

Дагестанский государственный педагогический университет

Институт иностранных языков

Кафедра английского языка

**Учебно-методическое пособие по аспекту «Устная
речь» для студентов III курса факультета
английского языка**

Учебно-методическое пособие по аспекту «Устная речь» для студентов III курса факультета английского языка (составители Джабраилова В.С., Мунчаева А.А). - Махачкала: ДГПУ, 2007. - 61с.

Данное учебно-методическое пособие предназначено для студентов III курса английского отделения факультета иностранных языков и предназначено для развития навыков устной речи по темам, которые выносятся на экзамен в конце учебного года. Пособие разработано с учетом принципа коммуникативной направленности и соответствует современным требованиям преподавания иностранных языков.

Предисловие

Данное учебное пособие предназначено для студентов 3 курса языкового вуза, оно направлено на развитие навыков говорения на английском языке, материал организован так, чтобы от более лёгкой диалогической (вопросно-ответной) формы общения учащиеся смогли перейти к монологической форме, в которой они смогут выражать свою точку зрения на ту или иную проблему.

Речевая деятельность – это активный, целенаправленный опосредованный языковой системой и обуславливаемый ситуацией общения процесс передачи или приёма сообщения. Деятельность – это система умений творческого характера, которая направлена на решение различных коммуникативных задач. Предметом речевой деятельности является мысль как форма отражения окружающей действительности во всех её проявлениях. Основным средством существования, оформления и выражения мысли выступает язык. Говорение определяется как вид речевой деятельности, с помощью которого осуществляется устное (вербальное) общение. Говорение как вид речевой деятельности имеет место, если у человека возникает коммуникативная потребность, т.е. когда появляется мотив деятельности. Интенция (коммуникативные намерение, желание добиться конкретной коммуникативной цели) определяет коммуникативную роль говорящего как участника общения и обозначает конкретную цель его высказывания.

Обучая говорению как средству общения учащихся учат: а) запрашивать информацию друг у друга и у преподавателя; б) обмениваться мнениями и суждениями; в) вести групповую беседу в связи с прочитанным или услышанным; г) описывать, рассказывать, пересказывать, рассуждать, дискутировать. При этом большое внимание обращается на выработку коммуникативных умений: начать общение, стимулировать речевого партнера к его продолжению.

Цель пособия – предоставить материал в рамках специально обозначенных программными требованиями устных тем, причём структура данного пособия предполагает не только наличие текстов определенной тематики, но и ряд заданий, которые создают ситуацию коммуникативной потребности, а значит, стимулируют акт говорения. В частности, в пособии присутствуют следующие задания, направленные на мотивацию интенции: ответы на вопросы (как по содержанию прочитанного, так и апеллирующие к личному опыту), осмысливание (с последующим анализом) предложений известных людей на ту или иную тему, составление или оформление таблиц, отражающих определенные реалии, имеющие отношение к обсуждаемой теме, выбор одного решения с последующим его обоснованием. Кроме того, одной из целей данного пособия является расширение словарного запаса студентов, главным образом, за счёт глоссария, который содержит в себе объяснение явлений на английском языке, что, несомненно, будет полезным для расширения вокабуляра. Необходимо отметить, что в пособии нашёл

отражение и региональный компонент, в частности, затрагиваются аспекты тех или иных явлений на примере Дагестана (праздники, музыка).

Пособие состоит из 10 уроков, каждый из которых структурирован таким образом, что в итоге студент может высказываться по теме в рамках предложенного лексического материала, и приложения, которое, в свою очередь, содержит в себе перечень клише для оформления устного высказывания, а также словарь – минимум наиболее сложных для понимания лексических единиц, которые нашли отражение в уроках.

Пособие составлено на основе лингвострановедческого материала, в том числе и из сети Интернет, в процессе работы над ним привлекались электронные словари, содержащие самые последние по времени актуальные словарные статьи.

Unit 1 FEELINGS AND EMOTIONS

Sharing Ideas

1. What is the difference between a feeling and emotion?
2. What gives you positive / negative emotions?
3. Which of your feelings do you let other people know about? Which do you keep to yourself?
4. Why do you think people cry?
5. If you feel like crying, do you let yourself cry or do you try to restrain the tears?

Expressing your feelings

All people feel different feelings and emotions in their everyday life. When we are happy the world seems to be a friendly place, while when we are irritated everything looks hostile and sad.

Sometimes it's a good thing to say what you feel. At other times it's better to keep quiet about your feelings. Sometimes it's hard to know exactly what it is you do feel. At other times feelings are so strong they seem to *overwhelm* you. All of us experience a wide range of emotions in our lives. Usually, that's a good thing. But sometimes we have difficulty controlling our emotions, even to the point of letting our emotions control our behavior. Usually, that's not such a good thing. Here are some helpful suggestions for handling your emotions.

- Be honest with yourself.
- Find positive ways to express anger that are not hurtful to others.
- Talk to somebody about your feelings.
- Remember, whatever you are feeling, you're not alone.
- Don't ignore your emotions, they are telling you something.
- Try not to get overwhelmed, things usually improve.
- If you are having an unpleasant feeling, think of something you can do that will help, and then do it.
- If you do get overwhelmed - ask for help.

Controlling or letting feelings out

The stereotype of the English is that they are cold, *reserved* and unemotional. Compared with the *extravagant* French or the *explosive* Italians the English are an *uptight* lot. If they do feel anything they're not likely to let you know. It's a *caricature* but it has some truth in it.

We grow up in a culture which tells us that it's good to control our feelings. We learn that it's best to *restrain* our *warmth*, our tears and our anger. We learn that it's better to be *rational*. But is it? What happens to feelings you don't

express? Many people argue that they don't just disappear. They continue to *exist* under the surface and *affect* the way you feel and behave.

Anger that you don't express to others can become anger that you turn against yourself. Fears that you don't talk about may make you *timid* in all things. You may put on a brave front but inside you're *fearful* and *anxious*. Hurts and disappointments that you've never cried over may make you protect yourself hard against any possible new hurt and become *overcautious* about getting close to others.

Glossary

overwhelm, v – to defeat someone or something by using a lot of force

extravagant, adj – spending, using or doing more than necessary in an uncontrolled way

explosive, adj – describes a situation or emotion in which strong feelings are loudly or violently expressed

uptight, adj – worried or nervous and not able to relax

caricature, n – (the art of making) a drawing or written or spoken description of someone, which makes part of their appearance or character more noticeable than it really is, and which usually makes them look ridiculous

warmth, n – friendliness and affection

restrain, v – to control the actions or behaviour of someone by force, especially in order to stop them from doing something, or to limit the growth or force of something

rational, adj – showing clear thought or reason

exist, v – to be, or to be real

affect, v – to have an influence on someone or something, or to cause them to change

timid, adj – shy and nervous; lacking confidence; easily frightened

fearful, adj – frightened or worried about something

overcautious, adj – describes too careful, well considered and sometimes slow or uncertain

anxious, adj – worried and nervous

Discussion

- ✓ What is the stereotype of the English? The French? The Italians? Daghestani people?
- ✓ What does our culture tell us about handling our emotions?
- ✓ What happens to feelings we don't express?
- ✓ What may anger that you don't express to others become?
- ✓ How can fears that you keep to yourself affect your life?

- ✓ What may hurts and disappointments that you've never cried over turn into?

These are the song lyrics. What do you think the missing words could be? Chose one of the given words and put it in the lyrics:

CRY CRYING CRYING TEARS TEARS

- But the touch of your hand can start me _____. (Roy Orbison)
I try to laugh about it, hiding the _____ in my eyes. (The Cure)
And I know there'll be no more _____ in heaven. (Eric Clapton)
Your bridges were burned and now it's your turn to _____ me a river. (Justin Timberlake)
People killin, people dyin, children hurt and women _____ (Black Eyed Peas)

The following quiz looks at some feelings that are common to us all and some of the different ways that people react to them

Reactions can range from expressing the feeling spontaneously and directly to finding some way of denying that it exists at all.

For each section circle the answer that is most often typical of you and **use the results of this quiz in a topic of your own**

How do you show your feelings?

1. ANGER

When you feel angry, which of the following reactions would be most typical of you?

- Raising your voice or shouting at the person you are angry with.
- Explaining quietly why you are angry.
- Trying not to be angry (perhaps because you think it's wrong or unfair).
- Telling yourself you are not really angry or that you've not really got anything to be angry about.

2. FEELING SAD OR UPSET

When you feel sad or upset, which of the following reactions would be most typical of you?

- Crying about it to someone else.
- Talking to a friend about what's upset you.
- Going away and crying on your own.
- Telling yourself you don't really feel sad or upset or that you've not really got anything to feel sad or upset about.

3. FEELING FRIGHTENED OR WORRIED

When you feel frightened or worried, which of the following reactions would be most typical of you?

- a. Trembling, shaking or crying as you tell someone how you feel.
- b. Talking to a friend about the things that are frightening or worrying you.
- c. Going away on your own and crying about it or feeling bad.
- d. Telling yourself you don't really feel frightened or worried or that you've not really got anything to feel so about.

4. FEELING EMBARRASSED OR ASHAMED

When you feel embarrassed or ashamed, which of the following reactions would be most typical of you?

- a. Laughing in embarrassment as you try to explain someone why you feel embarrassed or ashamed.
- b. Telling a friend later about how you felt embarrassed or why you felt so ashamed.
- c. Swallowing hard and wishing the floor would open so that you could disappear from sight.
- d. Pretending you're not in the least embarrassed or ashamed and putting an arrogant or cocky face on it.

5. FEELING HAPPY

When you feel happy, which of the following reactions would be most typical of you?

- a. Laughing and smiling, telling someone how you feel.
- b. Analyzing to yourself or others the reasons why you're happy.
- c. Going around with an inner glow.
- d. Telling yourself this can't last, it's not really true or it's not right to be happy when others aren't.

6. FEELING DISGUST OR DISLIKE

When you feel disgust or dislike, which of the following reactions would be most typical of you?

- a. Screwing up your face, grimacing as you say what you feel.
- b. Telling a friend how much you dislike or feel disgust about something.
- c. Controlling your disgust or dislike.
- d. Pretending that nothing's happened, ignoring the things or people that make you feel this way.

7. FEELING WARMTH OR AFFECTION FOR OTHERS

When you feel warmth or affection for others, which of the following reactions would be most typical of you?

- a. Touching, holding, embracing, kissing other people.
- b. Talking to a friend about the way you feel.

- e. Deciding not to express how you feel, perhaps because you're afraid you might get hurt.
- f. Telling yourself it's sloppy and sentimental to feel like this about people and pushing the feelings away.

DO YOU:

Express feelings directly?

The a statements show ways in which feelings can be expressed directly. You feel something and you show it.

Talk about them?

The b statements show ways in which feelings can be partially expressed by talking about them. Talking about your feelings can help you get clear about what you feel. You can get support. You may start to build up the confidence to express feelings more directly.

Keep them to yourself?

The c statements are about trying to control your feelings. Sometimes you may feel it's best to keep quiet about what you feel. You may not want to make yourself vulnerable before others. Or you may decide that expressing your feelings would be destructive to someone else. If you always keep your feelings to yourself, however, you may find that they start to come out in other ways.

Deny them?

The c statements are about the ways of denying your feelings altogether. You may think they're not nice. Or you may be frightened of their strength. Again, these denied feelings may emerge in other ways.

Unit 2 TRAVELLING

Sharing Ideas

1. What do you know about travelling?
2. Why do you think people travel?
3. Have you ever travelled anywhere?
4. Do you like travelling?
5. What ways / means of travelling do you know?

Travelling

Modern life is impossible without travelling. We can travel by car, by bus, by bicycle, by train, by ship, by plane. Each kind of travelling has its advantages. The fastest way of travelling is by plane. But it's expensive. Modern means of travelling have different *facilities*. The seats in carriages are comfortable. We can sleep, sit, read, enjoy beautiful scenery through the window; but in planes we can see only clouds.

Cycling is very useful too. We can stop where we like and visit sights of interest, enjoy fresh air. We needn't keep any time-table or get tickets at the *booking office*. Traveling is *remarkable* in all seasons.

