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**ПРАКТИКА УСТНОЙ И ПИСЬМЕННОЙ РЕЧИ
(АНГЛИЙСКИЙ ЯЗЫК)**

Учебно-практическое пособие

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Практическое пособие по курсу «Практика устной и письменной речи» предназначено для студентов 4-го курса факультета иностранных языков, обучающихся по направлению подготовки 44.03.05 Педагогическое образование (с двумя профилями подготовки), профильная направленность «Английский язык. Иностранный язык».

Пособие включает упражнения и задания на совершенствование навыков в чтении и устной и письменной речи на основе аутентичных материалов. Каждый раздел содержит тексты для изучающего чтения, вопросы для проверки понимания и для обсуждения, тексты для перевода с русского на английский язык, творческие задания, развивающие устную и письменную речь обучающихся. В приложении содержится дополнительный материал о праздниках в России и странах изучаемого языка, тематические группы фразеологических единиц и крылатые слова и выражения, широко используемые в английском языке.

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ВВЕДЕНИЕ

Дисциплина «Практика устной и письменной речи» составляет неотъемлемую часть программы подготовки специалистов по лингвистическим и филологическим специальностям.

Практическое изучение иностранного языка заключается в формировании у студентов иноязычной коммуникативной компетенции, позволяющей использовать иностранный язык как средство профессионального и межличностного общения.

Обучение устной и письменной речи предполагает ознакомление студентов с правилами общения в социально-бытовых и социально-культурных ситуациях, с условиями и принципами речевого общения, с основными типами высказываний, с социокультурными реалиями и с основными особенностями межкультурного общения. Необходимо также ознакомить студентов с особенностями построения письменного текста, его коммуникативной и жанровой вариативностью.

Пособие создано в соответствии с Федеральным государственным образовательным стандартом по направлению подготовки «Педагогическое образование (с двумя профилями подготовки)». Оно направлено на последовательную отработку коммуникативных навыков в рамках профессионально ориентированного общения с опорой на содержательно актуальные аутентичные материалы масс-медиадискурса.

Изучаемые коммуникативные стратегии отрабатываются на совокупности текстов современной тематики, содержательно актуальных аутентичных материалов, что повышает мотивацию у студентов, вооружает их современным лексическим репертуаром. Тематику текстов пособия составили такие актуальные проблемы, как образование, семейные отношения, средства массовой информации, спорт, музыка, литература и др.

Пособие предназначено для студентов учреждений высшего профессионального образования, изучающих английский язык, а также для тех, кто хочет повысить уровень владения актуальным английским языком.

HIGHER EDUCATION



I. READ PART ONE OF THE TEXT “HIGHER EDUCATION IN THE UNITED STATES”.

Higher education in the United States is an optional final stage of formal learning following secondary education. Higher education, also referred to as post-secondary education, third stage, third level, or tertiary education occurs most commonly at one of the 4,726 degree-granting institutions, either colleges or universities in the country. These may be public universities, private universities, liberal arts colleges, or community colleges. Strong research and funding have helped make American colleges and universities among the world’s most prestigious, making them particularly attractive to international students, professors and researchers in the pursuit of academic excellence.

Statistics

According to the latest figures available in 2015, the US has a total of 21 million students in higher education, roughly 5.7 % of the total population. About 13 million of these students are enrolled full-time.

Institutions of higher education may be either public or private. The public institutions are financed by state. Most of the students, about 80 per cent, study at public institutions of higher education, because tuition fees here are much lower. Some of the best-known private universities are Harvard, Yale and Princeton.

A US Department of Education survey of 15,000 high school students found that college dropouts were three times more likely to be unemployed than those who finished college; 40 % spent some time unemployed and 23 % were unemployed for six months or more; and 79 % earned less than \$40,000 per year.

Types of colleges and universities

Colleges and universities in the US vary in terms of goals: some may emphasize a vocational, business, engineering, or technical curriculum (like polytechnic universities) while others may emphasize a liberal arts curriculum. Many combine some or all of the above, being a comprehensive university. In the US, the term “college” refers to either one of three types of education institutions: stand-alone higher level education institutions that are not components of a university, including 1) community colleges, 2) liberal arts colleges, or 3) a college within a university, mostly the undergraduate institution of a university. Unlike colleges versus universities in other portions of the world, a stand-alone college is truly stand-alone and is not part of a university.

