in water and in full view 5 \_\_\_\_\_ the audience. Soon he was playing to packed houses all 6 \_\_\_\_\_ the country.

Houdini explained some of his tricks in books written throughout his career. He revealed that some locks 7 \_\_\_\_\_ be opened with force, and that he was 8 \_\_\_\_\_ to regurgitate small keys which he had previously swallowed. He was not double-jointed, as 9 \_\_\_\_\_ sometimes reported, but was extremely athletic, 10 \_\_\_\_\_ able to dislocate his shoulders at will. Ironically, Houdini 11 \_\_\_\_\_ not die while performing one of his dangerous stunts but as the result of a ruptured appendix. His is even today one of the ten 12 \_\_\_\_\_ recognised celebrity names in the world.

### **2. Put the vocabulary into the appropriate categories and add more of your own. Some items will appear in more than one category.**

- producer • stage • audience • atmosphere • rapport • style • special effects • setting • theme • talent • prose • chapter • characters • play • lines • sketch
- directing • script • art • portrayal • interval • cast • curtain • performance • photography • author



<b>The Cinema</b>	
<b>The Theatre</b>	
<b>Literature</b>	

3. In the sentences below, one of the words/phrases in bold is not suitable. Cross it out and say why it is wrong.

1 The character of Doyle was totally **convincing/ exciting/compelling**.

2 **The plot** is quite **twisted/complicated/hard** to follow.

3 **The spectacular/stunning/entertaining** scenery made the film watchable despite the **wooden/ deadened/amateurish** performances.

4 The play was made all the more effective by the brilliant **star-studded/talented/gripping** cast.

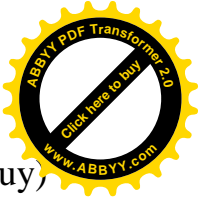
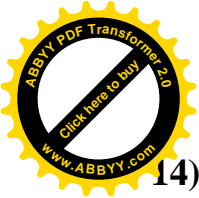
5 The script was a little **absorbing/disappointing/ weak** in places, relying **rather too heavily** on **clichéd/ hackneyed/abused** phrases.

6 The stunts and special effects were **magnificently portrayed/very professionally done/well executed**.

4. Read the passage below and put the verbs into the correct verb form.

The plot 1) ..... (**be**) quite straightforward. The action 2).....(**begin**) when Garth, the main character, 3)..... (**wake up**) in a bad mood because it 4)..... (be) his thirtieth birthday. 5).....(sense) that his life 6) ..... (**pass**) him by, he 7).....(**decide**) there and then 8).....(**make**) a fresh start. 9) ..... (**open**) his wardrobe, he 10) ..... (**take**) all his clothes and 11).....(**stuff**) them into large bin-liners.

After 12).....(**put**) on a pair of scruffy jeans and an old sweatshirt, he 13)..... (**dump**) all his clothes in **the** rubbish and



14) ..... (head) off into town 15)..... (buy) himself something stylish. What 16).....(follow) is a series of adventures as he 17)..... (set) about 18).....(try) 19)..... (recapture) his youth.

## 5. The Movies and You

Suppose that you have been chosen to produce or direct a movie. You know that the first thing you must do is to plan the production of the entire film beforehand. There will be many important decisions that you will have to make even before you begin.

I. First, you must decide what kind of film you are going to produce. Some possible types:

spine chiller	soap opera
cliff-hanger	animated film
spectacular	

Match the terms in the above list with the definitions below.

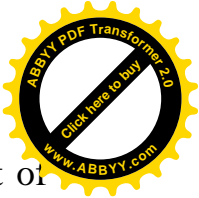
_____	1. a sentimental tearjerker
_____	2. a suspense type mystery
_____	3. a lavish show with lots of extras and props
_____	4. a hand-drawn film using no real actors
_____	5. an adventure that keeps the spectator in suspense through many exciting episodes

II. Second, you must decide on the cast, that is the actors who will take part in the film. Some possible members:

stand-in	stunt man
ingenue	extra
script girl	

From the above list whom would you choose for the following parts?

_____	1. the part of a naive young girl?
_____	2. a substitute for the leading man during an auto accident scene?
_____	3. each of the hundred soldiers used in one scene as background?
_____	4. a substitute to take the place of the leading lady while lighting is being tried, cameras focused, etc.?



III. Your next decision has to do with the physical setting and enactment of some of the scenes. Some matters you have to deal with are:

ad lib cue  
upstage set  
props

1. The opening scene takes place in front of a row of stores. You don't need the complete store buildings, but you do need an appropriate \_\_\_\_\_ .
2. In that first scene you need a car, a lamppost, and some large signs. In other words, you need certain \_\_\_\_\_ .
3. The hero wants to know if, during the scene, he can depart from the script and add dialogue of his own, or \_\_\_\_\_ .
4. One of the characters forgets his entrances and exits and needs someone to \_\_\_\_\_ him. \_\_\_\_\_ .
5. One extra keeps trying to \_\_\_\_\_ the hero by moving to the back of the set, thus forcing the hero to face away from the audience. You have to reprimand him.

IV. In a meeting with the cameramen, you have to tell them what kind of camera work you want in certain scenes. The types they mention are:

close-up long shot  
fade-out dissolve  
panning

Match the camera work term from the list with its definition.

- \_\_\_\_\_ 1. a scene showing a large crowd in the distance
- \_\_\_\_\_ 2. a scene in which miles of country are shown slowly, from west to east
- \_\_\_\_\_ 3. a scene showing the grief-stricken face of the leading lady
- \_\_\_\_\_ 4. a scene in which a Western street grows darker until the screen is entirely black
- \_\_\_\_\_ 5. a scene in which the hero's face begins to disappear, but before it disappears completely, the villain's face appears



V. The film is finished and distribution begun. You have further decisions to make. Fill the blanks with the term that completes the meaning.

rave                      SRO\*  
angel                     dub in  
straw-hat circuit

1. At one theater where the film is showing, there are more people than there are seats. What sign is placed in the lobby and outside the theater? \_\_\_\_\_
2. The critics love the film and praise it highly. You are pleased because the film is getting \_\_\_\_\_ reviews.
3. Foreign theaters want to show the film so you have to \_\_\_\_\_ new dialogue in French and Italian.
4. Finally you decide to prepare the film as a Broadway play. You need more money, so you seek a(n) \_\_\_\_\_ to underwrite production.
5. The film is also successful as a play. After a long run on Broadway, you send it out on the \_\_\_\_\_ it plays in summer theaters in small cities and towns.

## 6. Describing scenes of films.

Complete the conversations with the words in the box.

floods	gross	mile	twist
gory	hilarious	moving	wet
gripped	lost	squirming	zoomed

1. A: I was in.....of tears by the end.  
B: I know. It was so.....
2. A: That scene where they're robbing the bank was just.....  
B: Yeah, it was OK, but I didn't think it was that funny. Come on! It was brilliant. Honestly, I nearly .....myself.
3. A: I thought the battle scenes were amazing.  
B: Yeah? They were a bit ..... for my liking - the way the camera ..... in on people's arms and heads being chopped off ...  
A: Yeah, I can see that, but I don't mind all that blood and guts.
4. A: I thought it was a really good....., at the end.  
B: Oh, come on! You could see it coming a .....off.  
A: Do you think so? I wasn't expecting it at all.



5. A: I thought the opening fifteen minutes were brilliant.  
B: Yeah, I know. I was quite.....for the first half, but then it just.....its way — and the ending was just ridiculous.  
A: Yeah, it was totally unbelievable, really over the top.
6. A: What about that scene when he's in the toilet? It's so.....  
B: I know. I was literally.....in my seat.

**7. Complete the monologue with expressions from the box.**

anyway	apparently	mind you	as I was saying
at least	all in all, though	admittedly	of course
naturally	by the way	to tell you the truth	
still	no doubt	I mean	
obviously	so to speak	quite honestly	
actually	guess what?	as a matter of fact	

All the A-list stars were there. That model, Angeline, (1)\_\_\_\_\_I think it was Angeline, was there with her new boyfriend. (2)\_\_\_\_\_they've been secretly going out for months. (3)\_\_\_\_\_, it was a glittering occasion. Stars everywhere and the crowds outside simply begging for autographs. (4)\_\_\_\_\_ I couldn't believe my eyes. And the dresses! (5)\_\_\_\_\_, I don't know how much they would have cost - a fortune, I imagine. All designer labels, (6)\_\_\_\_\_.

The photographers were (7)\_\_\_\_\_having a field day, and (8)\_\_\_\_\_ there were reporters everywhere, falling over each other (9)\_\_\_\_\_, to interview the biggest names. (10)\_\_\_\_\_, we didn't have the best seats, (11)\_\_\_\_\_we were in the back row. (12)\_\_\_\_\_, we could still see everything.

(13)\_\_\_\_\_, I was so busy star-spotting that I didn't take in the plot. (14)\_\_\_\_\_ you'd have been the same.

(15)\_\_\_\_\_, I'm not too keen on thrillers but it must have been good because at the end the whole audience rose to its feet and clapped. (16)\_\_\_\_\_, I'm not terribly sure what the story was about, but you really must go and see it when it's on general release.

(17)\_\_\_\_\_, it was an amazing evening and to top it off we went to Quaglin's for supper afterwards, and (18)\_\_\_\_\_ Sarah Jane Fox and Brad Brat were at the next table! How cool is that? (19)\_\_\_\_\_, Sarah Jane Fox has awful skin problems. (20)\_\_\_\_\_, who cares about that when you've got that much money!

**8. Read the text given below and decide which answer A, B, C or D best fits each space.**

**Cinema or Video!**

I don't like going to the cinema very much myself, but my friends all love it, and so I often find myself sitting in the dark trying to 1) \_\_\_\_\_ the conversation on the screen while sweet papers and crisp packets are being opened enthusiastically all 2) \_\_\_\_\_ me.

It is this sort of annoying disturbance at the cinema which makes me hire a video and 3) \_\_\_\_\_ it at home. Then there is no risk of getting cross because it's impossible to 4) \_\_\_\_\_ anything what is going on.

Another problem is that I always do my best to find a seat with a good

5) \_\_\_\_\_ of the screen during the advertisements. Then, two minutes before the main film is due to begin, the seat in front of me will be 6) \_\_\_\_\_ by a heavyweight boxer who blocks out most of the 7) \_\_\_\_\_ and by this time, it's too late to move.

I know this isn't really the point. Cinema fans talk about extra pleasure when their 8) \_\_\_\_\_ and feelings are shared with others. I must admit there's often a very good atmosphere in the cinema, and I'm probably too 9) \_\_\_\_\_ to these things: it only takes up one person making stupid comments to spoil the whole occasion. On balance, I think I'll stick to my video!

- |                  |                |               |                |
|------------------|----------------|---------------|----------------|
| 1. A. follow     | B. listen      | C. watch      | D. hear        |
| 2. A. over       | B. under       | C. around     | D. about       |
| 3. A. see        | B. look        | C. sight      | D. watch       |
| 4. A. listen     | B. hear        | C. watch      | D. look        |
| 5. A. vision     | B. look        | C. view       | D. sight       |
| 6. A. taken      | B. sat         | C. set        | D. chosen      |
| 7. A. scene      | B. scenery     | C. display    | D. screen      |
| 8. A. expression | B. impressions | C. excitement | D. experience  |
| 9. A. sensible   | B. sensitive   | C. insensible | D. insensitive |

**9. Fill in the gaps with one of the words given in the box below and read about shooting risky scenes in action films.**

*careful themselves against stuntmen production action safety acting  
character hurt scenes athletes allow safety*





## Do you Want to Know How Thrillers are Made?

Modern cinema audiences, especially children and teenagers, like to see plenty of thrilling 1) \_\_\_\_\_ in action films. These scenes, which are known as stunts, are usually played by 2) \_\_\_\_\_ who are specially trained to do dangerous things 3) \_\_\_\_\_. You can crash a car, but if you are shooting a film, you have to be extremely 4) \_\_\_\_\_ - sometimes stopping just in front of the camera and film crew. At an early stage in the 5) \_\_\_\_\_, an expert stuntman is invited in to work out the 6) \_\_\_\_\_ scenes and form a team. He is the only person who can go 7) \_\_\_\_\_ the wishes of the director, but he will usually only do this for safety reasons.

Many famous actors like to do the dangerous parts 8) \_\_\_\_\_, which, in their opinion, produces a better 9) \_\_\_\_\_, since stuntmen can't replace the actors. Actors like to become involved in all the important aspects of the 10) \_\_\_\_\_ they are playing, but without the recent progress in 11) \_\_\_\_\_ equipment, insurance companies would never 12) \_\_\_\_\_ them to take the risk. To do their own stunts, actors need to be good 13) \_\_\_\_\_, but they must also be sensible and know their limits. If they were to be 14) \_\_\_\_\_, the film would come to a sudden halt.