Travelling is always exciting. We meet people, *brand new places*, get a lot of impressions. We enjoy the *picturesque scenery* of these places, *explore* them and *go sightseeing*. We learn history, culture and traditions of different lands. We come to know more about music, art literature and famous people. We become more educated. It's better to see ones than to hear many times. One more thing makes traveling wonderful. You are always looking forward to your trip and then to home coming, returning to our native town, family and friends. And it's quite natural. We owe much to travelling. It makes us friendlier. A lot of places *attract* tourists over the world. Foreigners *admire* a lot of places in Russia too.

Sometimes your journey turns out to be a real *disappointment*. It may happen in case the trip is not well organized or bad weather may *spoil* your plans, or the company who joined your trip may be rather dull and you *feel bored* during the time you travel, or the place from which you expected much appears to have nothing particular.

Travelling has much in common with *camping* and going on *hikes*. It teaches us discipline, we learn to overcome all kinds of *hardships* and become *strong-willed*.

To travel in mind-that's remarkable! You don't have to suffer from standing in long lines to buy a ticket. You don't feel uncomfortable in the overcrowded transport. You may travel to the *remotest places* on the same day.

* * *

We often get tired of the same surroundings and daily routine. *Hence* some relaxation is *essential* to restore our mental and physical resources. That is why the best place of relaxation in my opinion is the one where you have never been before. And it is by means of travelling that you get to that place.

To be on the safe side and to spare yourself the trouble of standing long hours in the line you'd better *book tickets in advance*. All you have to do is to ring up the airport or the railway station booking office and they will send your ticket to your place. And of course before *getting off* you have to make your preparations.

You should settle all your business and visit your friends and relatives. On the eve of your departure you should pack your things in a suitcase. When the day of the departure comes, you call a taxi and go to the airport or the railway station.

For some time you stay in the waiting room. If you are hungry, you take some *refreshments*. In some time the loud speaker announces that the train or the plain is in and the passengers are invited to take their seats. If you travel by train you find your *carriage*, enter the carriage and find your *berth*. It may be a lower berth, which is more convenient or an upper one. You put your suitcase into a special box under the lower seat. Then you arrange your smaller packages on the tracks. In some time the train starts off. Travelling by train is slower than by plain, but it has its

advantages. You can see the country you are travelling through and enjoy the beautiful nature. It may be an express train or a passenger one. There is no doubt it's much more convenient to travel by the express train because it does not stop at small stations and it takes you less time to get to your *destination*.

But if you are in a hurry and want to save your time you'd better travel by plane because it's the fastest way of traveling. After the procedure of registration you board the plane at last. You sit down in a comfortable armchair and in a few minutes you are already above the clouds. After the plane gains its regular height the stewardess brings in some mineral water. You can sit and read a book or a magazine, look through the window to watch the passing clouds change their color grow white to black.

Some people prefer to travel by ship when possible. A sea voyage is very enjoyable, indeed. Traveling by car also has advantages, you don't have to buy a ticket, you can stop whenever you wish, where there is something interesting to see.

When you get tired of relaxation, you become home-sick and feel like returning home. You realize that "East or West-home is best", as the saying goes.

Glossary

facility, n – an ability, feature or quality

picturesque scenery – attractive in appearance, especially in an old-fashioned way, the general appearance of natural surroundings, especially when these are beautiful
booking office – a place, usually in a theatre, where tickets can be bought before a performance

remarkable, adj – unusual or special and therefore surprising and worth mentioning
brand new places – absolutely unknown before

explore, v – to search and discover (about something)

go sightseeing – the visiting of interesting places, especially by people on holiday

attract, v – to pull or draw someone or something towards them, by the qualities they have, especially positive and admirable ones

admire, v – to respect and approve of someone or their behaviour, or to find someone or something attractive and pleasant to look at

disappointment, n – something or someone that is not what you were hoping it would be

spoil, v – to destroy or reduce the pleasure, interest or beauty of something

feel bored – feeling tired and unhappy because something is not interesting or because you have nothing to do

camping, n – when you stay in a tent on holiday

hike, n – a long walk, especially in the countryside

strong-willed, adj – determined to behave in a particular way although there might be good reasons for not doing so

hardship, n – (something which causes) difficult or unpleasant conditions of life, or an example of this

remotest places – far away in distance, time or relation

hence, adv – that is the reason or explanation for; therefore

essential, adj – necessary; needed

book tickets in advance – to arrange to have a seat, room, entertainer, etc. at a particular time in the future

getting off – to leave a place, usually in order to start a journey

refreshments, n, pl – (small amounts of) food and drink

carriage, n – any of the separate parts of a train in which the passengers sit

berth, n – a bed in a boat, train, etc., or a place for a ship or boat to stay in a port

destination, n – the place where someone is going or where something is being sent or taken

Discussion

- ✓ What means of traveling did you come across while reading the text?
- ✓ What is the fastest way of traveling?
- ✓ What facilities do modern means of traveling provide us with (have)?
- ✓ Why is traveling always exciting?
- ✓ What can make your journey really disappointing?
- ✓ If one made up his mind to travel anywhere what preparation he should do before getting off?
- ✓ What advantages do all means of traveling have? Dwell on them.

What country would you like to visit? Account for your choice.

What is your favourite way of traveling?

Are there any means of traveling that you would never use? Why?

Comment (agree or disagree, say why) upon the following quotations by famous people:

❖ Travel is only glamorous in retrospect.

* Paul Theroux (US novelist)

❖ The use of traveling is to regulate imagination by reality, and instead of thinking how things may be, to see them as they are.

*Samuel Johnson (British man of letters, one of the outstanding figures of 18th-century England)

❖ No one realizes how beautiful it is to travel until he comes home and rests his head on his old, familiar pillow.

*Lin Yutang, Chinese writer

❖ A journey is like marriage. The certain way to be wrong is to think you control it.

*John Steinbeck American writer

❖ I have found out that there ain't no surer way to find out whether you like people or hate them than to travel with them.

* Mark Twain, American writer

Fill in this table, account for your opinion and use these hints in a topic of your own:

Types of travelling	advantages	disadvantages
by sea		
by train		
by plane		
by car		
by bus		
by bicycle		
on foot		
in one's mind		

Unit 3 UPBRINGING CHILDREN

Sharing Ideas

1. What can make a child happy/unhappy?
2. Do you think you can be a better parent than your own parents in future?
3. In what ways can one spoil a child?
4. What are some things that you would not allow your children to do?
5. What are some things that your parents did or do that you would never do?

Upbringing a child is not an easy task

Upbringing children is a very difficult and responsible task. One's life and fate depend on one's upbringing *to a great extent*.

It's a fact that happiness and wellbeing of children depend on the degree of love, understanding and approval their parents give them. Parents should be tactful and *considerate* with their children. They shouldn't criticize them in public as it *humiliates* the children and arouses *hostility* on their part. Parents must take a good look at themselves, as, consciously or unconsciously; children *pattern* themselves on their parents.

If parents have certain traits they don't want their children to *inherit*, they should do their best to get rid of them.

It is not wise to demand from a child more than he can give. In this case, parents can damage his/her confidence. The child may even develop an *inferiority complex*.

There is a term "difficult" children, such children are at war with themselves, and, *consequently*, they are at war with the whole world. Unhappy children these are! A difficult child is nearly always made difficult by wrong *treatment* at home. There must be no fear in children's life, as only *hatred* can *flourish* in the atmosphere of fear. Fear must be eliminated from the life of children the same about corporal punishment while bringing up children, it should not be acceptable.

Adolescence is the most dangerous age. Teenagers are gaining a sense of *dignity* as and they do not bear humiliation. Parents should be especially tactful with their children at this age.

Glossary

to a great extent – very much

considerate, adj - - respectful

humiliate, v – to make someone feel ashamed or lose their respect for themselves

hostility, n - unfriendliness and not liking or agreeing with something

pattern on, v – to copy one's habits and way of doing something

inherit, v – to have the same physical or mental characteristics as one of your parents or grandparents

inferiority complex - a feeling that you are not as good, as intelligent, as attractive, etc. as other people

consequently, adv.- as a result

treatment, n - the way you deal with or behave towards someone or something

hatred, n - an extremely strong feeling of dislike

flourish, v - to grow or develop successfully

adolescence, n - the period of time in a person's life when they are developing into an adult

dignity, n - calm, serious and controlled behaviour that makes people respect you

Discussion

- ✓ Do you agree with the title of the story? Give your grounds.
- ✓ What do happiness and wellbeing of children depend on?
- ✓ Why should parents watch their behavior?
- ✓ Sometimes parents are too demanding; they want their children to be the best. Do you think it is good to be too demanding? Give your grounds.
- ✓ Have you ever dealt with “difficult” children? What do you think makes them difficult?
- ✓ What is the most dangerous age when parents should be especially careful with their kids? Why?
 - Would you like to have children in future? Would you be a strict parent?
 - Do you think a man and a woman (both parents) should take equal part in bringing up a child? Who is more responsible for a child?
 - How would you describe a good parent? How would a child describe a good parent? Do these qualities differ much?
 - What do you think can parents do to prevent their children from being difficult?

Comment (agree or disagree, say why) upon the following quotations by famous people:

- ❖ You don't have to deserve your mother's love. You have to deserve your father's. He's more particular.
*Robert Frost (U.S. poet, 1874-1963)
- ❖ A child understands fear, and the hurt and hate it brings.
*Nadine Gordimer (South African writer)
- ❖ The best way to keep children home is to make the home atmosphere pleasant.
*Dorothy Parker (U.S. short-story writer and poet, 1893-1967)
- ❖ Be gentle with the young.
*Juvenal (ancient Roman poet)

Tick 5 most important as you think activities when bringing up children, account for your choice and use these hints in a topic of your own:

<p>1) Love your children unconditionally -- irrespective of whether they "behave nicely," clean up their room, and do their homework. Your love must go beyond this. Your children will feel it.</p>	
<p>2) Each day tell your children that you love them. All you have to say is three words, "I love you." If this is difficult for you, that is a sign you really need to say it.</p>	

<p>3) Speak and act in ways that give your children a positive self-image. Believe in your child. Believe in his abilities and potential. Say explicitly, "I believe in you." How do you know when you are successful at this? When your child says, "I see that you believe in me."</p>	
<p>4) Be a role model for the traits and qualities that you want your children to possess. Share your day with your kids so they know what you do and can learn from you and your experiences.</p>	
<p>5) Word your comments positively. Focus on the outcome you want. Say: "By developing this quality (for example, taking action right away), you will be more successful in life." (Rather than saying the negative.)</p>	
<p>6) Read great books to your children.</p>	
<p>7) Create a calm, loving, anger-free atmosphere in your home. Consistently speak in a calm and loving tone of voice. See, hear, and feel yourself being a calm person who has mastered the ability to maintain an emotional and mental state that is centered, focused and flowing.</p>	
<p>8) If you make a mistake when interacting with your children, apologize. Ultimately they will respect you more than if you try to deny the mistake.</p>	
<p>9) Every day, express gratitude in front of your children. Ask them regularly, "What are you grateful for?"</p>	
<p>10) When your children make mistakes, help them learn from those mistakes.</p>	

Unit 4 SPORTS AND HEALTHY WAY OF LIFE

Sharing Ideas

1. Do you always eat healthy food?
2. Do you ever read magazines or news articles about health? If yes, what subject(s) do you find the most interesting?
3. Do you exercise? How often do you exercise?
4. How can you reduce stress in your life?
5. Are you good at sports? What sports are you good at? Do you often play sports?

Keeping fit and doing sports

The modern way of life, when people have little physical activity, use cars instead of walking, watch television for many hours, and work on computers is turning them into *legless creatures*. Although a lot of people are interested in staying healthy, not many people do very much about it. Only 10 per cent of *adults* take part in sport more than twice a week.

Some people argue that sports are not very useful. It takes a lot of energy and time. A lot of people prefer to watch sports competitions rather than take part in sports. The most popular spectator sports are football, hockey and figure skating. Most of the important competitions are *televised*, and people enjoy watching sports programmes on TV. But certainly watching sports events and going in for sports are two different things.