Community colleges

Community colleges are often though not always two-year colleges. They are financed by the local community in different professions, have open admissions, with generally lower tuition than other state or private schools. Graduates receive the associate’s degree such as an Associate of Arts (A.A.). Many students earn an associate’s degree at a two-year institution before transferring to a four-year institution for another two years to earn a bachelor’s degree. About 40 per cent of all American students of higher education study at these colleges.

Four-year colleges usually have a larger number of students, offer a greater range of studies, and provide the bachelor’s degree, mostly the Bachelor of Arts (B.A.) or Bachelor of Science

(B.S.). There are also small Art Colleges, which grant degrees in specialized fields such as ballet, film-making and even circus performance.

Almost all colleges and universities are coeducational. During a dramatic transition in the 1970s, all but a handful of men's colleges started accepting women. Over 80 percent of the women's colleges of 1960s have closed or merged, leaving fewer than 50 in operation. Over 100 historically black colleges and universities (HBCUs) operate, both private (such as Morehouse College) and public (such as Florida A&M).

Higher education created accreditation organizations independent of the government to vouch for the quality of their degree. The accreditation agencies rate universities and colleges on criteria such as academic quality, the quality of their libraries, the publishing records of their faculty, and the degrees which their faculty hold, and their financial solvency. Nonaccredited institutions exist, such as Bible colleges, but the students are not eligible for federal loans.

Liberal arts colleges

Four-year institutions in the US emphasizing the liberal arts are liberal arts colleges, entirely undergraduate institutions and stand-alone. They traditionally emphasize interactive instruction although research is still a component. They are known for being residential and for having smaller enrollment, class size, and higher teacher-student ratios than universities. These colleges encourage a high level of teacher-student interaction at the center of which are classes taught by full-time faculty rather than graduate student teaching assistants (TAs), who teach classes at some universities. Most are private, although there are public liberal arts colleges.

Universities

Universities are research-oriented educational institutions which provide both undergraduate and graduate programs. (Students who study at a university or four-year college are known as undergraduates. Those who have received a degree after 4 years of studies are known as graduates.) For historical reasons, some universities such as Boston College, Dartmouth College, and The College of William & Mary have retained the term "college" as their name. Graduate programs grant a variety of master's degrees (like the Master of Arts (M.A.), Master of Science (M.S.), Master of Business Administration (M.B.A.) or Master of Fine Arts (M.F.A.) in addition to doctorates such as the Ph.D.

Some universities have professional schools. Examples include journalism school, business school, medical schools which award the M.D. (a terminal degree for physicians and surgeons),

law schools (J.D. – Juris Degree – a graduate degree in law), veterinary schools (D.V.M. – Doctor of Veterinary Medicine), pharmacy schools (Pharm.D. – Doctor of Pharmacy), and dental schools. A common practice is to refer to different units within universities as colleges or schools, what is referred to outside the US as faculties. Some colleges may be divided into departments. For example, Purdue University is composed of multiple colleges – among others, the College of Agriculture and the College of Engineering. Of these Purdue breaks the College of Agriculture down into departments, such as the Department of Agronomy or the Department of Entomology, whereas Purdue breaks down the College of Engineering into schools, such as the School of Electrical Engineering, which enrolls more students than some of its colleges do.

The American university system is largely decentralized. Public universities are administered by the individual states and territories, usually as part of a state university system. Except for the United States service academies and staff colleges, the federal government does not directly regulate universities. (The United States service academies, also known as the United States military academies, are federal academies for the undergraduate education and training of commissioned officers for the United States Armed Forces. Staff colleges (also command and staff colleges and war colleges) train military officers in the administrative, staff and policy aspects of their profession. It is usual for such training to occur at several levels in a career). However it can offer federal grants and any institution that receives federal funds must certify that it has adopted and implemented a drug prevention program that meets regulations.