**10. On the right are some of the ways we classify films. On the left are some film titles. Match each title with the most appropriate kind of film from the column on the right**

- |   |                         |
|---|-------------------------|
| 1 Last Days of the Black Rock Gang      | a cartoon               |
| 2 Bridge over the Seine                 | a western               |
| 3 John loves Mary loves Tom loves Judy  | a science fiction movie |
| 4 Born to be a Star                     | a disaster movie        |
| 5 Light Years from Yesterday            | a travelogue            |
| 6 The Blood of the Innocents in White   | a documentary           |
| 7 The London to Glasgow Express         | a war film              |
| 8 Avalanche                             | a (Hollywood) musical   |
| 9 Goldilocks at the Teddy Bears' Picnic | a horror film           |
| 10 Wildlife and the West                | a blue movie            |
| 11 Bonaparte and Alexander              | a thriller              |
| 12 Casablanca to Cape Town in 20 days   | a historical film       |
| 13 Life begins at Midnight in Amsterdam | romantic comedy         |

**11. In what, situation might you say the following? Match each question with one of the situations on the right.**

- 1 What's on? You want to know whether the actors are any good.
- 2 Who's in it? You can't see a free seat anywhere.

- 3 What's it about? You need to know what time to get to the cinema.
- 4 Where's it on? You're thirsty.
- 5 What time does it start? You're leaving the cinema with a friend.
- 6 Where shall we sit? There are three cinemas in town and you don't know which is showing the film you want to see.
- 7 Where's the bar? You haven't a clue what to go and see.
- 8 What did you think of it? It might be a horror film and you wouldn't enjoy that.

## 12. Match each person (1 - 5) with what they would say (a - e).

- |                    |  |
|--------------------|--|
| 1 Director         | a Can't you, get on with the shooting? This is costing me money.   |
| 2 Producer         | b Scene 24. Take 25.   |
| 3 Continuity Girl  | c Your make-up's thicker and you're wearing a different dress.   |
| 4 Clapperboard Man | d Clear the set! This is supposed to be a film studio! Get those damned extras out of here! Action! Cut! |
| 5 Cameraman        | e Rolling!   |

## 13. Match type of film with its description.

1	Drama	a	Film, which has an elaborate plot full of unpredictable turns and danger
2	Serial	b	Film, showing some aspects of real human, social activity
3	Melodrama (soap opera)	c	Comedy with the elements of grotesque, sometimes dealing with serious social and political happenings
4	Documentary	d	Cinema film, made by photographing series of drawings
5	Screen version	e	Adventure film of a hard hit type, usually the stress lies on fights and murders
6	Adventure (-film)	f	Film, dealing with inexplicable, preternatural happenings, usually with macabre details
7	Shocker	g	Film, dealing with great real or imagined social events
8	Horror-film	h	Usually sparkling with light humour and popular melodies film
9	Comedy	i	Film with detective intrigue: crime yarn-rather cheap version of a detective game

10	Thriller	j	Love story, staged in the romantic background
11	Tragedy	k	Story, appearing in parts on TV
12	Romance	l	Film, shot on some novel, short story, opera
13	Cartoon/ animated cartoon	m	Film, dealing with life of the Frontier in the times of the wars with the American Indians, cowboys, rustlers etc
14	Western	n	Film, showing consequences of human technical scientific progress
15	Epic	o	Hard-hit type of film with violence and sex
16	Detective (-film)/ crime yarn/gangster yarn	p	Events, dealing with acute problems in the life of a family or an individual, usually resulting in a disastrous situation: death, murder, nervous breakdown etc
17	Science-fiction	q	Film, showing life in a humorous or satirical aspect
18	Musical comedy/vaudeville/variety	r	Usually events close to the real life, showing some kind of family, individual; problems or minor social problems
19	Farce (screwball comedy)	s	Events, dealing with acute problems in the life of a family or an individual, usually showing critical emotional conditions

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

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

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

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

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



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

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

**15. Match each title of the film with the genre it belongs to:**

- |                                 |                    |
|---------------------------------|--------------------|
| 1. The Adventures of Robin Hood | a) Epic movie      |
| 2. The Lord of the Rings        | b) Horror film     |
| 3. The Phantom of the Opera     | c) Adventure film  |
| 4. Some Like it Hot             | d) Romantic        |
| 5. Beauty and the Beast         | e) Fantasy         |
| 6. Cleopatra                    | f) Animated movie  |
| 7. Pretty Woman                 | g) Thriller        |
| 8. Friday the 13th              | h) Romantic comedy |

**16. Choose any genre to your liking and tell about its characteristics using such expressions:**

1. This type of film can be defined as ...
2. ... are usually set in ...
3. The basic plot of such films is ... but there are many variations on the basic plot line.
4. The central plot revolves around ...
5. Popular subjects include ...
6. This genre often incorporates elements from the ... genre.
7. Films of this genre are characterized by ...
8. This genre reaches the pick ( zenith ) of its popularity in ...
9. Films from ... genre are designed to elicit ... from viewers.
10. The characters of ... film include ...

**17. Group work.**

- a) Make up a riddle about one or several types of film for your classmates to guess.
- b) Discuss the various genres of films and explain which you prefer and for what reason.



## 18. Report.

Make the library research about the development of any genre of film in the USA, Great Britain and Ukraine. Present your report in the class.

### WRITING

#### Writing: Reviews

### 1. Understanding the Rubric

Read the rubric below and answer the questions that follow.

You are a member of a cinema society which regularly reviews new films in its newsletter. Write a review for the newsletter, describing the last film you have seen and saying whether or not you would recommend it to other members of the society. Your review should focus on the main points of the film and give the readers a clear idea of what it is about.

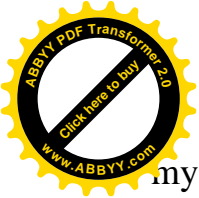
How formal does your writing need to be? Give reasons. Which film would you write about? Would your review be largely favourable or critical? In the boxes below, make notes about vocabulary you would include in the main body of your review (you do not have to fill all of the boxes).

Plot	
Cast	
Acting	
Directing	
Photography	
Other	

### 2. Analyzing the Model

*a. Read the model and put the paragraphs into the correct order. Which phrases from your table have been used?*

A The plot is original and gripping. In a large city of the future lives and works 38-year-old Ben Goode (Pierson), a diplomat who has become known as "The Facilitator" because of his ability to convince others to work with (or for) his government. When a dispute over the planet's last energy resources threatens to lead to history's most destructive war, Ben Goode faces the task of convincing the country's hardline President (Taylor) to come to a compromise with competing countries. In addition, he is pitted against the President's military advisors, and a



mysterious black-clad figure who repeatedly attempts to murder him.

B *The Facilitator*, starring Albert Pierson and Oliver Taylor, is a new political thriller which will keep you guessing throughout and will captivate you with its astonishing (but believable) twists. Although this is director's Alvin McDonald's first full-length film, he brings Robert Sanderson's screenplay to life with smoothness and panache. The result is an exceptional piece of cinematography which will have you at the edge of your seat.

C Another aspect of the film which deserves mention is John Barrett's impressive photography. Gloomy city landscapes under red cloudy skies, breathtaking car chases against violet desert sunsets and aerial shots of the nameless skyscraper-infested city give this film a unique feel.

D To sum up, I feel that *The Facilitator* is by far the best film out this year. Personally, I rank it amongst the greatest films of all time. If you have not seen it yet, make sure you do not miss it.

E As far as the acting is concerned, Pierson and Taylor deliver nothing less than we have come to expect from these two fine actors. Taylor's stillness is menacing and unsettling, and Pierson delivers his long, rich monologues with a fluency which has not been seen since Al Pacino in *Hear*. Alvin McDonald directs his characters with surprising mastery given his age (he is only 36), and the film's superb soundtrack (composed and performed by heavy metal band Livin' Skulls) brings out the suspense in the most effective way.

***b. Fill the gaps with the items from the box to complete the plan.***

• Recommendation • Plot and storyline • Photography • General information about the film • Acting and directing

Introduction .....  
Paragraph 2 .....  
Paragraph 3 .....  
Paragraph 4 .....  
Conclusion .....

**3. Reviews always contain a number of descriptive and evaluative adjectives.**

*Underline any negative evaluative adjectives and circle any positive evaluative adjectives in the review. Then put these adjectives into two groups, positive and negative.*



amateurish clever disappointing dull entertaining exciting fake first rate funny  
hilarious original over-complicated over-long predictable spectacular stunning  
tedious unconvincing witty wonderful wooden

#### 4. Choose an appropriate adjective from this list to complete the gaps.

amateurish entertaining over-complicated predictable spectacular unconvincing

**a** The ending of the film was very \_\_\_\_\_. It was obvious that Meg and Drew would get married after the first five minutes.

**b** The photography was \_\_\_\_\_. The aerial shots of the Niagara Falls in particular were out of this world.

**c** The acting was extremely \_\_\_\_\_. I have seen more convincing performances from children in a school play.

**d** The show was hugely \_\_\_\_\_. We enjoyed it from start to finish.

**e** I thought the plot was \_\_\_\_\_. I had to read the resume in the interval to find out what was going on.

#### ◆ IDIOMATIC TREASURY

##### 1. Match the idioms with their translation.

1. to play a part in something	a. бути одягненим і поводитися відповідно до ситуації
2. to look the part	b. відігравати роль
3. a man of many parts	c. перебільшувати значення
4. to have a part to play	d. почати діяти, застосовувати заходи
5. on somebody's part	e. бути спроможним допомогти
6. to come/be brought into play	f. з чийогось боку
7. to make play of something	g. людина з багатьма навичками

##### 2. Complete the sentences using an appropriate idiom.

1. He looked at first sight like an English tourist. From his tweed jacket to his patterned brogues he \_\_\_\_\_ perfectly.

2. It is now that the side reins may \_\_\_\_\_, encouraging your horse to lower his head.

3. They \_\_\_\_\_ their recent growth in profits. However, these have been due to large-scale redundancies.

4. It was an error \_\_\_\_\_.





5. We all \_\_\_\_\_ in the fight against crime.
6. She \_\_\_\_\_ in local politics.
7. She is good at many jobs. She is a \_\_\_\_\_.

### ◆ CHECK YOURSELF

#### 1. Fill in the gaps with proper prepositions.

- to dote \_\_\_\_\_ smb
- to be up in arms \_\_\_\_\_ smth
- to feel love and admiration \_\_\_\_\_ smb
- to get the final thumbs \_\_\_\_\_
- to bestow fame \_\_\_\_\_ somebody
- an insatiable need \_\_\_\_\_ smth
- to be \_\_\_\_\_ the prime of career
- complete disregard \_ quality
- to chafe \_\_\_\_\_ restrictions
- to gnaw away \_\_\_\_\_ smb

#### 2. Translate into English.

1. Сьогодні кіномагнати змушені стикатися з конкуренцією і тому , щоб уникнути краху, вони інвестують гроші у виробництво наповнених різноманітними подіями фільмів, які мають велику комерційну цінність.

2. Починаючи з 20 сторіччя кіноіндустрія піддалася великим трансформаціям. Швидку і ґрунтовну зміну можна спостерігати сидячи в кінотеатрі, де величезний екран надає вам відчуття всеохоплюючої реальності.

3. Я дуже люблю кіно і щиро вважаю, що воно є дійсним мистецтвом нашого часу. Цей дивний феномен з'явився порівняно недавно, але вже зумів придбати статус улюбленого заняття безлічі людей.

4. Наші дідусі і бабусі були виховані у час радянських фільмів і вони розглядають повчання тих фільмів як уроки з життя, але сучасна молодь рідко поділяє такі ж самі інтереси.

5. Знімальна команда віддає частину себе своєму фільму для того, щоб зробити його першокласним та привабити якомога більше кіношанувальників.

6. Хоча декілька пристойних фільмів і були зроблені в Болівуді, але у більшості випадків сюжети фільмів копіюються із Голівуду.



7. Люди старшого покоління ставляться до американських фільмів з презирством.

8. Актори, які отримують задоволення від своєї роботи, часто відчують докори сумління через те, що приділяють недостатню увагу своїй родині.

9. Фільми, у яких нема кровавих сцен, насильства та звабливих красунь, освіжають наші стомлені очі.

10. У більшості випадків люди відчують любов та захоплення до тих акторів, які багато чого досягли та знаходяться на вершині своєї кар'єри.



## MODULE 3

### SECONDARY EDUCATION AND UPBRINGING

#### ◆ LEAD-IN

**I. Read the newspaper headlines and then discuss these questions with another student.**

- a What educational issues are raised by the newspaper headlines?
- b Which issues do you think are the most important?
- c What educational issues are of current concern in your country?

#### *Maths tests at 14 kill pupils' enthusiasm*

University fees set to rise by 15% next year

Boys still lagging behind in reading and writing

Government plan for more faith schools

PARENTS CALL FOR ACTION ON BULLYING

*SHARP RISE IN TEENAGE TRUANCY FIGURES*

Demand for extra playgroups as more mothers choose to work

Hundreds on waiting list for popular school

All schools to have broadband Internet by end of the year

**II. The following chart shows how a group of British students responded to the question: "What are the most important factors for the success at school?" Do you agree with the findings of the survey? Discuss in groups.**

Natural talent.....	3%
Concentration.....	4%
Alertness.....	6%
High IQ.....	7%
Confidence.....	13%
Being organized.....	16%
Being disciplined.....	22%
Motivation.....	29%



### III. Read the list of places you can find in school:

- a. 1 computer lab 5 music room
- 2 gymnasium 6 science lab
- 3 corridor 7 library
- 4 canteen 8 staff room

b. Use the prompts below to say how each place (1-8) is used. How often do/did you use these places?