People nowadays are more *health-conscious* than they used to be. They understand that good health is above wealth. To be healthy we should avoid different bad habits that can affect our health. Smoking and drinking too much alcohol, are the worst ones. Smoking, for example, causes a number of heart and *lung* diseases, such as pneumonia and cancer. Besides, it makes your teeth yellow and skin unhealthy. Fortunately, in recent years smoking has received a lot of bad *publicity*, and fewer people smoke nowadays. Some companies don't employ people who are smokers. Smoking has been banned in most public places because everyone agrees it does harm to our health.

Smoking and drinking are joined by less dangerous habits, such as eating unhealthy food, or even overeating. Of course, they are not quite as *deadly* as smoking or drinking alcohol, but they also affect our health.

One of the best ways to stay healthy and to keep fit is by going in for sports. Among the benefits of regular exercise are a healthier heart, stronger bones, quicker reaction times and more resistance to various illnesses. Besides, you can eat and drink as much as you want because you are burning it all off.

To be healthy, it is also very important to spend a lot of time in the open air. It is useful to go for a walk before going to bed, or to air the room.

It is very important to be fit and healthy, and it is necessary to take care of your health. Being fat, in fact, can cause real problems. It is harder for fat people to get a good job, or even to make friends. If you want to do well, you must be thin. That's why we should go in for sports on a regular basis.

Sleeping eight or nine hours, getting up early, regular meals, a healthy diet and going in for sports is really a good way to live.

The most popular sports in Russia are football and hockey, skating and skiing, tennis and basketball. Among the benefits of regular exercise are a healthier heart, stronger bones, quicker reaction times, and less susceptibility to various illnesses. Scientists believe that if you go in for sport on a regular basis, it could even help you to live longer.

Glossary

legless, adj – lit. without legs

creature, n- any large or small living thing which can move independently, used to refer to a person when an opinion is being expressed about them
adult, n - a person that has grown to full size and strength
majority, n - the larger number or part of something
injuries, n pl - physical harm or damage to someone's body caused by an accident or an attack
televised, adj – shown on TV
health-conscious, adj – concerned about his/her health
essential, adj - necessary; needed
jog, v- to run at a slow regular speed, especially as a form of exercise
lungs, n. pl - two organs in the chest with which people breathe
publicity, n - the activity of making certain that someone or something attracts a lot of interest or attention from many people, or the attention received as a result of this activity
deadly, adv – bringing death closer

Discussion

- ✓ Do you agree that people turned nowadays into legless creatures?
- ✓ Why do people prefer watching sports rather than doing it?
- ✓ Name some bad habits which affect our health in the negative way, prove your point.
- ✓ What is one of the best ways to stay healthy according to the text? Do you agree with this statement?
- ✓ Why should we go in for sports on a regular basis?
- ✓ What are the most popular sports in Russia?
- ✓ What are advantages of regular exercise?
- What do you think is the most popular sport in the world?
- What new sports would you like to try? How do you feel about extreme sports? Would you like to try any of these?
- What sports do you like to watch live? Why?
- What are some things people can do to keep healthy?
- What disease frightens you the most? Why?

Study the following table. Choose one activity which you think is the most harmful and speak on it, proving your point of view:

ACTIVITY	RISKS TO YOU	RISKS TO YOUR FAMILY
Smoking	Respiratory illness, coronary heart disease, cancer	Respiratory illness, chest, nose, ear and throat infections. Your family's risks are increased two to three times if you smoke.
Lack of physical activity	Coronary heart disease, strokes, high blood pressure, breathlessness, flabby body, little energy, stiff joints, osteoporosis, poor posture, overweight.	Lack of energy for your work; lack of energy for your children and grandchildren; a poor role model.
Overeating	Coronary heart disease, high blood pressure, non-insulin dependent diabetes, constipation, joint pain, being out of breath. Your risks multiply if you eat too much animal fat, smoke, drink alcohol and take very little exercise.	Coronary heart disease, development of bad eating habits, poor life expectancy But having a Healthy Lifestyle isn't only about being the right weight for your height.
Alcohol addiction	Raised blood pressure, which increases the risk of Stroke; stomach disorders; depression and emotional disorders; cancers, particularly of the mouth, throat and gullet; hepatitis and cirrhosis of the liver; malnutrition; accidents at home, at work and on the roads; suicide.	Violence, accidents (perhaps influenced by you); less to spend on food; poor role model for children; increased risk of divorce.

Comment (agree or disagree, say why) upon the following quotations by famous people:

- ❖ Health is not valued till sickness comes.
*Dr. Thomas Fuller (an English churchman and historian)

- ❖ Be careful about reading health books. You may die of a misprint.
*Mark Twain (U.S. humorist, writer, and lecturer)

- ❖ Eat breakfast like a king, lunch like a prince, and dinner like a pauper.
*Adelle Davis (an American pioneer in the fledgling field of nutrition during the mid-20th century)

- ❖ Quit worrying about your health. It'll go away.
*Robert Orben (an American magician and professional comedy writer)

Unit 5 NATURE PROTECTION AND GLOBAL WARMING

Sharing Ideas

1. What do you know about environmental problems?
2. What types of pollution do you know?
3. Which is more important, increasing people's standard of living, or protecting the environment?

Protection of environment

Environmental problems have become exceptionally *acute* in the modern world, and environmental protection has become a vital necessity for all people.

Our planet is in serious danger. One of the most important environmental problems in the world today is the shortage of clean water. Industrial *pollution* has made many sources of water undrinkable. Rivers, lakes and even seas have become *poisonous*. Thousands of fish die every year as a result of the illegal *dumping* of waste in rivers by factories all over the world.

Lake Baikal is one of the worlds' largest and most beautiful lakes. It contains a rich variety of fish and plants, including 1,300 *rare species* that do not exist anywhere else in the world. However, they are being killed by massive industrial waste, which some factories still pour into the lake every day. A few years ago people thought that the supply of clean water was unlimited. Now clean water is *scarce*, and we are beginning to respect this *precious* resource. We must protect the clean water that remains for the sake of our children and grandchildren.

Air pollution is another important problem. In hundreds of cities and towns the concentration of harmful substances in the air is over ten times the *admissible* level. Every day a huge number of plants and factories *emit* lots of *harmful* substances into the atmosphere of big cities. The great increase in the use of motor cars in the last quarter of the twentieth century has caused an increase in a new kind of air pollution. Pollution from factories and cars poison the air we breathe, and is the main reason for the *greenhouse effect* and *acid rain*.

Acid rain can *damage* life in lakes and rivers and *destroy* forests. The greenhouse effect may also have *disastrous* consequences for our planet. It is already affecting several areas of the world with unusual weather causing *droughts* or heavy storms. The world's temperature is going up and the climate is changing. Cutting down on *emissions* from large *combustion* plants and *exhaust* fumes from

vehicles would help solve the problem. I think we should try and use alternative energy, such as solar energy and wind energy, and design plants and cars that run on electricity, a much cleaner fuel than petrol.

One of the most alarming environmental problems is *depletion* of the ozone layer, which protects the Earth from the dangerous ultraviolet rays of the sun. Because of the ozone holes, the dangerous rays get through the atmosphere, causing skin cancer and other serious diseases. Many scientists think that these ozone holes are the result of air pollution.

The most urgent ecological problem today is the environmental safety of nuclear power stations. Nuclear pollution can't be seen, but its effects can be terrible. We all know how tragic the consequences of the Chernobyl *disaster* are. Nuclear waste also endangers people's lives. People all over the world protest against nuclear tests and nuclear weapons. If we do not take any action, the possibility of a global nuclear disaster is very real.

Of course, we can't help mentioning such burning issues as *destruction* of tropical forests and wildlife, *overpopulation*, and *shortage* of natural resources. The list of serious ecological problems could be continued.

Today environmental issues are much spoken and written about on TV, radio, and in the newspapers. If people want to survive, they must do their best to solve these problems. Fortunately, it's not too late to save our planet. We understand that our environment is not just our home town, but the whole earth. The protection of the environment requires the cooperation of all nations. Governments should take measures that will help improve the environment.

There are a lot of environmental groups and international organizations, whose main goal is to strengthen cooperation among environmentalists from different countries. The most famous of them is Greenpeace, which combines the people's efforts for peace with the huge and ever *mounting* movement for nature *conservation*. The World Wildlife Fund (WWF) is the name of another international organization that appeared in 1961. It has created or given support to National Parks on five continents.

Glossary

environmental, n – related to the air, water and land in or on which people, animals and plants live

acute, adj – here – very bad

pollution, n – damage caused to water, air, etc. by harmful substances or waste

poisonous, adj – very harmful and able to cause illness or death

dumping, n – getting rid of something unwanted, especially by leaving it in a place where it is not allowed to be

rare, adj – not common; very unusual

species, n – a set of animals or plants in which the members have similar characteristics to each other and can breed with each other

scarce, adj – not easy to find or obtain

precious, adj – of great value because of being rare, expensive or important

admissible, adj – FORMAL considered satisfactory and acceptable in a law court
emit, v – to send out a beam, noise, smell or gas
harmful, adj – causing harm
greenhouse effect, n – an increase in the amount of carbon dioxide and other gases in the atmosphere which is believed to be the cause of a gradual warming of the surface of the Earth
acid rain – rain which contains large amounts of harmful chemicals as a result of burning substances such as coal and oil
damage, v – to harm or spoil something
destroy, v – to damage something so badly that it does not exist or cannot be used
disastrous, adj – extremely bad or unsuccessful
drought [dro:t], n – a long period when there is little or no rain
emission, n – when gas, heat, light, etc. is sent out; an amount of gas, heat, light, etc. that is sent out
combustion – SPECIALIZED the chemical process in which substances mix with oxygen in the air to produce heat and light
exhaust fumes – the waste gas from an engine, especially a car's, or the pipe the gas flows through
vehicle, n – FORMAL a machine usually with wheels and an engine, which is used for transporting people or goods on land, particularly on roads
depletion, n – (a) reduction
disaster, n – (an event which results in) great harm, damage or death, or serious difficulty
destruction, n – when something is destroyed
overpopulation, n – too many people for the amount of food, materials and space available somewhere
shortage, n – when there is not enough of something
mounting, adj – gradually increasing
conservation, n – the protection of plants and animals, natural areas, and interesting and important structures and buildings, especially from the damaging effects of human activity

Global warming

Global warming is potential increase in global average surface temperatures resulting from *enhancement* of the greenhouse effect by air pollution.

In 2001 the U.N. Intergovernmental Panel on Climate Change *estimated* that by 2100 global average surface temperatures would increase by 2.5 to 10.4 °F (1.4 to 5.8 °C), depending on a range of *scenarios* for greenhouse gas emissions. Many scientists predict that such an increase would cause polar ice *caps* and mountain *glaciers* to *melt* rapidly, *significantly* raising the levels of coastal waters, and would produce new patterns and extremes of drought and rainfall, seriously *disrupting* food production in certain regions. Other scientists *maintain* that such predictions are *overstated*. The 1992 Earth Summit and the 1997 conference of the UN Framework Convention on Climate Change *attempted* to address the issue of global

warming, but in both cases the cause was *hindered* by conflicting national economic agendas and disputes between rich and poor nations over the cost and consequences of reducing emissions of greenhouse gases.

Warming of the Earth's surface and lower atmosphere that tends to intensify with an increase in atmospheric *carbon dioxide* and certain other gases.