- research on the Internet/learn to use different software
- have PE lessons/do gymnastics/play indoor sports
- have lunch/socialise with friends
- have coffee breaks/spend free periods/attend meetings
- spend breaks/play games/socialise with friends
- exhibit artwork/keep lockers/display notices
- read books/study
- have music lessons/practise musical instruments
- learn about Biology/Chemistry/Physics/do experiments

*Eg. A library is used for reading books.*

### ◆ READING AND DISCUSSING

#### TEXT 1

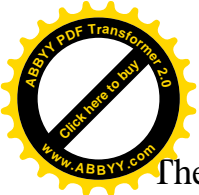
##### 1. Discuss in a class.

What do you know about the structure of primary and secondary education in Ukraine?

##### 2. Read the text.

#### The story of British schools

For largely historical reasons, the schools system is complicated, inconsistent and highly varied. Most of the oldest schools, of which the most famous are Eton, Harrow, Winchester and Westminster, are today independent, fee-paying, public schools for boys. Most of these were established to create a body of literate men to fulfil the administrative, political, legal and religious requirements of the late Middle Ages. The 'public' (in fact private, fee-paying) schools form the backbone of the independent sector. Of the several hundred public schools, the most famous are the 'Clarendon Nine', so named after a commission of inquiry into education in 1861.



Their status lies in a fatally attractive combination of social superiority and antiquity, as the dates of their foundation indicate: Winchester (1382), Eton (1440), St Paul's (1509), Shrewsbury (1552), Westminster (1560), The Merchant Taylors' (1561), Rugby (1567), Harrow (1571) and Charterhouse (1611).

Demand for public school education is now so great that many schools register pupils' names at birth. Eton maintains two lists, one for the children of 'old boys' and the other for outsiders. There are three applicants for every vacancy. Several other schools have two applicants for each vacancy but they are careful not to expand to meet demand. In the words of one academic, 'Schools at the top of the system have a vested interest in being elitist. They would lose that characteristic if they expanded.

From the sixteenth century onwards, many 'grammar' schools were established, often with large grants of money from wealthy men, in order to provide a local educational facility.

From the 1870s local authorities were required to establish elementary schools, paid for by the local community, and to compel attendance by all boys and girls up to the age of 13. By 1900 almost total attendance had been achieved. Each authority, with its locally elected councillors, was responsible for the curriculum. Although a general consensus developed concerning the major part of the school curriculum, a strong feeling of local control continued and interference by central government was resented. A number of secondary schools were also established by local authorities, modelled on the public schools.

The 1944 Education Act introduced free compulsory secondary education. Almost all children attended one of two kinds of secondary school. The decision was made on the results obtained in the '11 plus' examination, taken in the last year of primary school. Eighty per cent of pupils went to 'secondary modern' schools where they were expected to obtain sufficient education for manual, skilled and clerical employment, but where academic expectations were modest. The remaining 20 per cent went to grammar schools. Some of these were old foundations which now received a direct grant from central government, but the majority were funded through the local authority. Grammar school pupils were expected to go on to university or some other form of higher education. A large number of the grammar or 'high' schools were single sex. In addition there were, and continue to be, a number of voluntary 'state-supported' primary and secondary schools, most of them under the management of the Church of England or the Roman Catholic Church, which usually own the school buildings.



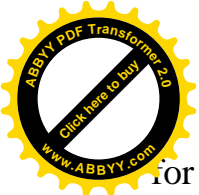
## Primary and Secondary education

Nowadays schooling is compulsory for 12 years, for all children aged five to 16. There are two voluntary years of schooling thereafter. Children may attend either state-funded or fee-paying independent schools. In England, Wales and Northern Ireland the primary cycle lasts from five to 11. Generally speaking, children enter infant school, moving on to junior school (often in the same building) at the age of seven, and then on to secondary school at the age of 11. Roughly 90 per cent of children receive their secondary education at 'comprehensive' schools. For those who wish to stay on, secondary school can include the two final years of secondary education, sometimes known in Britain (for historical reasons) as the 'sixth form'. In many parts of the country, these two years are spent at a tertiary or sixth-form college, which provides academic and vocational courses.

Two public academic examinations are set, one on completion of the compulsory cycle of education at the age of 16, and one on completion of the two voluntary years. At 16 pupils take the General Certificate of Secondary Education (GCSE), introduced in 1989 to replace two previous examinations, one academic and the other indicating completion of secondary education. It was introduced to provide one examination whereby the whole range of ability could be judged, rather than having two classes of achievers; and also to assess children on classwork and homework as well as in the examination room, as a more reliable form of assessment. During the two voluntary years of schooling, pupils specialise in two or three subjects and take the General Certificate of Education (always known simply as 'GCE') Advanced Level, or 'A level' examination, usually with a view to entry to a university or other college of higher education.

New examinations, Advanced Supplementary (AS) levels, were introduced in 1989, to provide a wider range of subjects to study, a recognition that English education has traditionally been overly narrow. These examinations are not set by the government, but by independent examination boards, most of which are associated with a particular university or group of universities.

A new qualification was introduced in 1992 for pupils who are skilled, rather than academically orientated, the General National Vocational Qualification, known as GNVQ. This examination is taken at three distinct levels: the Foundation which has equivalent standing to low-grade passes in four subjects of GCSE; the Intermediate GNVQ which is equivalent to high-grade passes in four subjects of GCSE; and the Advanced GNVQ, equivalent to two passes at A level and acceptable



for university\_entrance. " "

The academic year begins in late summer, usually in September, and is divided into three terms, with holidays for Christmas Easter and for the month of August, although the, exact dates vary slightly from area to area. In addition to each term there is normally a mid-term one-week holiday, known as 'half-term'.

Scotland, with a separate education tradition, has a slightly different system. Children, stay in the primary cycle, until the age of 12. They take the Scottish Certificate of Education (SCE) usually at the age of 16 and, instead of A levels, they take the Scottish Higher Certificate which is more like continental European examinations since it covers a wider area of study than the highly specialised A level courses. Many take their 'Highers' aged 17 rather than 18, with some opting to take a further examination later, the Certificate of Sixth Year Studies (CSYS).

### **3. Study the Essential Vocabulary of the text.**

- to obtain sufficient education
- to receive grants
- to be funded through
- to be under the management
- state-funded/fee-paying schools
- completion of the compulsory cycle of education
- the General Certificate of Secondary Education (GCSE)
- to assess children on smth
- the General Certificate of Education (GCE)
- examination board
- to register names

### **4. Answer the questions.**

1. What were public schools created for?
2. Which the most famous public schools do you know?
3. What did Education Act (1944) introduce?
4. What were pupils of secondary and grammar schools expected to obtain?
5. What examinations should children in Great Britain take on completion of school?
6. What innovations were introduced in 1989 and 1992?
7. What is the peculiar feature of Scottish schooling?





## TEXT 2

### 1. Discuss in a class.

What can you remember about your first impressions of the school or college you attend?

What do you think about an ideal school, do you know at least one? Write 5 characteristics of an ideal school. Share your ideas with other students.

### 2. Read the text.

*In the following text A. S. Neill describes his famous school Summerhill, which he founded in 1921.*

#### The Idea of Summerhill

This is a story of a modern school - Summerhill. Summerhill began as an experimental school. It is no longer such; it is now a demonstration school, for it demonstrates that freedom works.

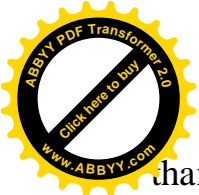
When my first wife and I began the school, we had one main idea: to make the school fit the child - instead of making the child fit the school.

Obviously, a school that makes active children sit at desks studying mostly useless subjects is a bad school. It is a good school only for those who believe in such a school, for those uncreative children who will fit into a civilization whose standard of success is money.

I had taught in ordinary schools for many years. I knew it was all wrong. It was wrong because it was based on an adult conception of what a child should be and of how a child should learn.

Well, we set out to make a school in which we should allow children freedom to be themselves. In order to do this, we had to renounce all discipline, all direction, all suggestion, all moral training, all religious instructions. We have been called brave, but it did not require courage. All it required was what we had - a complete belief in the child as a good, not an evil, being.

My view is that a child is innately wise and realistic. If left to himself without adult suggestion of any kind, he will develop as far as he is capable of developing. Logically, Summerhill is a place in which people who have the innate ability and wish to be scholars will be scholars; while those who are only fit to sweep the streets will sweep the streets. But we have not produced a street cleaner so far. Nor do I write this snobbishly, for I would rather see a school produce a happy street cleaner



than a neurotic scholar.

What is Summerhill like...Well, for one thing, lessons are optional. Children can go to them or stay away from them - for years if they want to. There is a timetable - but only for the teachers.

The children have classes usually according to their interests. We have no new methods of teaching, because we do not consider that teaching in itself matters very much. Whether a school has or has not a special method for teaching long divisions is of no significance, for long division is of no importance except to those who want to learn it. And the child who wants to learn long division will learn it no matter how it is taught.

Summerhill is possibly the happiest school in the world. We have no truants and seldom a case of homesickness. We very rarely have fights - quarrels, of course, but seldom have I seen a stand-up fight like the ones we used to have as boys. I seldom hear a child cry, because children when free have much less hate to express than children who are downtrodden. Hate breeds hate, and love breeds love. Love means approving of children, and that is essential in any school. You can't be on the side of children if you punish them and storm at them. Summerhill is a school in which the child knows that he is approved of.

The function of the child is to live his own life - not the life that his anxious parents think he should live, nor a life according to the purpose of the educator who thinks he knows what is best. All this interference and guidance on the part of adults only produces a generation of robots.

In Summerhill, everyone has equal rights. No one is allowed to walk on my grand piano, and I am not allowed to borrow a boy's cycle without his permission. At a General School Meeting, the vote of a child of six counts for as much as my vote does.

But, says the knowing one, in practice of course the voices of the grownups count. Doesn't the child of six wait to see how you vote before he raises his hand? I wish he sometimes would, for too many of my proposals are beaten. Free children are not easily influenced; the absence of fear accounts for this phenomenon. Indeed, the absence of fear is the finest thing that can happen to a child.

### **3. Study the Essential Vocabulary of the text.**

to set out

to renounce smth

to be innately wise

to be optional



to be of no significance  
truants/truancy  
to be downtrodden  
to storm at smb

#### 4. Find English equivalents in the text.

На практиці, пристосовувати школу до потреб дитини, змушувати дітей відповідати вимогам школи, стандарт успіху, бути основаним на, абсолютна віра у, на мій погляд, відвідувати предмети що відповідають віку, бути на боці дитини.

#### 5. Find equivalents in the text.

to be suitable or competent for sth, idea or plan that takes shape in the mind, refuse to recognize, possessed from birth, which may be chosen or not as one wishes (not compulsory), oppressed (kept down and treated badly).

#### 6. Fill in the gaps with words or phrases from the text.

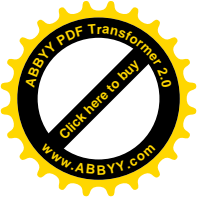
- a) There is no doubt that s\_\_\_\_\_ of young generation in Ukraine is money.
- b) I can't even imagine a school which has r\_\_\_\_\_.
- c) I think every parent should have a c\_\_\_\_\_ in the child as a good, not an evil being.
- d) My v\_\_\_\_\_ is that every person is i\_\_\_\_\_ kind.
- e) In our school every child has c\_\_\_\_\_.
- f) Jack's father was always on his s\_\_\_\_\_ if his mother p\_\_\_\_\_ him and s\_\_\_\_\_ him.

#### 7. Explain in English.

To make the school fit the child; innately; optional lessons; to be downtrodden.

#### 8. Answer the questions:

- a) In what ways does a child usually have to fit a school? To what extent do you think Summerhill fits a child?
- b) What are the freedoms that children at Summerhill enjoy?
- c) Compare your school with Summerhill, what would you change in your school first of all?



## 9. Comment on the statements.

- a) Every child is innately wise and realistic.
- b) A school that makes active children sit at desks studying mostly useless subjects is a bad school.
- c) The function of the child is to live his own life. All interference and guidance on the part of adults only produces a generation of robots.
- d) Free children are not easily influenced. The absence of fear is the finest thing that can happen to a child.
- e) The aim of life is to find happiness, which means to find interest.
- f) Education should be a preparation for life. Most of the school work that adolescents do is simply a waste of time, of energy, of patience. It robs youth of its right to play and play; it puts old heads on young shoulders.

**10. Imagine you are one of the pupils of the Summerhill school. What do you think your school life would be like? Think about your relationship with the master and teachers, and the subjects you studied. Discuss your ideas with your group mates.**

## TEXT 3

### 1. Discuss in a class.

- a) Do you remember your school years? What was the atmosphere in the classroom like? What relationships did you have with your classmates and teachers?

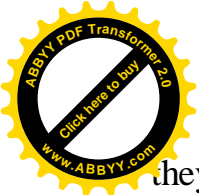
### 2. Read the text.

#### British School Stereotypes

How was your school life? Did you enjoy it? Or did you hate it? Of course, your experience at school depended on many things, the school itself, the teachers and the pupils. What are British school children like, you may wonder. Well, most of time they're just like school children from all over the world. They want things like extra playtime, no homework and permission to go to the toilet when the class gets boring. However, in every British class there are some distinct types of pupil. We've identified a few of these stereotypes and we'd like to tell you all about them.

#### The Nerd

The **nerd** knows absolutely nothing about fashion, popular music or sport. They are generally excellent at Maths and Science and are usually highly intelligent. At school



They are often the victim of cruel jokes or comments because of their clothes and hair. Nerds hate sport and they hate gym class, especially on cold winter days when they have to go out and play football. They stand on the pitch trying to keep warm and hoping no one will notice them. They spend the whole of the lesson trying to avoid the ball. They are usually blamed for any poor performance by their team.

In class they sit there day-dreaming and thinking about nuclear physics and things like that. At home they love reading, playing computer games and surfing the net. Nerds want to be Bill Gates when they are older.

### The Bully

**Bullies** spend their school lives thinking of cruel jokes to play on the weaker students. Some of their favourites include: Toilet Flushing: this consists of putting the victim's head down the toilet and pulling the chain.

The Strip: this involves stripping the victim and inviting other pupils to come and laugh.

Wedgies: this consists of lifting the victim up, putting the victim's pants over a coat-hook and leaving them in a most embarrassing position.

Book Stealing: this involves stealing books and throwing them in a puddle, making them wet and dirty.

Tax collection: this consists of inviting the victim to make a "voluntary" donation of one pound a day to the bully.

When they're older, bullies want to be soldiers, police officers or school P.E. teachers.

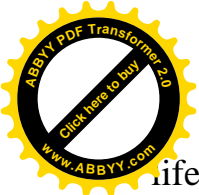
### The Know-It-All

The **know-it-all** spends class time thinking of questions to ask the teacher. They are the ones who always put their hands up first when the teacher asks a question – even if they don't know the answer. "Me! Me!" they shout until they get the teacher's attention.

They love it when they do well in exams and they'll let the rest of the class know all about it, saying things like, "hey! Look what I got in the history exam", or "didn't you pass? I did". Know-it-alls want to be prime ministers when they're older.

### The Class Weirdo

The class **weirdo** is the quiet student who sits at the back of the class and never says a word. Class weirdoes spend their time in class doodling and writing "I hate



life” all over their books. Out of school, they enjoy smoking, shoplifting and cruelty to animals. They frequently skive off. They hate their parents and the only time they talk to them is to ask for money. Class weirdoes want to burn the school down.

According to statistics, about 10% of British children suffer from mental disorders such as anxiety, depression, obsessions, and paranoia. This explains why there are so many weirdoes in British schools.

### The Teacher’s Pet

The **teacher’s pet** is the one who loves to help the teacher. They sit in the front of the class and are always asking if there’s anything they can do. They love to hear the teacher say “good boy” or “good girl”. They will quite happily snitch on their classmates when someone has been naughty.

Out of class they spend their time drawing pictures and writing letters to the teacher. When they are older, teacher’s pets want to be teachers.

### The Class Joker

The class joker will do anything to get attention, even at the risk of looking silly or getting into trouble. They love playing tricks on the teacher. Some of their favourites include leaving drawing pins on the teacher’s seat and throwing paper aeroplanes around the class when the teacher isn’t looking. They are popular with their classmates, and even the teacher finds them amusing at times, although they would never admit it.

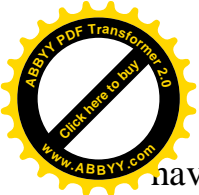
At home they are often bored because there is no one to impress. They spend the evening sitting on the sofa eating chocolate or preparing things to say the following day at school. As adults they often become clowns.

### The Swot

The **swot** always turns up at school neat, tidy and perfectly organized. They have pencil cases with everything they could possibly need for class: rulers, coloured pens, pencils, etc.

In class, they pay careful attention to everything the teacher says and take detailed notes. They study hard for all their exams and always do well. Their work is always perfect and beautifully presented.

At home, they always do their homework and they won’t go out to play until they’ve finished everything. When they aren’t studying, they enjoy stamp collecting, sticking pictures in albums or playing with educational games on the computer. They



have very supportive parents who often actively help with homework or class projects. Swots want to be university research scientists when they are older.

### The Class Leader

The **class leader** is the sporty, good-looking one with trendy parents. They know what clothes to wear, what music to listen to and generally how to be cool. In class they often pass secret notes around to other pupils. They like to control the class by deciding who their best friend is. In the playground, they form exclusive gangs or cliques. They also organize games and make cruel decisions about who can join in. At home they spend their time reading magazines or gossiping to their friends on the phone. Class leaders often become salespeople, bank clerks or estate agents.

### The Trendies

The **trendies** are the group of kids who think they are better than all the rest. They experiment with drink and drugs earlier than the other kids and they think they're really cool. They often listen to obscure music that no one else has ever heard of or can even understand. They have their own uniform that makes them easily identifiable. They often become civil servants or English teachers.

### 3. Match the words with their explanation.

1. a bully	a) a person who thinks he knows everything about everything
2. a swot	b) the student that the teacher loves
3. a weirdo	c) a person who attacks smaller, weaker people
4. a nerd	d) a person who studies a lot
5. to skive off	e) the place where you play football
6. to shoplift	f) to randomly draw on books
7. to day-dream	g)
8. a teacher's pet	h) someone who doesn't know how to make friends and wears bad clothes
9. a know-it-all	i) to inform someone about something bad that other people have done
10.to snitch	j) a strange person
11.a pitch	k) to be thinking when you should be concentrating on something else
12.to doodle	l) to steal from a shop





## TEXT 4

**1. Read this extract from a textbook on the history of childhood in Britain. What changes do you think will be mentioned in the rest of the extract?**

### A history of childhood

For much of the 19th century, childhood was often short and brutish, and the young were treated merely as small adults. Yet some changes have completely transformed expectations for the early years of life.

**2. How do you think children's lives have changed in your country in relation to**

- work and education?
- family life?
- freedom?
- leisure?

**3. Read the two extracts below and see if some of your ideas are mentioned. How far do you think the changes in Britain are reflected in your country?**

### Work and education

In the nineteenth century, children from poor families were expected to contribute to the family from an early age. But, various measures since then have gradually marked out childhood as a distinct phase of life. For example, the school-leaving age was gradually raised. Consequently, school work has replaced paid work, and the period of children's total dependency on their parents has correspondingly expanded. Furthermore, until relatively recently, children had expected physical punishment for disobedience at school. If current plans are implemented, within the next few years, most European countries will have outlawed smacking, even in the home.

### Family life

Family size has directly affected children's lives. In the second half of the 19th century, 43 per cent of the population were brought up in a family with seven or more children. By the middle of the 20th century, this proportion had fallen to two per cent, and has remained stable ever since.

Changing gender roles have also affected children. The idea of the mother as sole carer for her children emerged in the mid-twentieth century. Before then,



childcare assistance was common: wealthy classes employed nurses, while humbler families paid a girl to help.

More significantly, the stereotypical authoritarian male has been steadily declining. At one time, children encountered the same model across all society - in schools, in the home and elsewhere. Sexual equality gave women more rights and made family relations more flexible. Remarkably, it allowed fathers to become their children's friend.

**4. Dwell on how family standards have changed nowadays. How can you characterize an average Ukrainian family? Is there a difference between the roles of mother and father? How have the roles of mother and father changed in the family nowadays?**

**5. Complete the following two extracts with the correct forms of the verbs in brackets.**

#### Freedom

Up until the end of the 19<sup>th</sup> century, children (1) \_\_\_\_\_ (be) much more visible. Since then, better quality housing and more space at home actually (2) \_\_\_\_\_ (lead) to children spending less time outdoors. More recently, parent anxieties about traffic and strangers finally (3) \_\_\_\_\_ (finish off) children's street culture. Ironically, children of all classes now (4) \_\_\_\_\_ (travel) further afield than ever before – including foreign holidays – yet independent movement is ever more curtailed.

#### Leisure

In the 1950s, teenage culture (5) \_\_\_\_\_ (begin) to gain an identity of its own, partly due to the influence of the new media. From time onwards until today, consumerism and mass entertainment (6) \_\_\_\_\_ (sustain) a shared culture for children and (7) \_\_\_\_\_ (create) a generation gap from parents, more significant even the gap between different classes. Advertisers (8) \_\_\_\_\_ (be) quick to seize on this as soon as it emerged. Consequently, with higher standards of living, children (9) \_\_\_\_\_ (become) consumers of technical goods, toys, leisure services and much more.

**6. Try and remember yourself during your childhood and compare yourself with nowadays children. What is the main difference? What is the main difficulty in upbringing of modern children?**



## TEXT 5

### 1. Discuss in a class

- a) What do you think has more influence on child's development genetic factors or social ones?
- b) Do you think that appropriate parenting can change heredity? Give your examples.

### 2. Read text 1

#### Is There a Gene for Geniuses?

Dr Howard Gardner of Harvard University believes that geniuses are largely-made. He has banned television from his home because he fears it might rot the minds of his family. He makes time every day to listen to his seven-year-old son, Benjamin, play the piano – even if it is no more than a few minutes during a transatlantic phone call while he is away at a conference.

Dr Sandra Scarr of Virginia University, president of the Society for Research in Child Development, believes geniuses are largely born. She says parents should not worry too much about whether to take their kids to a ball game or to a museum. Talent will out.

It seems psychologists are as divided as ever over the issue of nature versus nurture. This may, however, be about to change. A conference organized earlier this year by the Ciba Foundation brought to London some of the biggest names from both sides of the debate. Startling results from unpublished work were revealed – and the beginning of a consensus could be discerned.

The most exciting results came from those working on the biology of individual differences. Dr Robert Plomin of Penn State University, working with a team from Cardiff University, hopes to announce within the next few months that he has tracked down one of the genes that plays a part in determining intelligence. An unnamed gene has been identified but the results have yet to be confirmed.

At present, it is believed that genes account for at least half of what researchers call “g” – the general cognitive ability that IQ tests are supposed to measure – while environmental influence account for the other half. But so far the evidence for a genetic component has been purely statistical, being inferred from comparisons of twins and other such hereditary studies. Plomin's method makes use of new gene mapping techniques and promises to provide direct evidence of the role that genes play.



Plomin stresses that the discovery of a first gene does not mean the riddle of intelligence has been solved. A single gene will code for only one of the many neurotransmitters and cell proteins that are the building blocks of the brain. This means that hundreds, if not thousands of genes must be involved in intelligence. The identification of even one gene does, however, have immense implication for the nature/nurture debate.

Another innovation, the fMRI brain scanner, has led to a second discovery by those seeking the biological component of mental abilities. Professor Camilla Benbow of Iowa State University is head of a long-term study of the mathematically gifted. For many years she has been puzzled as to why so many of the children in her study should be boys – at the top level boys outnumber girls by 13 to one. In a soon-to-be-published paper Benbow reveals that the gifted boys' brains appear to process spatial information in a very different way from those of average boys and even of gifted girls.

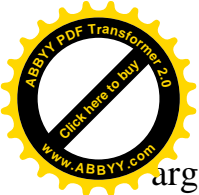
The children in the study were scanned while being presented with a simple visual puzzle. The boys of average ability and the gifted girls showed strong activity on both sides of their brains as they thought about the puzzle. However gifted boys responded very differently. There was a sudden drop in activity in their left hemisphere – the side of the brain most involved in language – and an exaggerated reaction on the right, the side strongest at spatial thinking. It seems that the brains of boys with mathematical talent operate in a way that is physically distinctive.

Benbow says she was surprised that the gifted girls should lack this pattern of response. The only explanation she has is that male brains have a tendency to become more lateralized during development; when this lateralization is taken to an extreme, unusual spatial abilities result.

Because females do not have this tendency (lateralization is known to be hormonally governed), girls who perform well in mathematics are doing so because of a more general mental superiority. And because statistically such all-round ability is less common, this would be the reason for there being fewer mathematically gifted girls.

Benbow is quick to add, however, that cultural expectations probably exaggerate the imbalance. In China, where girls are more likely to get encouragement in mathematics, the number of gifted boys exceeds that of gifted girls by four to one rather than the 13 to one seen in the United States.

Both Plomin and Benbow's findings would seem to give ammunition to the



argument that exceptional mental abilities are largely innate. But the Ciba conference heard equally strong evidence for the role that environmental factors play in creating genius. A theme repeatedly heard from the speakers was that special children invariably have special parents.

### **3. Study the Essential Vocabulary of the text.**

to rot the mind  
to make time  
to track down  
general mental superiority

### **4. Say whether the following statements are true or false.**

- a) Dr Howard Gardner of Harvard University believes that geniuses are largely made.
- b) Dr Sara Scarr of Virginia University believes that geniuses are largely born.
- c) Dr Robert Plomin of Penn State University stresses that the discovery of a first gene definitely means the riddle of intelligence has been solved.
- d) Professor Camilla Benbow of Iowa State University reveals that the gifted boys' brains appear to process spatial information in the same way those of average boys and even of gifted girls do.
- e) In China, where boys are more likely to get encouragement in mathematics, the number of gifted girls exceeds that of gifted boys.