Glossary

enhancement, n – the improving of quality, amount or strength of something

estimate, v – to guess the cost, size, value, etc. of something

scenario, n – a description of possible actions or events in the future

cap, n – a small usually protective lid or cover

glacier, n – a large mass of ice which moves slowly

melt, v – to turn from something solid into something soft or liquid, or to cause something to do this

significantly, adv – important or noticeable

disrupt, v – to prevent something, especially a system, process or event, from continuing as usual or as expected

maintain, v – to keep a road, machine, building, etc. in good condition

overstated, adj – described or explained in a way that makes it seem more important or serious than it really is

attempt, v – to try to do something, especially something difficult

hinder, v – to limit the ability of someone to do something, or to limit the development of something

carbon dioxide the gas formed when carbon is burned, or when people or animals breathe out

Greenhouse effect

Visible light from the Sun heats the Earth's surface. Part of this energy is *reradiated* in the form of long-wave *infrared* radiation, much of which is absorbed by molecules of carbon dioxide and water *vapour* in the atmosphere and reradiated back toward the surface as more heat. This process is analogous to the glass panes of a greenhouse that *transmit* sunlight but hold in heat. The trapping of infrared radiation causes the Earth's surface and lower atmosphere to warm more than they otherwise would, making the surface *habitable*. The increase in atmospheric carbon dioxide caused by widespread *combustion* of fossil fuels may intensify the greenhouse effect and cause long-term climatic changes. An increase in atmospheric concentrations of other trace gases such as *chlorofluorocarbons*, *nitrous oxide*, and methane may also aggravate greenhouse conditions. It is estimated that since the beginning of the Industrial Revolution the amount of atmospheric carbon dioxide has increased 30%, while the amount of methane has doubled. Today the U.S. is responsible for about one-fifth of all human-produced greenhouse-gas emissions.

Glossary

reradiate, v –to reproduce heat and/or light, or (of heat or light) to be produced
infrared, adj – a type of light that feels warm but cannot be seen
transmit, v – to broadcast something, or to send out or carry signals using radio, television, etc
habitable, adj – providing conditions which are good enough to live in or on
combustion, n – SPECIALIZED the chemical process in which substances mix with oxygen in the air to produce heat and light
chlorofluorocarbons – synthetic chemical substance, corresponds to Russian “хлорфторуглерод”
nitrous oxide – synthetic chemical substance, corresponds to Russian “азотистый оксид”

Recycling

Recycling is the processing of used objects and materials so that they can be used again. About 60% of rubbish from homes and factories contain materials that could be recycled. Recycling saves energy and raw materials, and also reduces damage to the countryside.

Glass, paper and aluminium cans can all be recycled very easily. Many towns have bottle banks and can banks where people can leave their empty bottles and cans for recycling. A lot of paper bags, writing paper and greeting cards are now produced on recycled paper.

Discussion

- ✓ Is the shortage of clean water one of the most important environmental problems in the world today? What are the reasons of it?
- ✓ What is going on with air in hundreds of cities and towns of our planet?
- ✓ What is the main reason for the greenhouse effect and acid rain?
What may acid rain and greenhouse effect cause?
What is the solution of this problem?
- ✓ What is one of the most alarming environmental problems?
- ✓ Is the environmental safety of nuclear power stations the most urgent ecological problem today? Why?
- ✓ What other ecological problems in different regions of the world do you know?
- ✓ What environmental groups and international organizations do you know? What is their main goal?
- ✓ How do you understand the terms Global warming and Greenhouse effect?
 - Do you think there are lessons to learn from nature?
 - Are there litter laws where you live? If so, what is the penalty for littering?
 - Do you think cars should be banned from city centers?
 - What are some types of pollution which are wide-spread in the place you live?
 - What are some ways that you can reduce pollution in this country?

- What can you personally do to help prevent pollution? What can you do to make this world a better place?
- Who do you think is more responsible for pollution, individual people or the government? Explain why.
- If you could choose one alternative energy source to develop which one would you choose? Why?
- Do you think overpopulation is an important environmental issue? Why or why not?

Comment (agree or disagree, say why) upon the following quotations by famous people:

❖ Nature has no mercy at all. Nature says, "I'm going to snow. If you have on a bikini and no snowshoes, that's tough. I am going to snow anyway."

* Maya Angelou (U.S. poet)

❖ The Laws of Nature are just, but terrible. There is no weak mercy in them. Cause and consequence are inseparable and inevitable. The elements have no forbearance. The fire burns, the water drowns, the air consumes, the earth buries. And perhaps it would be well for our race if the punishment of crimes against the Laws of Man were as inevitable as the punishment of crimes against the Laws of Nature--were Man as unerring in his judgments as Nature.

* Henry Wadsworth Longfellow (U.S. poet)

❖ The day, water, sun, moon, night--I do not have to purchase these things with money.

* Plautus (Roman comic playwright)

❖ Nature does nothing uselessly.

* Aristotle (Greek philosopher and scientist)

❖ After you have exhausted what there is in business, politics, conviviality, and so on - have found that none of these finally satisfy, or permanently wear - what remains? Nature remains.

Walt Whitman (U.S. poet, journalist, and essayist)

❖ The goal of life is living in agreement with nature.

* Zeno (Eastern Roman emperor)

Think of how we can prevent the environment from pollution. Fill in the chart with your ideas

POLLUTION TYPES	WAYS OF SOLVING THE PROBLEM
air pollution	
water pollution	
soil pollution	
contamination (chemicals)	
noise pollution	

Unit 6 SCHOOL EDUCATION IN RUSSIA, IN GREAT BRITAIN AND IN THE USA

Sharing Ideas

1. Are most schools coeducational in your country?
2. Are there any subjects/classes you wanted to study but they weren't available at your school?
3. Do you know anyone who does not know how to read or write?
4. Do you think your school was a good one? Why/why not?
5. Should education be free?
6. Does your country provide a good public school system?

SCHOOLING IN RUSSIA, IN GREAT BRITAIN AND IN THE USA

Russians have always shown a great *concern* for education. The right to education is stated in the constitution of the Russia Federation. It's ensured by *compulsory* secondary schools, *vocational* schools and higher education *establishment*.

Education in Russia is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Russia are: primary education for ages 6-7 to 9-10 inclusive; and senior school for ages 10-11 to 12-13 inclusive, and *senior school* for ages 13-14 to 14-15 inclusive. If a pupil of secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study. Every school has a «*core curriculum*» of academic subjects.

After finishing the 9th form one can go on to a vocational school which offer programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go into higher education. All applicants must take competitive exam.

All British children must stay at school from the age of 5 until they are 16. Many of them stay longer and take final examination when they are 17 or 18.

State schools are divided into the following types:

- *Grammar schools*. Children who go to *grammar schools* are usually those who show a preference for academic subjects, although many grammar schools now also have some technical courses.

- *Technical schools*. Some children go to technical schools. Most courses there are either commercial or technical.

- *Modern schools*. Boys and girls who are interested in working with their hands and learning in a practical way can go to a technical school and learn some trade.

- *Comprehensive schools*. These schools usually combine all types of secondary education. They have physics, chemistry, biology laboratories, machine workshops for metal and woodwork and also geography, history and art departments, commercial and *domestic* courses.

There are also many schools which the state doesn't control. They are private schools. They charge fees for educating children and many of them are *boarding schools*, at which pupils live during the term time.

After leaving school many young people go to colleges or further education.

Now the state in the United Kingdom provides a full range of free educational *facilities*. Those parents who send their children to private institutions, and could afford it, are free to do so.

The organization of state schooling is not centralized as in the most European countries. Firstly, there is no *prescribed curriculum*. Secondly, the types of school available and the age ranges for which they *cater* vary in different parts of the country. In each area Local Educational Authority is responsible for education. At any public school no *tuition fees* are payable. State schooling in the UK is financed partly by the Government and partly by local rates.

Schooling is *voluntary* under the age of 5 but there is some free *nursery school* education before that age. Primary education takes place in *infant schools* for pupils ages from 5 to 7 years old and junior schools (from 8 to 11 years). Some areas have different systems in which middle schools replace junior schools and take pupils ages from 9 to 11 years. Secondary education has been available in Britain since 1944. It is compulsory up to the age of 16, and pupils can stay at school voluntarily up to three years longer.

The private sector is running parallel to the state system of education. There are over 2500 fee-charging independent schools in GB. Most private schools are *single-sex* until the age of 16. More and more parents seem prepared to take on the *formidable* extra cost of the education. The reason is the belief that social advantages are gained from attending a certain school. The most expensive day or boarding schools in Britain are exclusive public schools like Eton College for boys and St. James' school for girls.

The American system of school education differs from the systems in some countries. There are state-supported public schools and private secondary schools. Public state schools are free and private schools are fee-paying. Each individual state has its own system of public schools. The federal government pays little or no attention to the schools.

Elementary education begins at the age of six with the first grade (form) and continues through to the eighth grade. In most states children are supposed to go to school until the age of sixteen (or until they have finished the eighth grade).

The elementary school is followed by four years of secondary school or high school as it is called there. In some states the last two years of the elementary and the first years of the secondary school are combined into a junior high school.

The programme of studies in the elementary school is different at different schools. It includes English, arithmetic (sometimes elementary algebra), geography, history of the USA and elementary natural science including physiology. Physical training, singing, drawing, and handwork (wood or metal work) are also taught. Sometimes a foreign language and the study of general history are begun.

Besides giving general education, some high school subjects are useful to those who hope to find jobs in industry and agriculture. Some schools give preparatory education to those planning to enter colleges and universities. Each state has its own university.

At the same time, educational opportunities in the USA are formal for many people. One per cent of American citizens from the age of fourteen and older can neither read nor write. Over two million American children do not go to school, and six million attend only the first grade. More than fifty per cent of school students do not finish high school.

Glossary

concern, n- something that is important to you, or when something is important
compulsory, adj - if something is compulsory, you must do it because of a rule or law

vocational, adj - providing skills and education that prepare you for a job
establishment, n - a business or other organization, or the place where an organization operates

senior school – final school period

core curriculum – main group of subjects studied in a school, college, etc

intelligence, n - the ability to learn, understand and make judgments or have opinions that are based on reason

grammar school - a British school, especially in the past, for children aged 11-18 who are good at studying.

domestic, adj – belonging or relating to the home, house or family

boarding schools - a private school where you can pay to stay and receive meals

facility, n - an ability, feature or quality

prescribed curriculum - set group of subjects studied in a school

cater, v – to provide, and sometimes serve

tuition fees – money paid for schooling

voluntary, adj - done, made or given willingly, without being forced or paid to do it

nursery school – a school for children between the ages of two and five

infant schools – in the UK, a school or part of a school for children who are 4 to 7 years old

single-sex – where children of same sex study

formidable, adj - causing you to have fear or respect for something or someone because they are impressive, powerful or difficult

Discussion

- ✓ What are the stages of compulsory schooling in Russia?
- ✓ Can one enter a higher educational institution on finishing the 9th form in Russia? Why?
- ✓ How and when can one enter a higher educational institution in Russia?
- ✓ When do British children go to school? When do they leave it?
- ✓ What types of British state schools do you know? Trace the difference between them.
- ✓ Are there any types of schools in Britain which the state doesn't control? What are they called? Are they different from other types? How?
- ✓ How do you understand the sentence which says that state schooling is not centralized in Europe?
- ✓ Is education compulsory under the age of 5 in Britain? What about further education?
- ✓ What are the typical features of private schools in GB?
- ✓ What types of school are most common for the USA?
- ✓ What are the features of the elementary education in the US?
- ✓ What is "high school"?
- ✓ What does the programme of studies in the elementary school include?
- ✓ In what way are some high school subjects useful to students?
- ✓ What can you say about educational opportunities in the US in general?
- What are the most vivid recollections of your school years?
- Do you think schooling in Russia should be compulsory? Give your grounds.
- What subjects would you like to add to the core curriculum in our schools?
- Did you have any extra- curriculum activities in your school? Did you do any of them?

Comment (agree or disagree, say why) upon the following quotations by famous people:

- ❖ The roots of education are bitter, but the fruit is sweet.
*Aristotle (Greek philosopher and scientist)

❖ Teachers open our eyes to the world. They give us curiosity and confidence. They teach us to ask questions. They connect us to our past and future. They are the guardians of our social heritage. Life without a teacher is simply not a life.

*Jonathan Sacks (the Chief Rabbi of the United Kingdom's main body of Orthodox synagogues.)

❖ Education is light, lack of it is darkness.

*Russian proverb

❖ The education of a man is never completed until he dies.

*Robert E. Lee (U.S. and Confederate military leader.)

Fill in this table, account for your opinion and use these hints in a topic of your own:

EDUCATION SYSTEM	advantages	disadvantages
in Russia		
in Great Britain		
In the USA		

Unit 7 HOLIDAYS IN GREAT BRITAIN, USA AND RUSSIA

Sharing Ideas

1. Do you like holidays? Why?
2. Where is the best place to be for the holidays?
3. Which GB holidays do you know about?
4. What do you English people do when they have holidays?

British and American holidays

Every country and every nation has own traditions and *customs*. English are proud of their traditions and carefully keep them up. English people celebrate Christmas on the 25th of December. Christmas Day is a family holiday. It is the time when all the family gets together round the Christmas tree decorated with toys and sweets. Children believe that when they are asleep Santa Claus comes with a big bag of toys. They often hang up large *stockings* for the presents. All families have Christmas dinners. They eat traditional dishes - turkey, duck, and pudding. On

the New Year's Day they watch the old year out and the New Year in. There are some traditions on New Year's Day. One of them is the old First Footing. The first man to come into the house is very important. The Englishmen believe that he brings luck. This man (not a woman) must be healthy, young and pretty-looking. He brings presents - bread, a piece of coal or a coin. Another best-loved holiday is St. Valentine's Day on the 14th of February - the holiday of love and *affection*, the day of sending «valentines» and giving presents to those you love «Be My Valentine» - Englishmen with these words ask to become friends or companions. Valentines often are decorated with symbols of love - red hearts and roses, *ribbons* and *laces*. In England tradition of celebrating Easter is deep-rooted in the history of the nation. Easter is a church holiday. There is a popular belief that wearing 3 new things on Easter will bring good luck.

Traditionally Easter is marked by parades of people in bright new spring clothes are held on this day. Another custom is decorating eggs for children. Eggs are hidden in the yards little children believe that the Easter rabbit comes and leaves eggs for them. Easter candies are made in the form of eggs, little chickens and rabbits. Halloween is the day or evening before All Saint's Day. Children dress up in Halloween costumes and put masks over their faces. They go out into the streets to beg. People give them sweets, cookies and apples. A favorite Halloween custom is to make a *jack-o'-lantern* (the children scrape out a *pumpkin* and cut the eyes, nose and mouth). They light a candle inside the pumpkin to scare their friends.

There are so-called Bank holidays in the UK. Prior to 1834, the Bank of England observed about thirty-three saints' days and religious festivals as holidays, but according to the Act of Parliament in 1834, this was drastically reduced to just four: 1 May, 1 November, Good Friday, and Christmas Day. According to the Act of Parliament of 1871 there are 4 bank holidays (Public holidays in G.B. are called bank holidays because the banks as well as most of the offices and shops are closed) Easter Monday, Spring Bank Holiday (Whitsun), December 26th - Boxing Day and May Day Bank Holiday. Other public holidays are Good Friday, May Day, Also there is a Pancake Day, April's Fool Day and Mother's Day.

People in the USA have holidays both, similar to those celebrated in England and special, nationally-coloured ones. Each of 50 states *establishes* its own legal holidays. But there are holidays, which are *common* to all federal offices. They are the New Year Day, Washington Birthday - "President's Day", Memorial Day, Independence Day and Thanksgiving Day.

There are also many traditional holidays such as St' Valentine's Day, Mothers' Day and Halloween. Perhaps the "two most American holidays" are the 4th of July and Thanksgiving Day. The Independence Day is like a big national party. It takes place throughout the country: in *neighborhoods*, beaches or in parks. Some towns and cities have parades with *bands* and flags and many politicians try to give a patriotic speech if there are any listeners. But what makes this holiday exciting is the atmosphere of enjoyment. Families have beach parties with hot-dogs and hamburgers, volleyball, *fireworks* and rockets at night. The national birthday is also the nation's greatest *annual* summer party. Like X-mas.

Thanksgiving Day is the day for families to come together. Traditional foods are prepared for the feast - turkey or ham, *cranberry* sauce and corn dishes, breads and rolls, pumpkin pies. St' Valentine's Day, February 14th, is sweethearts' day when people who are in love express their *affection* for each other in merry ways. The cards may be different but the message is the same: "Will you be my Valentine?"

Halloween means "'holly evening". It takes place on the 31st of October. At parties people dress up in strange costumes and *pretend* they are *witches*. They cut horrible faces in potatoes and pumpkins and put a candle inside which shines through the eyes. People may play different games such as trying to eat an apple from a *bucket* of water without using their hands.

In recent years children dressed in white sheets knocked on doors at Halloween and ask if you like trick or treat. If you give them something nice - a treat - they go away. But if you don't they play a trick on you, such as making a lot of noise on your front doorstep.

Glossary

custom, n - a way of behaving or a belief which has been established for a long time

stockings, n - a large sock which children leave out when they go to bed on Christmas Eve so that it can be filled with small presents

affection, n - a feeling of liking for a person or place

ribbon, n - long narrow strip of material used to tie things together or as a decoration

lace, n - a decorative cloth which is made by weaving thin thread in delicate patterns with holes in them

jack-o'-lantern, n - a pumpkin that has been hollowed out and cut with holes shaped like eyes, a nose, and a mouth, and lit with a candle inside, which is made at Halloween

pumpkin, n - a large, round vegetable with hard yellow or orange flesh

establish, v - to start something that will continue for a long time

common, adj - belonging to or shared by two or more people or things

neighborhood, n - neighbouring places are next to or near each other

band, n- group of musicians who play modern music together

fireworks, n - loud noise when explosive chemicals which produce bright coloured patterns explode

annual, adj – taking place each year

cranberry, n - a small round red fruit with a sour taste

affection, n - a feeling of liking for a person or place

pretend, v - to behave as if something is true when you know that it is not, especially in order to deceive people or as a game

witch, n - woman who is believed to have magical powers and who uses them to harm or help other people

bucket, n- a container with an open top and a handle, often used for carrying liquids

Discussion

- ✓ How do English celebrate Christmas? Do they celebrate the New Year?
- ✓ How is St. Valentine's Day celebrated?
- ✓ What is Easter?
- ✓ What are the features of Halloween?
- ✓ What do you know about Bank holidays? Why do they have such a name?
- ✓ Do people who live in different states in America celebrate the same holidays? Are any common holidays? What are they?
- ✓ What is the Independence Day and how do people mark it?
- ✓ How is Thanksgiving celebrated?
- ✓ What is the message of the Valentine cards?
- ✓ Are there any specific features of Halloween in the USA?
- Are any of the British holidays celebrated in Russia?
- Do you know any other typically British holidays?
- Find some information about British holidays related to the Royal family.

HOLIDAYS IN RUSSIA

Sharing Ideas

1. What holidays have disappeared in your country?
2. What new holidays do you think are needed in your country?
3. How many holidays do you have in your country?
4. What special foods are associated with your favorite holiday?
5. Do we celebrate any of the holidays typically celebrated in GB?

Russian holidays

If you think about the most *appropriate* time to work in Russia, forget about May. First, there is a two-day celebration of May 1, which under the Soviets used to be the International Day of Workers' Solidarity and now is the Day of Labor and Spring. Then, there is May 9, Victory Day, marking the Russian victory in World War II. With a weekend in between and a couple of days taken off to round it out, many Russians do not appear at their work places for about a *fortnight*.

Apart from being an impressive loss of working hours for the national economy, Russian holidays are also remarkably *contradictory*, ideologically speaking. On June 12, a relatively new holiday, Russian Federation Day, is celebrated to mark the day in 1990 that Russia adopted a declaration of *sovereignty*. On November 7 and 8 the country still celebrates what under the Soviets was the anniversary of the 1917 Bolshevik revolution, which led to the creation of the USSR. Nowadays, the anniversary of the revolution is called the Day of *Reconciliation* and Unity.

December 12, Constitution Day, marks the adoption of the 1993 constitution, which *legitimized* the end of the Soviet era.

Nowadays, the New Year remains the biggest and the most popular winter holiday in Russia. However, following the *collapse* of the atheist regime, Russia started to celebrate *Orthodox* Christmas, which, according to the old Church calendar, comes after the *secular* New Year--on January 7. Russian people also celebrate, though unofficially, the so-called "old New Year," on the evening of January 13-14.

Hardly a month passes by before there is another holiday -February 23, Army Day. Historically this holiday has nothing to do with the creation either of the Soviet or the Russian armies. Rather, on that day in 1918, the Bolshevik leaders called on workers to take up arms to defend St. Petersburg from the White Guards, who were closing in on the city. Less than two weeks after Army Day comes the first spring *public* holiday: On March 8, the country celebrates the Women's Day, another Soviet *holdover*. The May 8 holiday originated with the German socialist Klara Zetkin, who began the International Women's Day (IWD) in 1911. The Bolsheviks adopted it after they came to power. Yet it was on that day that Soviet women expected to be presented with flowers, be taken care of and generally be treated *gallantly*.

Only two public holidays in Russia *retain* their original meaning and are equally loved by everyone in the country--New Year's and Victory Day. The New Year celebration was always a family occasion. And since the Second World War affected every family in Russia, Victory Day remains a *sacred* day for all, truly uniting the country.

In addition to the public holidays celebrated in throughout Russia, Daghestanis observe also some traditional holidays of their own. Being the followers of Islam and in accordance with their religious freedom, they celebrate Uraza-Bairam on the occasion of completing *fasting* in the sacred month of Ramazan, the 9-th month of the Islamic *lunar* calendar. Another major religious holiday is Kurban – Bairam, celebrated in 70 days after Ramazan. Before it thousands of Daghestan Moslems go on *pilgrimage* to Mecca and Medina, the sacred places of Islam. These and other Islamic holidays are *movable* – that is due to the fact that they are based on the lunar calendar which is 10 or 11 days shorter than the solar, Gregorian calendar.

Daghestanis observe non- religious holidays as well. They are: Navruz – Bairam, an ancient folk festival which marks the beginning of spring, Holliday of the first Furrow is mostly celebrated by the rural population to mark the beginning of a new agricultural year, Day of shepherds, a professional holiday of shepherds held in Summer, Festival of flowers which is customarily held in the Akhty district in May, Festival of Sweet Cherry, usually celebrated in the Kasumkent district in June etc. In recent years it has become a tradition to celebrate the White *Cranes* Day in *commemoration* of the fallen in the battle fields. On the initiative of the poet Rasul Gamzatov, this memorable date is marked every year in the village of Gunib. The main national holiday of Daghestan is its Constitution Day celebrated all over the republic on July, 26.

Glossary

appropriate, adj - correct or right for a particular situation or occasion
fortnight, n - a period of two weeks
contradictory, adj - stating the opposite of some fact or statement
sovereignty, n - the power or authority to rule
reconciliation, n - the process of making two people or groups of people friendly again after they have argued seriously or fought and kept apart from each other, or a situation in which this happens
legitimize, v - to make (something) legal or acceptable
collapse, n - to be unable to continue or to remain in operation; fail
Orthodox, adj - (of beliefs, ideas, or activities) following generally accepted beliefs or standards
secular, adj - not having any connection with religion
public, adj – here - official
holdover, n – remained features from the previous times
gallantly, adv – (of a man) polite and kind towards women, especially when in public
retain, v - to keep or continue to have something:
sacred, adj - considered to be holy and deserving respect, especially because of a connection with a god
fasting, n - a period of time when you eat no food
lunar, adj – moon related
pilgrimage, n - journey made by a pilgrim to a place which is considered special, and which you visit to show your respect
movable, adj – having no fixed date
solar, adj – sun related
crane, n - a tall bird with long thin legs and a long neck
commemoration, n - something which is done to remember officially and give respect to a great person or event

Discussion

- ✓ Enumerate all the holidays celebrated in Russia.
- ✓ What month of the year is the most inappropriate for work? Why? Make use of your own experience.
- ✓ What holiday do we celebrate on the 9-th of May?
- ✓ Say a couple of words about the Russian Federation Day.
- ✓ What holidays do we observe in winter? Are there any religious holidays in winter?
- ✓ Why is the Orthodox Christmas celebrated on the 7-th of January?
- ✓ What can you tell about the holiday which falls on the 23-th of February? Does it have anything to do with the formation of The Soviet Army?
- ✓ Who and began the International Women's Day? Give the background of this holiday.

- ✓ What holidays in Russia retain their original meaning and are equally loved by everyone in the country? Why?
- ✓ Give the account for the most important holidays in Daghestan.
- Compare the nature of the public holidays in Russia with those observed in GB. Find similar and different features.
- Where do you think holidays are more politically coloured?
- Distinguish the features most characteristic of the Russian and English holidays.