### **5. Comment on.**

- Parents should not worry too much about whether to take their kids to a ball game or to a museum. Talent will out.
- Special children invariably have special parents.

### **6. What do you think has more influence on child's development? Choose 5 items and justify your choice.**

Friends  
friends' parents  
teachers  
television  
brothers and sisters  
books  
Internet



political situation in the native country  
relationships with parents  
parents' relationships  
money/financial situation in the family  
grandparents

## Read Text 2

**Some paragraphs are removed from the text. Insert the suitable paragraphs (A-F) in 1-5.**

It is popular myth that great prodigies – the Einsteins, Picassos and Mozarts of this world – spring up out of nowhere as if touched by a divine finger. The archetype is Karl Friedrich Gauss, born into a supposedly illiterate family of labourers, who grew up to become the father of modern mathematics.

Professor William Fowler of the Massachusetts Centre for Early Learning has attacked this myth, saying that when he looked into Gauss's childhood, he found that Gauss's mother had been teaching him numerals at the age of two. His father had been a foreman, not a labourer, and played calculation games with him. Furthermore, Gauss had an educated uncle who taught him sophisticated maths at an early age.

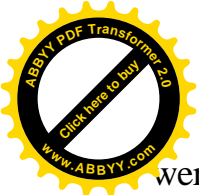
1 \_\_\_\_\_

But what sort of parental stimulation should it be? The conference heard plenty of evidence that, too often, parental pressure and attempts at "hot-housing" children result in burn-out rather than giftedness. Professor Mihaly Csikszentmihalyi of the University of Chicago reported on a study which identified two kinds of parental style – the supportive and the stimulating.

2 \_\_\_\_\_

Csikszentmihalyi's study followed four groups of children: one with supportive parents, one with stimulating parents, one whose parents combined both qualities and a final group who offered neither. The children were given electronic pages; when these buzzed at random intervals during the day, they had to make a note of what they were doing and assess how happy and alert they felt.

The not too surprising result was that the children whose parents were simply supportive were happier than average but were not particularly intense in their concentration when studying or working on an interest. The children who fared best



were those whose parents were both supportive and stimulating. These children showed a reasonable level of happiness and a very high level of alertness during periods of study.

3 \_\_\_\_\_

Another crucial factor stressed at the Ciba conference is the need for parents to have proper conversations with their children. Through having the chance to talk with adults, children pick up not only language skills but also adult habits and styles of thought. One reason why prodigies such as Picasso and Einstein had a head start in life was that they had parents who demonstrated how think about subjects like art or physics at a very early age.

Professor Fowler said a survey in Holland showed that a typical father spent just 11 seconds a day in conversation with his children. A more recent study in America produced a somewhat better result, but the fathers in question were still talking to their children for less than a minute a day.

4 \_\_\_\_\_

Fowler is attempting to show this experimentally with a study in which groups of parents are taught how to have constructive conversations with their toddlers. Fowler says these children have shot ahead of their peer group in language ability and even social leadership skills. While the study is not yet complete, the children appear to have been given a lasting advantage.

So what is the outlook for parents who do everything right, those who manage to be both supportive and stimulating, who are good at demonstrating thinking skills to their children and successful at fostering a selfmotivated approach to learning? Would such parents be guaranteed to have a gifted child?

There was a general agreement at the conference that there is no denying that genuine biological differences exist between individuals; geniuses need to be lucky in both their genetic make-up and their parents. The most significant implication would seem to be that while most people are in a position to fulfill their biological potential – that is, barring serious illnesses or dietary deficiencies, they can be certain their genetic capacities will be fully developed – there can be no such certainty that they will grow up in the environment necessary for that development.

5 \_\_\_\_\_

**A** Supportive parents were those who would go out of their way to help their





children follow their pet interests and praised whatever level of achievement resulted. Generally, such parents created a harmonious home governed by clear rules. Stimulating parents were more actively involved in what their children did, steering them towards certain fields and pushing them to work hard, often acting as a tutor.

**B** So although knowing more about the biology of geniuses is all very interesting, it is research into better parenting and educational techniques that will have lasting significance.

**C** It seems as though what counts may not be quantity so much as quality. How parents engage their children's interest may be crucial factor in determining the attitude of mind and general disposition to learning that a person grows up with. Nobody can afford to undervalue quality of time.

**D** Children whose parents were stimulating without being supportive were candidates for burn-out. These children did work long hours, but their alertness and happiness during study time was far below that of children in more balanced family environments.

**E** It is the same story with other prodigies. Einstein's father was an electrical engineer who fascinated his son with practical demonstrations of physics. Picasso's father was an art teacher who had young Pablo copying still lives at the age of eight. Mozart's father was a court composer who was teaching his son to sing and play almost before he could walk. "In every case, when you look into the backgrounds of great people, there is this pattern of very early stimulation by a parent or mentor figure," Fowler says.

**F** It is not just the time spent counts. Fowler says, but also the way in which a parent talks. A parent who brushes off a child's questions or gives dull answers will be imparting a negative, narrow- minded style of thinking. On the other hand, parents happy to take a child step by step through an argument, encouraging it to explore ideas will foster an open and creative thinking style.

## **2. Study the Essential Vocabulary of the text.**

giftedness

to have constructive conversations with smb

to steer smb towards smth

to brush off smth

to foster an open and creative thinking style

3. Complete the table using information from the text. Add your own point of view.

	Main characteristics	Positive	Negative
Stimulating parents			
Supportive parents			
Parents combining both qualities			
Parents who offered neither			

4. Match the beginning of the phrases with their endings.

1. to make	a) style of thinking
2. to rot	b) the mind
3. exceptional	c) for
4. talent	d) by a divine finger
5. spring up	e) time
6. make	f) superiority
7. clear	g) use of
8. to give	h) conversations
9. account	i) will out
10. to foster	j) a lasting advantage
11. touched	k) out of nowhere
12. to brush off	l) an open thinking style
13. mental	m) rules
14. constructive	n) mental abilities
15. narrow-minded	o) questions

5. Fill in the gaps with the words or word-combinations from the box using appropriate grammar form where necessary.

*Narrow-minded style of thinking to rot the mind to make use of talent will out exceptional mental abilities adult habits and styles of thought at present it is believed to make time within the next few days to brush off to give dull answers to spring up out of nowhere touched by a divine finger*

1. His father has banned computer from his home because he fears it might \_\_\_\_\_ of his son.



2. She \_\_\_\_\_ every day to study English.
3. My mother considers that \_\_\_\_\_ .
4. I hope that you'll finish this project and be ready to present it \_\_\_\_\_ .
5. \_\_\_\_\_ that English is the №1 language in the world.
6. Our teacher believes that we should \_\_\_\_\_ any information to widen our outlook.
7. He is the best student in the class and I am sure that he has \_\_\_\_\_
8. Scientists consider that a parent who \_\_\_\_\_ child's questions or \_\_\_\_\_ will be \_\_\_\_\_ a negative, \_\_\_\_\_.
9. A great number of people believes that great prodigies – Picasso, Mozart and others \_\_\_\_\_ as if \_\_\_\_\_ .
10. Through having the chance to talk with adults, children pick up not only language skills but also \_\_\_\_\_ and \_\_\_\_\_.

## 6. Answer the questions.

1. What makes a good parent?
2. Do you ask your parents for advice?
3. If you had children, what would you do differently from your own parents?
4. Imagine you can choose anyone famous to be your parents. Who will you choose?
5. Should parenting skills be taught in school?
6. How can you identify parenting style of your parents? Are you satisfied with it?

## TEXT 6

### 1. Discuss in a class

- a) Do you think there is an ideal family situation? Write down 5 characteristics of an ideal family.
- b) What role (do parents) does family play in bringing up children?
- c) Do you think that friction between young people and their parents is inevitable? Why?
- d) What are the most common reasons for conflicts and friction?



- e) What will you do to cut down on friction when you become a parent?
- f) How would you like your parents to behave toward you?
- g) What things do you like about the way you were brought up? What things would you like to do differently with your own children? Why?

## 2. Read the text.

### Family Matters My Daughter

James Mitford: My wife and I only had the one child. It might have been nice to have a son, but we didn't plan family, we just had Amy.

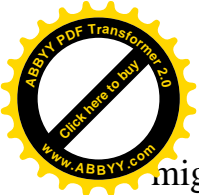
I see her as my best friend. I think she'd always come to me first if she had a problem. We have the same sense of humour, and share interests. I don't mind animals, but she's completely obsessed with them, and she had always had dogs, cats, and goldfish in her life.

We were closest when she was about four, which I think is a lovely age for a child. They know the parents best, and don't have outside contacts. She must have grown up suddenly when she went to school, because I remember her growing away from her family slightly. Any father who has a teenager daughter comes across an extraordinary collection of people, and there seemed to be an endless stream of strange young men coming through our house. By the time I'd learned their names they'd gone away and I had to start learning a new lot. I remember I told her off once in front of her friends and she didn't talk to me for days afterwards.

I wanted more than anything else for her to be happy in what she was doing, and I was prepared to pull strings to help her on her way. She went to a good school, but that didn't work out. She must have upset somebody. When she left she decided she wanted to become an actress so I got her into drama school. It wasn't to her liking so she joined a theatre group and began doing bits and pieces in films. She was doing well, but then gave up. She probably found it boring. Then she took up social work, and finally went to work for a designer and he became her husband. And that's really the story of her life. She must be happy with him - they're always together.

We have the same tastes in books and music, but it takes me a while to get used to new pop songs. I used to take her to see the opera, which is my big passion, but I don't think she likes it very much, she doesn't come with me any more.

I don't think she is a big television watcher. She knows when I'm on, and she



might watch, but I don't know. It's not the kind of thing she tells me.

We're very grateful for Amy. She's a good daughter as daughter go. We're looking forward to being grandparents. I'm sure she'll have a son.

### My Father

Amy Mitford: I don't really know my father. He isn't easy to get on with. He's quite self-centred, and a little bit vain, I think, and in some way quite unapproachable. The public must think he's very easy-going, but at home he keeps himself to himself.

He can't have been at home much when I was a child, because I don't remember much about him. He's always been slightly out of touch with family life. His work always come first, and he was always off somewhere acting or rehearsing. He loves being asked for his autograph, he loves to be recognized. He has won several awards, and he's very proud of that. He was given the Member of the British Empire, and we had to go to Buckingham Palace to get the medal. It was incredibly boring - there were hundreds of other people getting the same thing, and you had to sit there for hours. He shows off his awards to whoever comes to the house.

I went to public school, and because of my total lack of interest and non-attendance I was asked to leave. I didn't want to go there in the first place. I was taken away from all my friends. He must have been very pleased to get me into the school, but in the end it was a complete waste of money. I let him down quite badly, I suppose. I tried several jobs but I couldn't settle down in them. They just weren't challenging enough. Then I realised that what I really wanted to do was live in the country and look after animals, so that's what I now do.

As a family, we're not that close, either emotionally or geographically. We don't see much of each other these days. My interests have always been the country, but he's into books, music and above all, opera, which I hate. If they do come to see us, they're in completely the wrong clothes for the country - mink coats, nice little leather shoes, not exactly ideal for long walks across the fields.

He was totally opposed to me getting married. He was hoping we would break up. Gerald's too humble, I suppose. He must have wanted me to marry someone famous, but I didn't, and that's all there is to it. We don't want children, but my father keeps on and on talking about wanting grandchildren. You can't make someone have children just because you want grandchildren.

I never watch him on television. I'm not interested, and anyway he usually forgets to tell me when he's on.



### 3. Study the Essential Vocabulary of the text.

- to be obsessed with smth
- to tell smb off
- to pull strings
- to do bits and pieces
- to show off

### 4. Find equivalents for the following in the text.

Бути одержимим чим-небудь, мати друзів поза сім'єю, сварити когось, впливати на хід справ, бути вдячним кому-небудь, чекати на когось з нетерпінням, бути у гарних відносинах з, неприступний, репетирувати, показувати у вигідному світлі, не мати нічого спільного з, скромний.

### 5. Match 1-12 with a-l:

1. to be obsessed	a) off
2. to do	b) strings
3. to show	c) with
4. to tell smb.	d) on with smth
5. like chalk	e) himself to himself
6. to pull	f) for
7. to get	g) of touch with smth
8. to be grateful	h) off
9. to keep	i) down
10. to let smb	j) and cheese
11. to be out	k) down
12. to settle	l) bits and pieces

### 6. Fill in the gaps using words from the text.

1. My friend is completely \_\_\_\_\_ with horror films.
2. My parents always \_\_\_\_\_ to help me in my life.
3. To do \_\_\_\_\_ in something can be a good beginning, but to achieve something you should strive for perfection.
4. It goes without saying that every child should be \_\_\_\_\_ his parents.
5. He \_\_\_\_\_ and one may say that he is slightly \_\_\_\_\_ with the real life.
6. I hate people who \_\_\_\_\_ their awards to whoever comes to the house.



## 7. Discuss in groups

- Why do you think the point of view of the daughter and the father are different?
- Who do you think is more realistic describing their family's relationships?
- What do you think is father's mistake in his behavior towards the daughter?
- What do you think is daughter's mistake in his behavior towards the father?