Comment (agree or disagree, say why) upon the following quotations by famous people:

- ❖ A good holiday is one spent among people whose notions of time are vaguer than yours.
* John Boynton Priestley (an English author and dramatist)
- ❖ "I once wanted to become an atheist, but I gave up - they have no holidays."
*Henny Youngman (a British comedian and violinist famous for "one-liners," short, simple jokes usually delivered rapid-fire)
- ❖ The best of all gifts around any Christmas tree: the presence of a happy family all wrapped up in each other.
*Burton Hillis (an American writer)

Fill in the following chart

Holiday	way of celebrating (if any)		
	Great Britain	USA	Russia
New Year			
Christmas			
St.Valentine's day			
Easter			

Thanksgiving			
April Fool's day			
Independence day			
suggest other holidays and complete the chart			

Unit 8 MOVIE/ MY FAVORITE MOVIE STAR

Sharing Ideas

1. How often do you go to the cinema?
2. Do you watch American movies in English (with subtitles), or do you prefer to see movies dubbed into your own language? Explain why.
3. What is your all-time favorite movie?
4. Have you ever seen the same movie more than once? If yes, name it (or them).
5. What do you think of people who talk during movies at a movie theater?
6. What movie star would you most like to meet? What would you do if you met one?
7. If a book is made into a movie, do you prefer to read the book first or see the movie first?
8. What was the last movie you saw? What did you think about it?

Cinema, cinema, cinema...

In 1995 we celebrated the hundredth anniversary of cinematography. A century ago the Lumiere brothers made their first three-minute films which were demonstrated to the public on December 28, 1895 in Paris.

Since then a new era has begun- the era of cinematography. It rapidly spread all over the world and very soon turned into one of the most popular arts and *entertainments*. The twentieth century may rightfully be called the century of cinematography. Nowadays the cinema is considered one of the main *contemporary* arts. It *combines* such arts as painting, literature, theatre, architecture, and music. That's why a lot of people of different professions are involved in film production: *scriptwriters, directors, producers, cameramen*, costume designers, composers, actors, actresses and many others.

The first films were silent and *black-and-white* ones. The first films in the West were melodramas and comedies. In Russia they were mostly historical ones and *screen-versions* of the best novels.

Since the twentieth, the Hollywood, the famous U.S. film studio, has become the center of the world *movie* industry.

In early thirties the first sound films were released. The cinema was of great importance during the two world wars. The best cameramen went to the front to make documentary films about heroism of the soldiers. *Feature films* of that time helped people survive the *hardships* of war.

Films are demonstrated in cinemas (moving picture-theatres (movies) – U.S.). There are a lot of them in every town and city. In the programme there used to be a feature - film preceded by a *newsreel*, a documentary, a *popular science film* or even by an *animated cartoon*. In our country there are intervals between the shows, and the day show is called a *matinee*. In most cinemas in Western countries there are no intervals between the programmes, and people can stay in the cinema as long as they like.

Nowadays most people prefer watching video films and TV, but films will never *cease* being one of the best entertainments all over the world. Besides, cinema plays a great educational role in the life of society. It helps to bring up the younger generation, to widen the young people's range of knowledge.

Glossary

entertainment, n - shows, films, television, or other performances or activities that entertain people, or a performance of this type

contemporary, adj - existing or happening now

combine, v - to (cause to) exist together, or join together to make a single thing or group

scriptwriter, n - a person who writes the words for films or radio or television broadcasts

director, n - a person who is in charge of a film and tells the actors how to play their parts

producer, n - a person who makes the practical and financial arrangements needed to make a film, play, television or radio programme

cameraman, n - a person who operates a camera when films or television programmes are being made

black-and-white, adj – colorless

screen-version, n – movie version of some literature piece

movie, n - MAINLY US FOR a cinema film

feature film - a film that is usually 90 or more minutes long

hardship, n - (something which causes) difficult or unpleasant conditions of life, or an example of this

newsreel, n - a short film that consists of news reports, usually one that was made in the past for showing in a cinema

popular science film – a film based on some fantastic story

animated cartoon - a film made using characters and images which are drawn rather than real, and which is usually amusing


matinee, n - a film shown or a play performed during the day, especially in the afternoon





cease, v- to stop something

Discussion

- ✓ Who and when started cinematograph?
- ✓ What arts does cinema combine and people of what profession are involved into film production?
- ✓ What were the first motion pictures in the West and in Russia about?
- ✓ What is the role of cinema in our life?
- ✓ Why was cinema so important during the war?
- ✓ What is a matinee?
- ✓ Can cinema be of any but entertaining use to people, especially young ones? How?
- What famous Hollywood film studios do you know?
- Why do you go to the cinema?
- Give the synopsis of one of your favourite films, explain why you like it.
- Who is your favourite actor (actress), why do you think he/she is special?

Read the following movie trailers and try to figure out which genre each film belongs to. Provide a movie trailer of a film you like best of all, make an appropriate presentation

	<p>Notting Hill</p> <p>William Thacker (Hugh Grant) is a shy London bookseller who has never had much luck with women. His business is stagnant, he has the roommate from hell, and since his divorce, his love life is completely non-existent. When Hollywood star Anna Scott (Julia Roberts), whose picture has been plastered on the cover of every magazine, and every time she makes a move, the entire world knows about it, wanders into his shop, he is transfixed, but doesn't expect to see her again. But coincidence brings them together again, and soon the unlikely couple are falling in love, and must deal with the problems of a relationship between a star and an ordinary guy.</p>
	<p>Hannibal Rising</p> <p>Based on the new Hannibal Lecter prequel novel from author Thomas Harris, which will center on how Hannibal watched his young sister get killed and eaten by hungry soldiers in war-ravaged Lithuania during WWII. The movie will take place at three pivotal moments of Hannibal's life. It is the fourth book dealing with the Doctor, who first appeared in "Red Dragon," and subsequently in "The Silence of the Lambs" and "Hannibal". Gong Li will play Lady Murasaki, Lecter's teacher after he escapes from an orphanage and runs away to Paris.</p>
	<p>Alpha Dog</p> <p>In the sprawling, privileged neighborhoods around L.A., bored teenagers with too much time and too much money string one hazy day into another, looking for the next thrill--doing suburban imitations of the thug life they idolize from rap music, video games and movies. When you're living without any consequences, anything can happen. And in the hot California summer six years ago, something did. Inspired by true events, Alpha Dog follows three fateful days when the lives of a group of Southern California teens suddenly dead-ended. The film features a powerful ensemble cast including Ben Foster, Shawn Hatosy, Emile Hirsch, Christopher Marquette, Sharon Stone, Justin Timberlake, Anton Yelchin and Bruce Willis and is written and directed by Nick Cassavetes.</p>
	<p>Rocky Balboa</p> <p>"Rocky Balboa" is the next story in the saga of Philadelphia boxer Rocky Balboa, one of Hollywood's most beloved characters. In the film, Rocky has long since retired but is drawn back to the boxing ring one last time. On the way he is challenged by a powerful new champion, by personal tragedy and ultimately by himself.</p>
	<p>Eragon</p> <p>Based on the Christopher Paolini-penned bestselling fantasy novel about a youth whose discovery of a dragon egg leads him to become a knight and battle an evil king. The medieval-set tale revolves around a farm boy who learns he is the last of a breed of benevolent Dragon Riders, whose magical powers derived from their bond with the beasts.</p>

	<p>Apocalypto</p> <p>Rated: R for sequences of graphic violence and disturbing images From Academy Award® winning filmmaker Mel Gibson ("The Passion of The Christ," "Braveheart"), comes "Apocalypto": a heart stopping mythic action-adventure set against the turbulent end times of the once great Mayan civilization. When his idyllic existence is brutally disrupted by a violent invading force, a man is taken on a perilous journey to a world ruled by fear and oppression where a harrowing end awaits him. Through a twist of fate and spurred by the power of his love for his woman and his family he will make a desperate break to return home and to ultimately save his way of life.</p>
	<p>Turistas</p> <p>"Turistas" follows six college students who, while backpacking across Brazil, get stranded in the jungles and imprisoned by a military group with a bloody agenda. After a terrifying bus accident maroons a diverse group of young adventure travelers in a remote Brazilian beach town, they slowly discover that the white sand beaches and lush jungles are concealing a darker, unsettling secret.</p>
	<p>Deja Vu</p> <p>The drama stars Denzel Washington as an FBI agent who, upon discovering that a woman he loves was among the victims of a ferry terrorist attack, travels back in time.</p>
	<p>Casino Royale</p> <p>Daniel Craig takes over the role of the legendary British secret agent, James Bond, in the highly anticipated 007 adventure thriller. "Casino Royale" will be the 21st James Bond film.</p>

Comment (agree or disagree, say why) upon the following quotations by famous people:

- ❖ Film as dream, film as music. No art passes our conscience in the way film does, and goes directly to our feelings, deep down into the dark rooms of our souls.
* Ingmar Bergman (Swedish film writer-director)
- ❖ Pictures are for entertainment, messages should be delivered by Western Union.
* Samuel Goldwyn (U.S. film producer)
- ❖ Movies are one of the bad habits that corrupted our century. Of their many sins, I offer as the worst their effect on the intellectual side of the nation. It is chiefly from that viewpoint I write of them--as an eruption of trash that has lamed the

American mind and retarded Americans from becoming a cultured people.

* Ben Hecht (U.S. journalist, novelist, playwright, and film writer)

❖ Right now I think censorship is necessary; the things they're doing and saying in films right now just shouldn't be allowed. There's no dignity anymore and I think that's very important.

* Mae West (U.S. film actress)

Unit 9 APPEARANCE/DESCRIBING PEOPLE

Sharing Ideas

1. Give your definition for the word “appearance”. Do you think everybody has it?
2. Do you think it is important to be able to describe one’s appearance with much detail? Think of situations when we might need this skill.
3. What do you like/dislike best/ most of all in your appearance?

Appearance

When we speak of somebody’s *appearance*, we mean his or her figure, hands, feet, hair, face. A man or woman may be *heavily built*, *delicately built*, or well – made. The figure may be *slender*, or *stooping*, thin or *stout*, fat or *plump*. A person may be: tall, short or of medium height. As for a person’s arms, they may be short, long, rounded, thin, *slender* or *shapely*. Some people have small, thin and shapely hands. The hand may also be large, plump or *bony*. We usually find good-looking people with long shapely or slender legs. But if a person has short legs we find him ugly. We also pay attention to a person’s walk or *gait*. One’s steps may be light heavy, firm, though old people usually *shuffle* their feet, they have a shuffling gait.

When we describe a person’s appearance we usually mention his or her hair, which may be: black, dark, red, *chestnut*, brown, fair, golden, gray, white. According to the fashion woman’s hair may be cut, *plaited* or done in a knot at the back of her head. Some women wear a *fringe*. Women have their hair cut or done in various styles at the hairdressers. Men have a shave and have their haircut, and their beards and moustaches *trimmed* at the barber’s. Some men lose their hair and go *bald*.

The face may be square, oval, round, long, thin, *slump*, *angled*.

People’s *complexion* may be dark, fair, olive, *ruddy*. A person may have regular or irregular features. He may also have large, delicate clean – cut features. He may also have a large broad or narrow, high or low forehead and his eyebrows may be thin, thick, bushy, penciled, dark or fair. I won’t be mistaken if I say that each girl wants to have large wide-set eyes with long, thick curving eyelashes. The eyes may be of different colours: dark, black, hazel, brown, blue, grey, green.

The nose is considered to be good-looking if it is not large and it is straight. A plump face with a *snub* nose and *dimples* on cheeks also looks rather nice. The nose

may also be *hooked* or *aquiline*. The mouth may be big, small, wide, and narrow. The shape of the lips makes it well-cut, firm, thin. The teeth may be even, uneven, large, small, tiny and pearly.

When a woman's face and figure *delight* us we say that she is beautiful, handsome or good-looking. If she is pleasant to look at we say that she is attractive or pretty. But a person's appearance may be common or even ugly. A lot of women want to lose weight and only few want to put on weight.

When a person *resembles* somebody we say that he takes after his father or mother. We may also say: he is the very image of his mother.

We say that a person looks his age when he looks neither older nor younger than he is in reality. He may look young for his age or look old for his age.

We often say that the face is the index of the mind. Besides, we should remember that sometimes appearances are *deceptive* and a fair face might hide a foul heart.

Glossary

appearance, n – the way a person or thing looks to other people

heavily built, adj – weighing a lot; needing effort to move or lift

delicately built, adj – pleasantly soft or light; not strong

slender, adj – thin and delicate, often in a way that is attractive

stooping, adj – when someone stands or walks with their head and shoulders bent slightly forwards and down

stout, adj – (especially of older people) quite fat and solid-looking, especially around the waist

plump, adj – having a pleasantly soft rounded body or shape, POLITE WORD FOR fat

shapely, adj – used to describe something that has an attractive form, especially a woman's body or parts of a woman's body

bony, adj – very thin

gait, n FORMAL- a particular way of walking

shuffle, v – to walk by pulling your feet slowly along the ground rather than lifting them

chestnut, adj – reddish-brown in colour

plaited, adj – three or more lengths of hair or string-like material joined by putting them over each other in a special pattern

fringe, n – an area of hair hanging over the forehead that is cut shorter than the rest of the hair

trim, v – to make something tidier or more level by cutting a small amount off it

bald, adj – with little or no hair on the head

slump, adj – having a retreating forehead

complexion, n – the natural appearance of the skin on a person's face, especially its colour or quality

ruddy, adj – red

snub, adj – a nose that is short and turns upwards at the end

dimple, n – a small hollow place, especially one which appears on a person's face when they smile

hooked, adj – describes a nose which is large and curved

aquiline, adj – a nose curved like an eagle's beak

delight, v – to give someone great pleasure or satisfaction

resemble, v – to look like or be like someone or something

deceptive, adj – making you believe something that is not true

Discussion

- ✓ What do we mean when we speak of somebody's appearance?
- ✓ What can you tell about person's figure?
- ✓ What people do we usually find good-looking or ugly?
- ✓ Is it necessary to mention his or her hair when we describe a person's appearance? Give your grounds.
- ✓ What can you tell about person's features?
- ✓ What do we say when a woman's face and figure delight us?
- ✓ When do we say that person takes after his father or mother?
- ✓ What do we say if a person looks neither older nor younger than he is in reality?
- ✓ How do you understand the proverb "Appearances are deceptive"? Do you agree with this statement?
- If somebody asked you to describe somebody's appearance what would you start with?
- What is the most important feature in the appearance of the other sex as you see it?
- Do you think appearance is the most important thing in life? Give your grounds.
- What do you think about the idea of altering one's appearance with the help of surgery? Do you approve or disapprove of it?

Comment (agree or disagree, say why) upon the following quotations by famous people:

- ❖ There is certainly no absolute standard of beauty. That precisely is what makes its pursuit so interesting.
* John Kenneth Galbraith (Canadian-U.S. economist and public servant)
- ❖ Beauty is all very well at first sight; but who ever looks at it when it has been in the house three days?
* George Bernard Shaw (Irish playwright and critic)
- ❖ What is a face, really? Its own photo? Its make-up? Or is it a face as painted by such or such painter? That which is in front? Inside? Behind? And the rest? Doesn't everyone look at himself in his own particular way? Deformations simply do not exist.
* Pablo Picasso (Spanish-born French painter, sculptor, printmaker, ceramicist, and stage designer)

❖ A man's face is his autobiography. A woman's face is her work of fiction.
 * Oscar Wilde (Irish poet and dramatist)

❖ Rarely do great beauty and great virtue dwell together.
 * Petrarch (Italian scholar, poet, and humanist)

Use the words below to describe one of your group mates and let other students guess who it is

Describing appearance

Height	Build	Age
tall, tallish, short, shortish, medium height	frail, stocky, slim, thin, plump, fat, skinny, well-built	young, elderly, middle-aged, teenager, in 20s, 30s, 40s

Face	Eyes	Hair	Clothes
round, oval, square, with scares, wrinkles, freckles, sun-tanned, pale	big round blue eyes, large, small, bright, narrow	bald, straight, curly, spiky, wavy	casual, scruffy, shabby, smart, tidy, messy

Describing Character

What's he like? Is she nice?

careful, hard-working, worried, cheerful, broadminded, active, curious, secretive [kri]	aggressive, tough, careless, practical, sensible, independent, strong-minded, stupid	dull, занудный boring, imaginative, ambitious, crafty, хитрый sensitive, gentle, naive	generous, loyal, self-controlled, moody, trusting, modest, tolerant, терпимый friendly	energetic, confident, selfish, shy, stubborn, reliable, clumsy, intelligent
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Unit 10 MUSIC

Sharing Ideas

1. Are you a music-lover or can you go without it?
2. What types of music do you know? Which of them appeal to you?
3. What do you think of music fans and fan-clubs?
4. In what ways can music be advantageous?
5. Have you ever been to a concert? What were your impressions?

Music in the USA, Great Britain and Russia

The history of popular music in the United States in the 1970s and 80s is basically that of rock music which has grown to include hundreds of musical styles. New styles such as folk, salsa, new wave, funk, reggae, heavy metal, acid rock, punk rock, rap, hip hop, acid jazz and world music have developed. Country rock, a *fusion* of country and western and rock 'n' roll, grew popular in the 1970s. A *blend* of rhythm and blues and *gospel* music came to be known as soul. Rap developed in the mid-1970s among African-American and *Hispanic* performers in New York City. It generally consists of *chanted*, often improvised, street poetry usually accompanied by disco or funk music. The 1990s saw the birth of alternative music or grunge. Techno, a style of dance music that gained popularity in the 1990s, combines computer-generated, disco-like rhythms with *digital samples*.

In contemporary music, there is a strong *crossover* phenomenon. The trend is not towards one big *homogeneous* style, but rather an interesting meeting of different influences in projects here and there. Musicians have become much more globally aware of other kinds of music. A whole genre called "world music", a sort of mix of ethnic music adapted to modern western styles, has developed. It includes any ethnic music that isn't big enough to have its own category. Two genres, in particular, have *exerted* an extraordinary hold for the past two decades or so -- rap and its close cousin, hip-hop. Hip-hop uses many of the same *features*, but it is a more dance-driven, rather than message-driven, phenomenon. Both styles have African-American roots, but have been quickly embraced by white performers and can be *encountered* today just about everywhere and in just about any circumstance.

As for Great Britain, this country has produced more popular music stars than any other country. Over the last 30 years rock and pop music have been very popular in Britain. The Beatles, with their style of singing, *eloquent* and exciting, is still one of the most popular groups. British groups often set new trends in music. New styles, groups and singers continue to appear. Some of the more recent pop groups are Dire Straits, Eurhythmics and Spice Girls. Many of the new bands have been able to use the changes in technology to develop their music. Computerised *drum* machines, synthesisers and other electronic instruments are now just as popular as the piano and electric guitars.

Since Soviet rule came to its end in Russia, the country has gone on to embrace a wide selection of modern music genres. From rock to metal all the way

to electronic and ska punk, Russia's modern music is as varied as its people. New bands and music artists continue to come out of Russia and are enjoyed the world over. Rock and Roll first came to Russia during the 1960s. Rock bands began emerging in the Soviet Union. Officials at the time viewed rock music as coming from the evil West. Following some rock-groups which began this style in Russia, a number of other Russian rock bands *emerged*. Mumiy Troll brought a more Western sound to rock during the 1990s. The youth of Russia became interested in energetic music with less lyrics, called rockapops. Bands such as Zemfira, Zveri and Multfilmi gained *recognition*.

As for popular music, its area in Russia is rather vast. Some singers and bands have survived the Soviet era and *acquired* a completely new sound, those like Sofia Rotaru, Alla Pugacheva, Valeriy Leontyev and the like are still popular with both, young and adult people, they are considered to be old stagers. There are also bands and solo singers who became popular over the past 10 years, e.g. Phillip Kirkorov, Valeriy Meladze, Valeria, Vitas, some of them have extraordinary voices and others make good music full of melody. And finally there are many young performers who appear every now and then after some song contests, like song contest "New Wave" in Jurmala, Eurovision song Contest. TV shows like "Narodniy Artist" or "Music Factory" also *staff* Russian pop scene with new pop icons. Among the new and talented representatives of the Russian pop music there are Dima Bilan (whom Russia prides on after his brilliant performance at the Eurovision Song Contest in 2006), Alexander Panayotov, Alexey Goman, Stas Pjekha, Irina Dubtsova, Gluck'oza and many more. There are also different girls- and boys bands, like Via-Gra, Tutsi, Chelsea, Tchay Vdvoyom, A-Sortie, Kornu and many more. They are definitely popular otherwise they would not be a part of our pop music.

Glossary

fusion, n - when two or more things join or are combined

blend, n - a mixture of different things or styles

gospel, n - a style of religious music originally performed by black Americans

Hispanic, adj – Spanish speaking population; connected with Spain or Spanish-speaking countries, especially those countries in Latin America

chanted, adj - a word or phrase that is repeated many times

digital, adj - describes information, music, an image, etc. that is recorded or broadcast using computer technology

sample, n - a small part of a song which has been recorded and used to make a new piece of music

crossover, n - the process or result of changing from one activity or style to another

homogeneous, adj - consisting of parts or people which are similar to each other or are of the same type

exert, v - to use something such as authority, power, influence, etc. in order to make something happen

feature, n - a typical quality or an important part of something

encounter, v - to experience, especially something unpleasant

eloquent, adj - giving a clear, strong message

set, v – here – start

drum, n - a musical instrument, especially one made from a skin stretched over the end of a hollow tube or bowl, played by hitting with the hand or a stick

emerge, v - to appear by coming out of something or out from behind something

recognition, n - an acceptance that something is excellent

acquire, v - to obtain something

staff, v- to take in as employees

Discussion

- ✓ Enumerate all the music styles which existed in the USA by 1970.
- ✓ What is soul?
- ✓ What is rap?
- ✓ When was Techno-style popular? Can you remember any bands performing within this style?
- ✓ What are the trends of contemporary music?
- ✓ How do you understand the term "world music"?
- ✓ What are the main hip-hop features?
- ✓ What are the most popular music styles in Britain? Name some bands bands solo singers who come from Britain.
- ✓ When did Rock'n'Roll come to Russia? Was it welcomed by the official? Why do you think it happened?
- ✓ Name some alternative bands popular in Russia in the 90s.
- ✓ How do talented singers get on stage in Russia, what is the recent trend?
- What do you think about Daghestani pop music?
- Do you think different song contests should exist? Why? Do you watch them?
- What is important for you in a singer?
- What makes a good song?

Fill in the table providing the names of the bands and solo performers for each category and country

style country	Disco	Rap	Pop	Rock/ Rock'n'Roll	Punk rock	R'N'B	Jazz
the UK							
the USA							
Russia							
Daghestan							

Comment (agree or disagree, say why) upon the following quotations by famous people:

- ❖ I don't know anything about music. In my line you don't have to.
*Elvis Presley (an American singer, musician and actor)

- ❖ Music is essentially useless, as life is.
*George Santayana (a philosopher, essayist, poet, and novelist)

- ❖ Music is the only language in which you cannot say a mean or sarcastic thing.
*John Erskine (US author & educator)

- ❖ Take a music bath once or twice a week for a few seasons, and you will find that it is to the soul what the water bath is to the body.
*Oliver Wendell Holmes (an American poet of the 19th century)

Make your own Top Ten list including the best foreign singers and groups and the best of Russia's singers and groups:

TOP TEN CHART	
Russian	Foreign (indicate the country)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Appendix

LINKING DEVICES TO AGREE / DISAGREE

TO AGREE USE THE FOLLOWING:

- I'm exactly of the same opinion.
- That's quite right.
- Oh, exactly.
- I can't help thinking the same.
- I absolutely agree.

TO DISAGREE USE THE FOLLOWING:

- As a matter of fact, I don't agree.
- I'm not sure, in fact.
- I'm not at all convinced.
- I'm afraid I entirely disagree with ...
- I don't think that's right.
- I can't say I share your view.
- That's not my way of looking at it.