## 8. Write the story of your family relationships using words from the text.

### TEXT 7

1. a) Make a list of three things that you do which make the adults in your house really angry. Share your answers in small groups. What do your lists have in common?

b) Why do adults get angry about the things on the list? Can you come up with any solutions?

2. Below are some of the typical things that parents say to teenagers. Read the article and put the phrases in the gaps.

- If I have to tell you to pick those up one more time ...
- What do you mean you're not hungry? It's taken me two hours to cook it, so you can sit there till you've eaten it.
- No, you can't go to Sharon's party on Saturday night, we've got Auntie Pat and Uncle John coming round.
- No, you can't have another pair of jeans. Do you think I am made of money?

## 3. Read the text.

### Impossible Parents

One minute they're friendly, the next minute they're shouting and screaming loudly enough for the whole street to hear, so what is it that turns a normal happy parent into a raging beast? You, probably!

1 \_\_\_\_\_

Is your room untidy? Do you leave things on the floor? You may find it hard enough to keep one room tidy, so imagine what it's like for your mum and dad trying to keep a whole house in order.





Get into the habit of hanging your clothes up when you take them off and taking glasses and plates down to the kitchen. Before too long you'll be doing it without thinking.

2 \_\_\_\_\_

Even though you may not realize it, your parents are probably quite sympathetic to your requests for new clothes. But they're not buying themselves new things every week, are they? The simple truth is that there are more important things to spend money on, like the electricity bill and food.

3 \_\_\_\_\_

Although you may hate missing a party to listen to some boring old relatives go on and on about what a sweet baby you were, you have no choice. Even if you moan, groan and sulk, your parents won't change their minds. Parents like to show off their family.

In spite of your disappointment, the best thing you can do is to help entertain your relatives. They'll be so pleased with you afterwards that they'll probably let you go to the next two parties.

4 \_\_\_\_\_

Despite the fact that you don't want to eat, think of it from the cook's point of view. If you cook two meals a day, it means 730 meals a year. Can you imagine how boring this can get? Imagine how the cook feels when you say you're not really hungry. Not only that, your parents are probably worried that you aren't eating enough.

Eat fewer snacks and leave room for your meals. Finally, offer to do the cooking every now and then. Your offer may not be accepted, but the cook will be delighted.

#### **4. Decide if these statements are true or false according to the text.**

- It is easy to keep a house tidy.
- Parents would really like to buy you more clothes.
- Teenagers should still be allowed to go out when relatives come to visit.
- Cooking is exciting.
- Teenagers should offer to help in the kitchen.



**5. Work in pairs or small groups. Look at *Impossible parents* again and discuss these questions.**

- a. Would any of the situations make you angry if you were a parent? Why/Why not?
- b. Is life in your country similar or quite different? Give examples.
- c. Each situation is introduced by remarks that parents often use in Britain. Agree on a list of expressions that parents use all the time with teenagers in your country.

**6. Match the phrases in column A with the definitions in column B.**

A	B
1. are sympathetic to	complain
2. go on and on	understand
3. moan and groan	display something you're proud of
4. sulk	talk a lot
5. show off	be in a silent bad temper

**7. Imagine you have been invited to a really good party but your aunt and uncle are coming to visit you. You know that your mother will want you to stay at home.**

**Work in pairs and decide how you would persuade her to let you go. Write down some of the expressions you might use.**

**8. Work in pairs. Imagine you want permission to go camping for two weeks. Your mother is (naturally) worried about this. Decide on an approach that will persuade her to let you go. Prepare a dialogue to perform for the class.**

## ◆ LISTENING

### Listening 1

**a) Listen to a woman talking about schools and education. Tick (•) the two statements she is responding to.**

1. Private schools are usually better than state schools.
2. All schools should let children wear whatever they want.
3. Girls study better without boys in the class.
4. Boys study better in a mixed class.



**b) Listen again. Complete the reasons she gives.**

1. It's better if all children \_\_\_\_\_
2. It's \_\_\_\_\_ for the parents.
3. It's \_\_\_\_\_ for the children to \_\_\_\_\_ in the mornings.
4. Girls work better \_\_\_\_\_
5. If there aren't boys, I think girls \_\_\_\_\_
6. Girls generally \_\_\_\_\_ than boys.

Listening 2

**a. Listen to a teacher comparing British and American education and complete the chart about the American system.**

USA	AGE
1) .....	5
elementary school	6-11
2) ..... high school	12/13-15
senior high school	3).....
• university	18+
• 4) .....	
• other training institution	

**b. How similar/different is the education system in your country? Discuss in pairs.**

**c. The following words/phrases are related to school/university. When do they first play a part in someone's education? Check your answers with your partner's.**

- optional subjects • revision • school reports • projects
- lectures • careers counselling • exams • seminars
- climbing frame • tutorials\* science experiments • sandpit
- thesis • colouring • the alphabet • detention
- foreign languages • modelling clay • toy bricks

Listening 3

**a. You will hear two parents talking about a summer school for their son. Look at the notes below. What kind of information do you need to listen for?**



b. Now listen and, for questions 1-10, fill in the blanks. Which of your guesses were correct?

### **Summer Language Courses with a difference!**

Forest Dale 1 \_\_\_\_\_

22 June-12 July for children aged 2 \_\_\_\_\_ years.

16 July- 3 \_\_\_\_\_: for children aged 16-18 years.

**AM:** ENGLISH and one of the following:

SPANISH – 4 \_\_\_\_\_ -

GERMAN

**PM:** Sports and 5 \_\_\_\_\_:

Tennis Art

Swimming Woodwork

Hill-walking Folk 6 \_\_\_\_\_

Drama Workshops ( in different languages)

### **Weekend trip to:**

Pinewood Summer 7 \_\_\_\_\_

Sporting Events

Theatre

Museums/Art galleries

Catingly Theme 8 \_\_\_\_\_

**Location:** Pinewood Teacher Training College

For more information, phone Mrs 9 \_\_\_\_\_ (after 6.00 pm) at

10 \_\_\_\_\_, or check our website at [www.forestdale.com](http://www.forestdale.com)

### Listening 4

1. Think about your childhood. What is the most remarkable memory from your childhood?

2. Listen to six people's childhood memories and answer which memory is the saddest, the happiest. Which memories do you like the best/reminds you of anything in your own childhood?



## Six People's Childhood Memories

Listen to the text again and complete sentences.

- a) The first person used to like to do well just to \_\_\_\_\_ .
- b) The second person wasn't very strong as a child – he used to get \_\_\_\_\_, so he couldn't do \_\_\_\_\_.
- c) The parents of the third one were always \_\_\_\_\_ people \_\_\_\_\_, and his sister and he brought friends from school.
- d) The parents of the fourth person were always very \_\_\_\_\_.
- e) The fifth person's parents \_\_\_\_\_ when he was four.
- f) The last person had a very \_\_\_\_\_ mother, nothing \_\_\_\_\_ her.

### ◆ LANGUAGE IN USE

#### *TOPICAL VOCABULARY*

#### English schooling

**Types of schools:** nursery, primary, infant, junior, secondary, grammar, technical, comprehensive, mixed (co-educational), single-sex, special, independent (fee-paying, private), public.

**Stages of education:** compulsory, pre-school, primary, secondary, further, higher.

**Education policy:** administration, full-time education, part-time education, class-divided and selective system of education, the Department of Education and Science, Local Education Authorities (LEAs), to be responsible for national education policy, to run a school, to prescribe curricula or textbooks, the provision of schools.

**Management:** Head Teacher (Master), Principal, Assistant Principal, Acting Head Teacher, staff, governing body, to have responsibility, to employ teachers, to supply equipment, to provide grants, appointment and dismissal of staff.

**Admission:** to admit, to allocate, to apply for admission, selective procedure, intelligence tests, to measure inborn abilities, to coach for, catchment area, to transfer (promote) from one class to another.

**Curriculum:** broad (common, simplified) curriculum, vocational bias, foundation course (subjects), to meet special interests, education with a practical slant for lower-attaining pupils, remedial teaching.



**Examinations:** GCSE (exam), “A” level exam, Common Entrance Exam, examining board, grades, “pass” grade, retakes, unsuccessful pupil, to repeat the year, to keep up with the group.

**Punishment:** detention (after school or during the dinner hour), exclusion from privileges (loss of privilege), collection of litter, suspension from school, withdrawal from lessons, setting extra work, putting “on report”, telling the parents.

### Bringing up children

**Basic principles:** to bring up (raise) children, the formative years, to progress(regress) in one’s development, stunted (physical, mental) development, to let children grow naturally, to treat children like, to gain independence from parents, to grow up, to be mature, an effective approach.

**Basic qualities:** love, security, care, affection, respect, patience, happy home backgrounds, responsible adults, not to feel neglected, to be too wise to argue, to speak firmly, to be consistent, to be fair, to have no favourites, to show much patience (plenty of love).

**Handling children:** to have full faith in, to keep anger under control, to restrain anger, to cause enormous damage, not to force one’s will on a child, to avoid labeling children (stupid, silly, foolish), to listen to children with understanding and sympathy, to avoid statements (comments) which can create arguments and tension, to shake smb’s confidence, to offend smb’s self-respect, to prevent crisis.

**Atmosphere:** not authoritarian, uncomfortable, embarrassing, an atmosphere of calm and quiet, to let steam off, to put fat in the fire, to lose one’s temper, not to create tension, to be said in the heat of the moment.

**Praise and punishment:** direct praise of personality, realistic (idealized) picture of smb’s personality, to exaggerate praise out of all proportion, to give a realistic picture of a child’s accomplishments, to concentrate on a child’s strength and not his weakness, to keep away from general remarks about anyone’s personality; to scream and yell at, to be bound to lose, spanking, to cause psychological damage, to beat the daylights out of smb, to be ashamed of oneself, a direct reprimand, to answer back, a beating, to lock children up, not to speak with a child deliberately, to ignore a child, an undesirable form of punishment, to work out all sorts of schemes for revenge, to give smb a telling off.

**Children’s reaction:** to live up to smb’s expectation, to smth on purpose, to be encouraged to ask questions, to be curious and inquisitive, to learn by imitation, to



mate questions which try to trap, to be pushed into making up lies, to choose between telling a lie and giving embarrassing answers, to become full of resentment.

**Discipline. Behavior. Manner:** to discipline smb, a way of teaching politeness, to interrupt a conversation, to be punctual, the art of living together, to develop a conscience in smb, not a word of blame, to give children a choice, a beneficial and corrective influence on smb, to leave a decision to a child, to teach smb manners.

## PRACTICE

### 1. The classroom and learning

#### a) Things the teacher says

With all the verbs in these examples, the particle can either go before or after the object, e.g. give in your homework or give your homework in.

<i>The teacher says ...</i>	<i>The teacher wants:</i>
<b>Give/Hand in</b> your homework tomorrow, please.	... the students to give her their work the next day.
Rose, <b>give/hand out</b> these worksheets, please.	... Rose to give each student a worksheet.
Jo, <b>rub out</b> what's written on the board, please.	... Jo to clean the board.
<b>Work out</b> the answers without using a calculator.	... the students to do some maths without using calculators.
<b>Cross out</b> any rough work when you have found the answer.	... the students to put a line through any rough work.
Take care not to <b>miss out</b> any of the exam questions.	... the students not to forget to answer any of the exam questions.

"Sheets of paper that everyone in a class or lecture receives a copy of are called handouts. These might be worksheets (i.e. have exercises on them) or they might contain a text or some reference material.

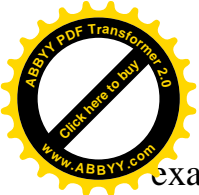
#### Other classroom phrasal verbs

Tamara was ill for a month and so she **fell behind** with her schoolwork (failed to do her schoolwork by a particular time). She is going to find it difficult **to catch up** (reach the same standard as the rest of the class).

Pupils often **play up** when a teacher is new or inexperienced (behave badly).

Although Maggie had done good work throughout the year she **messed up** her





exam (did her exam badly).

The teacher cleared the books from the table and **spread out** the map (opened out something that was folded).

## b) Exercises

**1. Would Tim's parents be pleased or not if their son's teacher told them the following?**

- Tim was playing up in class last week.
- Tim messed up his homework.
- Tim has been helping a classmate who has fallen behind.
- Tim has caught up with the rest of the class.
- Tim didn't hand in his homework.
- Tim missed out some important work.

**2. Complete this story, using appropriate phrasal verbs. Write the verbs in the correct tense.**

Last term Cath missed three weeks of school and so she \_\_\_\_\_ (1) with her studies. She did all she could to try to \_\_\_\_\_ (2) with the other students but she couldn't manage. When it came to the maths test at the end of term she just couldn't \_\_\_\_\_ (3) the answers. She spent all her time on half of the question paper and \_\_\_\_\_ (4) the other half, so inevitably she failed. Because she had \_\_\_\_\_ (5) the test, her parents decided she'd better have a maths tutor over the holidays. In this week's test she came top of the class.

**3. Rewrite these sentences using more informal phrasal verbs instead of the underlined verbs.**

- 1 Students often misbehave, when they are bored in class.
- 2 The teacher erased the new words from the board and then tested us.
- 3 We have to submit our registration forms for the exam on Friday.
- 4 I usually omit my middle name when I am filling in forms.
- 5 Some people were distributing leaflets about a demonstration in the town centre.