TO SAY YOU PARTLY AGREE USE THE FOLLOWING:

- I agree with you up to a point/ in a sense/ in a way, but ...
- I see what you mean, but ...
- There's some truth in what you say. However, ...
- I agree with much of what you say, but ...
- To a certain extent, yes, but...
- That may be true, but on the other hand ...
- That's all very well, but ...
- I agree in principle, but...
- There's much in what you say, but ...
- In spite of what you say, I think ...
- That's one way of looking at it, but ...
- I think it goes further than that.
- Well, I wouldn't say that exactly.
- Yes, but another way of looking at it would be (to say) that...
- OK, but ...

TO INTRODUCE YOUR OPINION USE THE FOLLOWING:

- I think ...
- It seems to me ...
- (Personally,) I believe ...
- From my point of view / viewpoint...
- (Personally,) I feel ...
- As far as I'm concerned, ...
- In my view/opinion ...
- As I see it, ...
- For all I know, ...
- As far as I can see, ...
- To my knowledge,...
- I guess ...
- At my best guess, ...
- To my way of thinking, ...

TO CHECK THAT YOU'VE BEEN UNDERSTOOD USE THE FOLLOWING:

- Do you see what I mean?
- I hope that's clear?
- That's clear, isn't it?
- Does it seem to make sense?
- ..., if you see what I mean.
- Are you with me?
- Do you see? Right?
- OK? Get it? /Got it?
- Am I making myself clear?
- Is that reasonably clear?

TO SAY SOMETHING IS NOT CORRECT USE THE FOLLOWING:

- Sorry, that's not right.
- I'm afraid you are not quite right.
- I'm not sure you're right about...
- I'm sorry, but you must be mistaken.
- Nothing of the kind.
- I might have misunderstood you, but ...
- You must have missed the point.
- No, that's all wrong.
- Far from it.

ENGLISH – RUSSIAN LESSONS' VOCABULARY LIST

A

acid rain – кислотный дождь
acquire, v – приобретать, приобрести
acute, adj – острый, сильный
admire, v – восхищаться
admissible, adj – допустимый, приемлемый
adolescence, n – юность, переходный возраст
adult, n – взрослый, совершеннолетний, зрелый человек
affect, v – влиять
animated cartoon - мультипликация
annual, adj – ежегодный
anxious, adj – обеспокоенный
appearance, n – внешность
appropriate, adj – подходящий, соответствующий
aquiline, adj – орлиный
attempt, v – пытаться, пробовать, делать попытку
attract, v – привлекать

B

bald, adj – лысый
band, n – музыкальная группа
berth, n – койка, спальное место (в ж.-д. вагоне, самолете, на пароходе и т. п.)
black-and-white, adj – чёрно-белый
blend, n – смесь
boarding schools – пансион, закрытое учебное заведение, школа - интернат
bony, adj – костлявый
book tickets in advance – заказывать билеты заранее, бронировать
booking office – касса, где можно заказать билет заранее
brand new places – совершенно незнакомые места
bucket, n – бадья, ведро

C

cameraman, n – кинооператор
camping, n – кемпинг, лагерь для автотуристов
cap, n – шлем, каска, шапка, головной убор- зд. шапки южного и северного полюсов
carbon dioxide – углекислота, углекислый газ
caricature, n – карикатура

carriage, n – вагон
cater, v – обслуживать зрителя, обслуживать посетителя, (for) принимать во внимание (что-либо), (for) удовлетворять (требования)
cease, v – переставать, прекращать, приостанавливать
chanted, adj – повторяющиеся с некоторым интервалом слова в песнопениях
chestnut, adj – каштанового цвета
chlorofluorocarbons –хим. хлорфторуглерод
collapse, n – обвал, разрушение
combine, v – комбинировать, сочетать, совмещать
combustion – горение, сгорание, сожжение, хим. окисление
commemoration, n – празднование, ознаменование (годовщины)
common, adj – общий, обычный, общественный, публичный
complexion, n – цвет лица
compulsory, adj – обязательный, принудительный
concern, n – забота, беспокойство
consequently, adv – в результате, поэтому
conservation, n – охрана рек и лесов, охрана природы
considerate, adj – деликатный, тактичный, внимательный к другим
contemporary, adj – современный
contradictory, adj – противоречащий, противоречивый
core curriculum – курс обучения, учебный план
cranberry, n – клюква
crane, n – журавль
creature, n – создание, творение, живое существо
crossover, n – переход через путь в разных уровнях
custom, n – обычай, привычка

D

damage, v – навредить, повредить
deadly, adv – смертельно, разг. ужасно, чрезвычайно
deceptive, adj – обманчивый, вводящий в заблуждение
delicately built, adj – худощавый
delight, v – доставлять наслаждение
depletion, n – истощение
destination, n – место назначения
destroy, v – разрушать, уничтожать, делать бесполезным, сводить к нулю
destruction, n – разрушение, уничтожение, гибель
digital, adj – цифровой
dignity, n – чувство собственного достоинства
dimple, n – ямочка
director, n – режиссер, кинорежиссер
disappointment, n – разочарование
disaster, n – бедствие, несчастье
disrupt, v – разрывать, разрушать, разорвать, разрушить

domestic, adj – домашний, семейный
drought [dro:t], n – засуха
drum, n – барабан (музыкальный инструмент)
dumping, n – разгрузка, сваливание в отвал

E

eloquent, adj – красноречивый, выразительный
emerge, v – появляться, появиться, всплывать
emission, n – выделение, распространение
emit, v – испускать, выделять, испустить, выделить
encounter, v – сталкиваться, столкнуться
enhancement, n – улучшение, оздоровление (окружающей среды)
entertainment, n – развлечение, увеселение, вечеринка и т.д.
environmental, n – относящийся к окружающей среде, относящийся к борьбе с загрязнением, экологический
essential, adj – необходимый, весьма важный, ценный
essential, adj – необходимый, весьма важный, ценный
establish, v – устанавливать, создавать, основывать
establishment, n – учреждение, заведение
estimate, v – оценивать, давать оценку, оценить
exert, v – оказывать давление, надавить, , влиять, повлиять
exhaust fumes – выхлопные газы
exist, v – существовать, быть
explore, v – исследовать, обследовать
explosive, adj – взрывчатый
extravagant, adj – расточительный, сумасбродный, нелепый

F

facilities, n pl – возможности, благоприятные условия, льготы
facility, n – легкость, отсутствие препятствий и помех, гибкость (ума)
fasting, n – пост
fearful, adj – испуганный, напуганный
feature film – полнометражный кинофильм
feature, n – особенность, характерная черта, признак, свойство, деталь
feel bored – скучать, надоест
fireworks, n – фейерверк
flourish, v – пышно расти, разрастаться
formidable, adj – страшный, грозный, громадный, огромный, труднопреодолимый
fortnight, n – две недели
fringe, n – чёлка
fusion, n – слияние, объединение

G

gait, n – походка
gallantly, adv – красиво, элегантно, величественно
getting off – отъезд
glacier, n – ледник, глетчер
go sightseeing – осматривать достопримечательности
gospel, n – проповедь
grammar school – средняя школа; классы с 5 по 8 средней школы
greenhouse effect, n – парниковый эффект

H

habitable, adj – обитаемый, годный для жилья
hardship, n – (something which causes) difficult or unpleasant conditions of life, or an example of this
hardship, n – лишение, нужда, тяжелое испытание, трудность, неудобство
harmful, adj – вредный
hatred, n – ненависть
health-conscious, adj – заботящийся о своём здоровье
heavily built, adj – крепко сложенный, здоровяк
hence, adv – с этих пор, следовательно
hike, n – поход
hinder, v – мешать, препятствовать
Hispanic, adj – латиноамериканский
holdover, n – пережиток
homogeneous, adj - однородный
hooked, adj – крючковатый
hostility, n – враждебность
humiliate, v – унижать

I

infant schools – начальная школа
inferiority complex – комплекс неполноценности
infrared, adj – инфракрасный
inherit, v унаследовать
injuries, n pl – травмы, раны, увечья
intelligence, n – ум, рассудок, интеллект, смысленность, быстрое понимание

J

jack-o'-lantern, n – амер. фонарь из тыквы
jog, v – бегать трусцой

Л

lace, n – шнурок, тесьма, кружево
legitimize, v – легализовать, узаконивать, узаконить
legless, adj – безногий
lunar, adj – лунный
lungs, n pl – лёгкие

М

maintain, v – оказывать поддержку, защищать, отстаивать, содержать в исправности
majority, n – большинство
matinee, n – дневной спектакль, сеанс или концерт
melt, v – таять
mounting, adj – постепенно увеличивающийся
movable, adj – переносный
movie, n – кинофильм

Н

neighborhood, n – окрестность
newsreel, n – обзор текущих событий
nitrous oxide – хим. азотистый оксид
nursery school – детский сад

О

Orthodox, adj – православный, ортодоксальный
overcautious, adj – слишком осторожный, чересчур предусмотрительный, нерешительный
overpopulation, n – перенаселенность
overstated, adj – преувеличенный
overwhelm, v – подавлять, подавить

Р

pattern on, v – брать пример с
picturesque scenery – живописный пейзаж
pilgrimage, n – паломничество
plaited, adj – заплетенный
plump, adj – пухлый, округлый
poisonous, adj – ядовитый
pollution, n – загрязнение, осквернение
popular science film – научно-фантастический фильм

precious, adj – драгоценный, дорогой
prescribed curriculum – предписанный учебный план
pretend, v – притворяться, делать вид
producer, n – продюсер, владелец киностудии
public, adj – государственный, общественный, официальный
publicity, n – публичность, известность, гласность, реклама
pumpkin, n – тыква

R

rare, adj – редкий, необычный, необыкновенный
rational, adj – разумный, целесообразный, рациональный
recognition, n – признание, одобрение, официальное признание
reconciliation, n – примирение
refreshments, n, pl – закуска, освежающие напитки
remarkable, adj – замечательный, удивительный
remotest places – самые дальние, далекие, отдаленные (во времени и пространстве) места
reradiate, v – излучать
resemble, v – напоминать, походить, иметь сходство
restrain, v – обуздывать, обуздать
retain, v – удерживать, сохранять
ribbon, n – лента, узкая полоска
ruddy, adj – красный, румяный

S

sacred, adj – священный, святой
sample, n – сэмпл (небольшой звуковой фрагмент, вырезанный из записи - например, из существующего музыкального произведения, - используемый для создания новых звучаний или новых музыкальных произведений)
scarce, adj – редкий, редко встречающийся, дефицитный, скудный
scenario, n – сценарий, предположительное развитие событий
screen-version, n – экранизация
scriptwriter, n – сценарист
secular, adj – мирской, светский
senior school – старшие классы (средней школы)
set, v – зд. начать
shapely, adj – хорошо сложенный, стройный, приятной формы
shortage, n – нехватка, недостаток, дефицит
shuffle, v – шаркать (ногами)
significantly, adv – многозначительно
single-sex – раздельное обучение
slender, adj – стройный
slump, adj – покатый

snub, adj – вздёрнутый, курносый
solar, adj – солнечный
sovereignty, n - верховная власть, суверенное государство, суверенитет
species, n – вид, род, порода, разновидность
spoil, v – портить
staff, v- набирать кадры, набрать кадры
stockings, n – большой чулок
stooping, adj – сутулый
stout, adj – полный, тучный, дородный
strong-willed, adj – решительный, волевой

T

televised, adj – показанный по ТВ
timid, adj – робкий, стеснительный, нерешительный
to a great extent – в большой степени
transmit, v – передавать, отправлять
treatment, n – обращение, обхождение
trim, v – подровнять, подстригать, подстричь
tuition fee – плата за обучение

U

uptight, adj – напряжённый, озабоченный, озлобленный, скованный, настороженный

V

vehicle, n – автомобиль, машина, перевозочное средство
vocational, adj – профессиональный
voluntary, adj – добровольный, добровольческий, содержащийся на добровольные взносы

W

warmth, n – тепло, сердечность, привязанность
witch, n – ведьма, колдунья

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