## 2. Complete the crossword.

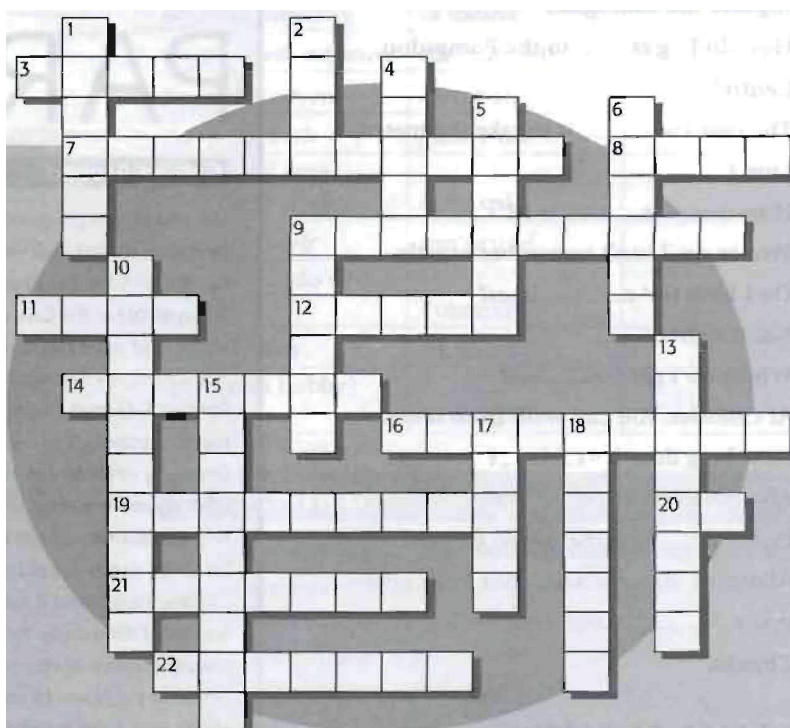
### Clues across

- 3 You \_\_\_ to speak a foreign language.
- 7 The study of computers is called \_\_\_ technology.

- 8 A period of time that the school year is divided into.  
9 The way of controlling pupils' behaviour.  
11 The opposite of *pass a test exam*.  
12 Mark for an exam (e.g. A, B, or C).  
14 The person whose job is to teach in a school.  
16 After primary school you go to \_\_\_\_ school.  
19 A plan of classes, days, and times.  
20 Pupils usually have to \_\_\_\_ homework.  
21 Everybody waited anxiously for the exam \_\_\_\_.  
22 The opposite of a *state* school.

### Clues down

- 1 To read or study to prepare for an exam.  
2 Another name for a test.  
4 The study of numbers, etc.  
5 Schools often have a \_\_\_\_ board for announcements, marks, etc.  
6 A school which has lots of rules is st \_\_\_\_\_.  
9 University graduates have a d \_\_\_\_\_.  
10 The subject in which you study novels, plays, and poetry.  
13 A school where you sleep is a \_\_\_\_\_ school.  
15 The subject in which you study chemical substances.  
17 For example, to copy in a test.  
18 The school for very young children (e.g. 1-3 years).





### 3. a) Compare the sentences. How do they differ?

*Students take exams twice a year. Exams are taken by students twice a year.*

### b) Rewrite the sentences in the passive. Omit the agent where possible.

- 1 The Minister of Education will visit the school next week.
- 2 Charles Dickens wrote *David Copperfield*.
- 3 Students must wear school uniforms at all times.
- 4 Have the examiners announced the results yet?
- 5 The school publishes the newsletter every month.
- 6 I don't like people teasing me.
- 7 Someone has broken this window.
- 8 The police will make an arrest soon.

### 4. GRAMMAR first conditional and future time clauses + *when, until*, etc.

A Match the sentence halves.

- 1 She won't pass her exams
  - 2 I'll have to go to a new school
  - 3 She won't start primary school
  - 4 I think I'll go on holiday
  - 5 As soon as I get home
  - 6 Her parents will get her a present
- 
- a after I finish my exams.
  - b if she gets good marks.
  - c I'm going to do my homework.
  - d unless she revises more.
  - e until she's four years old,
  - f when my parents move to Doncaster.

### b Circle the correct answers.

- 1 He'll study history at university **if/ until** he gets good grades.
- 2 She won't start the class **as soon as / until** all the pupils are quiet,
- 3 I'll probably talk to my teachers **before / if** I choose my exam subjects.
- 4 We'll have to wear a uniform **when / after** we go to secondary school.
- 5 I won't leave early **unless / if** the teacher gives me permission.



6 She'll do her homework **if/ as soon as** she gets home.

7 He'll be really disappointed **if / unless** he fails his exams.

8 She won't go to secondary school **until / as soon as** she's 11 years old.

**c Complete the sentences with the correct form of the verbs in brackets.**

**Use the present simple or future (*will/ won't*).**

1 If I \_\_\_\_\_ the date in my diary, I \_\_\_\_\_ it. (not write, forget)

2 \_\_\_\_\_ you \_\_\_\_\_ the exam again if you \_\_\_\_\_ it? (take, fail)

3 I \_\_\_\_\_ my homework as soon as this programme \_\_\_\_\_. (do, end)

4 Unless her marks \_\_\_\_\_ very good, she \_\_\_\_\_ study medicine. (be, not be able to)

5 He \_\_\_\_\_ home until he \_\_\_\_\_ at university. (not leave, finish)

6 When I \_\_\_\_\_ my results I \_\_\_\_\_ you immediately. (get, call)

7 I \_\_\_\_\_ and see you before I \_\_\_\_\_ to England. (come, go)

8 We \_\_\_\_\_ late unless we \_\_\_\_\_. (be, hurry up)

9 Until I \_\_\_\_\_ to my teacher I \_\_\_\_\_ what subjects I'm doing. (speak, not know)

10 You \_\_\_\_\_ the exam if you \_\_\_\_\_ more. (not pass, not revise)

**5. Underline the correct word.**

1 Tom went to **boarding/grammar** school, so he only came home during the holidays.

2 I want my children to go to a **single sex/ comprehensive** school because I think it's better for boys and girls to learn separately.

3 Most children go to **state/public** school where education is free.

4 My parents couldn't afford to send me to a **grammar/private** school when I was young.

5 Eton and Harrow are famous **state/public** schools.

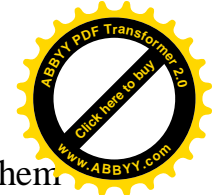
**6. Fill in: *fail; pass; take; sit; resit* in the correct form.**

1 I always revise thoroughly before I have to .....an exam.

2 He's.....his driving test next week.

3 Pat.....her exams with flying colours.

4 I'm not surprised he..... his exams, he didn't revise at all.



5 If she doesn't get high enough marks in her exams, she will.....them  
in September

**7. Match the verbs to the nouns, then make sentences using the collocations.**

- 1 attend, go to, take, miss, hold, dismiss **grade**
- 2 run, offer, do, take, enrol on, pass, fail **class**
- 3 achieve, get, receive **course**

**8. Fill in: *in, for, of*, then make sentences about education.**

- 1 to prepare...../revise...../study.....an exam;
- 2 to be top.....the class;
- 3 to specialise.....sth

**9. Fill in the gaps with *by* or *with*.**

- 1 The exam hall was filled.....nervous students.
- 2 The school was badly damaged.....the fire.
- 3 The new gym was opened..... the mayor.
- 4 The new school uniform was designed ..... Jeff Banks.
- 5 The classroom walls were covered ..... the student's artwork.

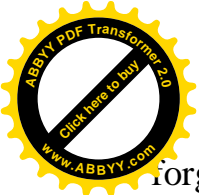
**10. Choose the right word to fill each gap (A, B, C or D).**

### Valuable Lessons

When adults praise a child 0) *for* trying, despite unacceptable work, they teach that 1).....is more important than results. I once took 2) .....a class in the middle of a term from a teacher who was a 3).....marker. After I had returned a batch of marked papers, one boy complained 4).....receiving a 'C'. "I'm 5).....to getting 'As'" he said. When I explained that his essay was badly 6)....., he asked: "What about the pictures? Our other teacher gave extra 7).....for effort."

Real life seldom 8).....those who try but don't get results. And it's a rare boss who tolerates an employee who insists that he 9) ..... his best. Unmerited praise may keep children from 10).....their own true capabilities.

Years ago, my best friend was a naturally 11).....musician. Her family saw every effort as 'brilliant' but she hated practising and often did badly at recitals. After one particularly embarrassing performance, her mother said, "You were wonderful, but that piano needs tuning and the audience was so noisy, it's no 12)..... you



forgot the second movement". Had this girl 13) .....criticism, she might have realised her dreams of a concert career. As it was, her playing got gradually worse, she lost 14).....and eventually 15).....out of music school.

- |    |             |              |            |             |
|----|-------------|--------------|------------|-------------|
| 0  | A for       | B on         | C by       | D through   |
| 1  | A try       | B attempt    | C trial    | D effort    |
| 2  | A up        | B over       | C out      | D down      |
| 3  | A light     | B giving     | C generous | D tender    |
| 4  | A about     | B for        | C with     | D by        |
| 5  | A familiar  | B used       | C adapted  | D keen      |
| 6  | A expressed | B fixed      | C made     | D organised |
| 7  | A marks     | B grades     | C notes    | D scores    |
| 8  | A awards    | B merits     | C rewards  | D grants    |
| 9  | A made      | B did        | C put      | D went      |
| 10 | A realising | B succeeding | C gaining  | D meeting   |
| 11 | A worthy    | B deserved   | C capable  | D gifted    |
| 12 | A doubt     | B shame      | C wonder   | D joke      |
| 13 | A explained | B offered    | C given    | D received  |
| 14 | A interest  | B energy     | C motive   | D attention |
| 15 | A fell      | B went       | C passed   | D dropped   |

**11. Complete the phrases and expressions with the words and phrases from the box.**

*steep by doing heart fast perfect strict deep up bring*

*People*

- 1) a \_\_\_\_\_ learner
- 2) a \_\_\_\_\_ teacher

*Expressions*

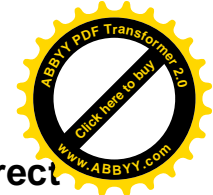
- 3) Practice makes \_\_\_\_\_.
- 4) It's a \_\_\_\_\_ learning curve.

*Ways of learning*

- 5) learn by \_\_\_\_\_
- 6) learn \_\_\_\_\_
- 7) pick (something) \_\_\_\_\_

*Ways of teaching*

- 8) throw someone in at the \_\_\_\_\_ end
- 9) \_\_\_\_\_ someone up to (do something)



12. a. Look at the words/phrases below and underline the correct definition.

- 1 strict discipline : making people *obey rules / have fun*
- 2 take my advice : *do what I suggest/ give me a suggestion*
- 3 behave yourselves : *act like a good/ bad child*
- 4 argue : *agree / disagree with someone by talking or shouting*
- 5 answer back : *reply politely / rudely* (especially for children)
- 6 deals severely with : *punishes / rewards*
- 7 gets out of line : behaves in the *correct / incorrect* way

b. Complete the sentences using some of the words/phrases from above.

- 1 I didn't \_\_\_\_ myself when I was at school.
- 2 I believe that \_\_\_\_ is important when you are bringing up children.
- 3 I think you should \_\_\_\_ your father's \_\_\_\_\_. He is usually right.
- 4 My brother and I \_\_\_\_ a lot, but we still get on well.
- 5 My teacher \_\_\_\_\_ with anyone who arrives late at school.

13. For questions 1-15, select the most appropriate word (A, B, C or D) to complete each gap.

### PEER PRESSURE

One of the 0) B influences on children today is that of their peers. What their classmates think- how they dress and how they act in class and out of it 1).....the behaviour of nearly every child at school. In their 2)..... not to be different some children go so 3).....as to hide their intelligence and ability in case they are made 4)..... of. Generally, children do not want to stand out from the 5)..... .They want to 6)..... in, to be accepted. In psychological 7) ..... the importance of peer pressure cannot be overemphasised. There is a lot of evidence that it has great 8)..... on all aspects of children's lives, from the clothes they wear, the music they listen to and their 9).....to study to their ambitions in life, their relationships and their 10).....of self-worth. However, as children grow up into adolescents, individuality becomes more acceptable, 11) ..... even, and in their 12)..... for their own personal style, the teenager and young adult will begin to experiment and be more willing to 13).....the risk of rejection by the group. Concern about intellectual prowess and 14) ..... good exam results can dominate as the atmosphere of competition develops and worries about the future 15) .....any fears of appearing too brainy.





0	A hardest	B strongest	C heaviest	D fattest
1	A affect	B result	C impress	D vary
2	A actions	B steps	C measures	D efforts
3	A long	B distant	C far	D much
4	A joke	B laugh	C fun	D ridicule
5	A party	B crowd	C circle	D band
6	A set	B fall	C get	D fit
7	A terms	B words	C points	D means
8	A running	B bearing	C meaning	D standing
9	A opinion	B view	C attitude	D consideration
10	A reaction	B sense	C impression	D awareness
11	A desirable	B bearable	C tolerable	D likeable
12	A hunt	B chase	C course	D search
13	A carry	B run	C bring	D cope
14	A succeeding	B achieving	C earning	D winning
15	A overthrow	B overflow	C overbalance	D override

**14. Complete the gaps in the text with a word formed from the word given in the margin. Four of the words you need to write begin with *out*. The first one has been done as an example.**

Childhood self-esteem can overwhelm academic disadvantage or social (0) deprivation in determining future earnings power, according to major new research.

DEPRIVE

There is now clear evidence that the earnings of people who had higher self-esteem at age ten (1).....those of their peers whose academic performance was better at the same age. Bright children often have higher self-esteem, as do some from more affluent (2).....  
.But the study compared children from similar families and still found that those who were psychologically well-balanced at ten were now (3) .....their peers.

STRIP  
GROUND  
PERFORM

The research also found, surprisingly, that it is not unusual for children to have high academic (4) ..... and low self-esteem, leading to significant later (5) ..... in the jobs market. A spokesman for the British Association for Counselling said: '(6) ..... for children doesn't come only from crude parental hostility at home: it can just be (7) ..... or the constant feeling that they're making you tired. Children pick that up. Nor is it only (8) ..... children who suffer. All too often you can ask affluent parents who the important people in their child's life are - teachers, friends and so on - and they haven't a clue.'

ACHIEVE  
PERFORM  
COURAGE

Bearing out the findings of this research, many (9) ..... successful entrepreneurs, such as Richard Branson, were (10) ..... academically when they were at school but had the advantage of supportive families.

RESENT  
PRIVILEGE

STAND

SHINE



**15. Find 15 common collocations or fixed phrases by completing each space in the text with an appropriate word from the box.**

*struck out patch sheltered live up to hit it off*

*follow spoilt commitment plucked up rebelled*

*pushy domineering trial interests pressure*

I guess I was what one might call a (1)..... child, for I was the only child of Mary and David Bettleman and I got whatever I wanted. I had a rather weak-minded mother and by contrast a very (2)..... father who had exceedingly high expectations of me, expectations that I could not (3)..... . You see, my father was quite an eminent lawyer and wanted nothing more than for me to (4)..... in his footsteps. He encouraged me to win at everything and to be ultra-competitive. He just couldn't see that he was being far too (5)..... and putting too much (6)..... on me. He simply thought that he was acting in my best (7)..... . Not surprisingly, perhaps, I (8)..... against my upbringing by becoming thoroughly apathetic at school. As soon as I turned 18, I (9)..... on my own and went off on a trip to India. It was there that I met Ingrid, a fellow traveller. It became clear that we came from very similar backgrounds. She too was running away from something: in her case a very (10)..... upbringing, caused by having two very over-protective parents. We (11)..... immediately, and I (12)..... courage and asked her to be my girlfriend. But I was young and I needed space, and I guess I was too immature to handle the give and take of a relationship. Or perhaps I was just afraid of (13)..... . Anyway, we went through a very bad (14)..... and had a (15)..... separation for a couple of months.

**16. Match each expression (a-j) with one of the explanations (1-10).**

- a) nearest and dearest .....
- b) newlyweds .....
- c) the nuclear family .....
- d) adults .....
- e) a community .....
- f) a generation .....
- g) contemporaries .....



- h) the extended family .....
- i) a household .....
- j) outcasts.....

- 1 people who are alive at the same time or e.g. attend the same school
- 2 people who have only recently been (or are still) on their honeymoon
- 3 all the people of approximately the same age
- 4 the people in a family who live together under the same roof
- 5 the entire range of relatives in one family
- 6 all the people living together in the same area
- 7 a person (or people) from your immediate family
- 8 people who are no longer teenagers
- 9 people abandoned by their families or by society in general
- 10 parents and their children

**17. Complete each sentence with the most appropriate word from the box.**

abandoned criticized neglected quarreled separated
adopted humiliated offended retired scolded

- a) Keith's parents ..... him badly when he was a baby.
- b) The small child was being..... by its mother for getting dirty.
- c) Tom deeply..... Ann by ignoring her at the party.
- d) David is not my real father, I was..... by him when I was small.
- e) Ian and Fiona are..... and they may get divorced.
- f) I..... with my boyfriend but we made it up in the end.
- g) Jack ..... on his 65th birthday and received his pension.
- h) My parents..... me for having a ring in my nose.
- i) Julie's mother..... her when she was a few months old and she grew up in an orphanage.
- j) My boss utterly..... me in front of important clients, so I resigned.



## 18. Complete using the correct form of the words in the box.

- |  |                    |
|--|--------------------|
| 1. In our school, most classes have about 35.....in them.  | <b>prefect</b>     |
| 2. Every year, two new.....are chosen from the best students in each class.  | <b>pupil</b>       |
| 3. The university accepts around 2000 new ..... every year.  | <b>student</b>     |
| 4. When he finally graduated, Victor felt he had ..... everything he set out to do.  | <b>achieve</b>     |
| 5. The work we're doing now will make more sense when you.....the sixth  | <b>reach</b>       |
| 6. Who.....you how to play the drums like that?  | <b>teach</b>       |
| 7. I would love to.....a new language I don't know anything about, like Swedish.   | <b>learn</b>       |
| 8. Children in England go to.....school from the ages of five to eleven.   | <b>high</b>        |
| 9. In Britain, grammar schools, public schools and comprehensives are often referred to as ..... schools.                        | <b>primary</b>     |
| 10. Americans usually refer to their secondary school as a ..... school, and there are often separate junior and senior schools. | <b>secondary</b>   |
| 11. The exam.....come out today and I'm really nervous. I hope I've passed.  | <b>degree</b>      |
| 12. I was so proud when my exam.....finally arrived in the post.   | <b>certificate</b> |
| 13. I would prefer to go to university and do a ..... in astronomy, rather than start work.                                      | <b>results</b>     |

## 19. Circle the correct word.

1. I made a few mistakes in the exam and I don't think I **passed** / **took** it.
2. It's not always easy to **count** / **measure** how intelligent someone is.
3. Did you know that our French teacher can **speak** / **talk** four languages?
4. My **qualifications** / **qualities** include a degree and an MA in chemistry.
5. Our headteacher had had her hair cut and I didn't **know** / **recognise** her at first.
6. In design and technology, we were given the **effort** / **task** of designing a stadium.
7. You'll find plenty of books on the **subject** / **lesson** of business studies in the library.
8. You have to **read** / **study** hard in order to do well at university.



9. Look at what we did in today's lesson and we'll have a quick **exam / test** tomorrow morning.

10. Our teacher asked us to choose one of our **colleagues/classmates** to be our partner for the next exercise.

## 20. Choose the correct answer.

1 If you need to.....the teacher's attention, just **put** your hand up.

- A pull                      B attract                      C capture                      D draw

2 Make sure you.....your homework before you go out.

- A make                      B solve                      C write                      D do

3 Could I.....a suggestion? Why not have piano lessons?

- A have                      B do                      C put                      D make

4 I really don't.....the point of taking the exam when **you're** not ready for it.

- A take                      B see                      C have                      D mind

5 I'll meet you at the school gates during the lunch.....

- A break                      B gap                      C interval                      D pause

6 **Do** you think you could **pass** that book.....to me, **please**?

- A under                      B through                      C over                      D in

7 Mrs Dawson said that we are.....our **lesson** in **the** library next Monday.

- A having                      B making                      C reading                      D going

8 In English yesterday, we had a discussion.....different cultures.

- A around                      B about                      C for                      D from

9 .....**my** opinion, maths **shouldn't** be a compulsory subject.

- A From                      B To                      C At                      D In

10 When you.....the exam tomorrow, try to stay **calm and** relaxed.

- A make                      B write                      C take                      D answer

11 My dad **wants me** to **go** to university, but I'm in.....minds about it.

- A my                      B two                      C some                      D different

12 I still have a lot.....about the English language.

- A learning                      B to learn                      C for learning                      D of learning

13 If the examiner can't.....sense of your writing, you'll get a low mark.

- A make                      B bring                      C take                      D understand

14 I hadn't studied, so when the teacher asked me I had.....idea.

- A none B no C even D **not**



## ◆ IDIOMATIC TREASURY

**1. Underline the correct word in each of the sentences below. What do the phrases mean? Are there similar idioms in your language?**

- 1 Claire learnt the poem **by** *heart/mind* before the presentation.
- 2 If you want to **make** *the grade/result* you'll have to study very hard.
- 3 I'm going to *learn/teach* that boy **a lesson** he won't forget.
- 4 Jacob is **in a** *lesson/class of his own*; his work is always excellent.
- 5 Sarah is very studious. She's always **got** her *eyes/nose in a book*.
- 6 In primary school everyone called me **the teacher's** *love/pet* because I always got good grades.

### **2. Match phrasal verbs with their definitions**

- |  |   |
|--|---|
| 1. to get down to smth / doing smth                | a) to start work on smth that needs a lot of time and energy                        |
| 2. to get on / along with smth                     | b) to make progress   |
| 3. to brush up (on) smth                           | c) to compensate for smth   |
| 4. to fall behind smb                              | d) to study or practice in order to get back the skill that has been lost           |
| 5. to catch up with / on smth to catch up with smb | e) to examine in detail   |
| 6. to hand in                                      | f) to read, examine quickly   |
| 7. to hand out                                     | g) to fail to keep level with others  |
| 8. to go through                                   | h) to do all the work that hasn't been done; to reach the same standard as smb else |
| 9. to look through                                 | i) to distribute  |
| 10. to make up for smth                            | j) to give smth to a person in authority  |

### **3. Replace the underlined words with phrasal verbs (Ex. 2)**

- a) Mary is making good progress.
- b) Many students find it difficult to start doing their homework.
- c) Jack feels that he fails to keep level with others with his studies but he doesn't know how to reach the same standard as the other students.
- d) If you want to go to Germany you should practice your German - you haven't used it for five years.
- e) The teacher opened the envelope and started to distribute the exam papers.
- f) Ann quickly examined the lines in search of familiar questions. Not having found a single one that she knew anything about, she examined the first question in detail.
- g) I usually give the teacher my compositions late because I put off doing it till



the last moment.

- h) Kate always compensated for the time lost during the term by studying nights before the exam.

**4. Fill each gap with the correct particle, then explain the phrasal verbs.**

*over up behind off out*

1. Kate was new to the class and had to do extra work to catch \_\_\_\_\_ with others.
2. If you miss school for more than a couple of days, you are in danger of falling \_\_\_\_\_ with your work.
3. I need to go \_\_\_\_\_ my Literature notes because we've got a test on Monday.
4. If you don't pay attention, how do you expect to keep \_\_\_\_\_ with the lesson?
5. Look \_\_\_\_\_ the word in the dictionary if you are not sure what it means.
6. We had to put \_\_\_\_\_ our Biology field trip because the weather was rainy.
7. Rimond was told \_\_\_\_\_ severely when his parents saw his school report.
8. We couldn't work \_\_\_\_\_ what had gone wrong with our science experiment, so in the end we had to start again.



**CHECK YOURSELF**

**1. What do you know about secondary schools in the UK? Check yourself.**

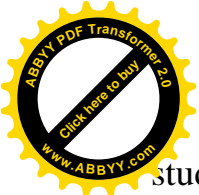
- a) What types of schools do they have in the UK?
- b) When do children start/leave school?
- c) What are the stages of schooling according to the age?
- d) What exams do pupils have to take?
- e) Do school leavers have to take entrance exams to go to university?
- f) It is well known that there is no written constitution in the UK. Is there such a thing as a national curriculum?

**2. Fill in the gaps with words from the box.**

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

Most \_\_\_\_\_ schools in Britain are \_\_\_\_\_ schools. These are \_\_\_\_\_ schools, which take children of all \_\_\_\_\_. About six per cent of





students go to \_\_\_\_\_ schools, \_\_\_\_\_ schools, which only take students who pass an examination at the age of 11.

About seven per cent of students go to \_\_\_\_\_ schools. These schools do not receive any money from the state: parents pay for their children to go to school instead. Most expensive \_\_\_\_\_ schools are called \_\_\_\_\_ schools. Most of these are \_\_\_\_\_ boarding schools, where students live during \_\_\_\_\_.

Most pupils in British schools wear school \_\_\_\_\_. The favorite colours for school \_\_\_\_\_ are blue, grey, black and maroon.

### 3. Match the expressions in A and B.

A B

1. comprehensive school	a) іспит по закінченню 6-го класу середньої школи (17-18 років)
2. grammar school	b) іспит на аттестат, що надає право на вступ до вузу
3. eleven plus testing	c) іспит на аттестат про закінчення обов'язкової середньої школи
4. eighteen plus testing	d) єдина середня школа ( з 11 років)
5. GCSE ( General Certificate of Secondary Education)	e) відбірні іспити для 11-річних для зачислення у школу того чи іншого типу
6. GCE A-level ( General Certificate of Education advanced level)	f) середня класична школа

### 4. Decide which verbs go with which nouns. Tick the boxes.

	test	exam	degree	distinction	school	university
cram for						
get						
get into						
get a place at						
expel from						
exclude from						
send down from						
take						
pass						
fail						
resit						



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Навчальний посібник для студентів 3-го курсу  
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