Each state supports at least one state university and several support many more. California, for example, has three public higher education systems: the 10-campus University of California, the 23-campus California State University, and the 112-campus California Community Colleges System. Public universities often have a large student body, with introductory classes numbering in the hundreds and some undergraduate classes taught by graduate students.

Among private universities, some are secular while others are involved in religious education. Seminaries are private institutions for those preparing to become members of the clergy. Most private schools (like all public schools) are non-profit, although some are for-profit.

II. SUPPLY RUSSIAN EQUIVALENTS OF THE FOLLOWING WORDS AND PHRASES:

- in the pursuit of academic excellence
- a college dropout
- vocational curriculum
- a stand-alone higher level education institution
- an undergraduate

open admission
tuition
to offer a greater range of studies
to provide the bachelor's degree
to vouch for the quality of the degree
to rate universities and colleges on criteria
academic quality
financial solvency
enrollment
grant a variety of master's degrees
service academy
staff college
to adopt and implement a ... program
a large student body
secular
non-profit

III. EXPLAIN THE MEANING OF THE FOLLOWING WORDS AND PHRASES:

optional stage of learning
tertiary education
a degree-granting institution
to be enrolled full-time
a community college
associate's degree
a coeducational college
publishing records of the faculty
eligible for federal loans
interactive instruction
a residential college
teacher-student ratio
graduate student teaching assistant
a commissioned officer

IV. ANSWER THE FOLLOWING QUESTIONS.

1. Where does higher education occur?
2. What helped make American colleges and universities among the world's most prestigious?
3. What is the total number of students in higher education in the USA?
4. What is the difference between public and private Institutions of higher education?
5. What did a US Department of Education survey of 15,000 high school students find about college dropouts?
6. What are the main types of Institutions of higher education in the USA?
7. What is a stand-alone higher level education institution?
8. Describe the distinctive features of a community college; a four-year college; liberal arts colleges.
9. What are the duties of accreditation agencies?
10. What is the difference between a university and a college? undergraduate and graduate programs?
11. What kind of professional schools do some universities have?
12. What may some colleges be divided into?
13. Does the federal government directly regulate universities?
14. Under what condition can the federal government offer federal grants?
15. How many public higher education systems does California have?

V. READ PART TWO OF THE TEXT "HIGHER EDUCATION IN THE UNITED STATES".

Student funding

Students often use scholarships, student loans, or grants, rather than paying all tuition out-of-pocket. Several states offer scholarships that allow students to attend free of tuition or at lower cost. A considerable number of private liberal arts colleges and universities offer full need-based financial aid, which means that admitted students will only have to pay as much as their families can afford. This can turn some of the most prestigious institutions into the cheapest options for low-income students. In most cases, the barrier of entry for students who require financial aid is set higher, a practice called need-aware admissions. Universities with exceptionally large endowments may combine need-based financial aid with need-blind admission, in which students who require financial aid have equal chances to those who do not.

Financial assistance comes in two primary forms: Grant programs and loan programs. Grant programs consist of money the student receives to pay for higher education that does not need to be paid back, while loan programs consist of money the student receives to pay for higher

education that must be paid back. Grants to attend public schools are distributed through federal and state governments, as well as through the schools themselves; grants to attend private schools are distributed through the school itself. Loans can be obtained publicly through government sponsored loan programs or privately through independent lending institutions.

Grant, scholarship and work study program facts

Grant programs, as well as work study programs, can be divided into two primary categories: need-based financial awards and merit-based financial awards. Most state governments provide need-based scholarship programs, a few also offering merit-based aid. Several need-based grants are provided through the Federal Government based on information provided on a student's Free Application for Federal Student Aid.

A student's eligibility for work study programs is determined by information collected on the student's FAFSA. Need-based financial awards are money or work study jobs provided to students who do not have the financial resources by themselves to pay for higher education. The intent of need-based financial aid is to close the gap between the required cost to pay for the higher education and the money that is available to pay for the education.

Merit-based financial awards are money given to a student based on a particular gift, talent, conditional situation, or ability that is worthy of the monetary award, regardless of economic standing. The intent of merit-based financial aid is to encourage and reward students who exhibit these qualities with attendance at a school of higher education through the financial incentive. Not only does merit-based assistance benefit the student, but the benefit is seen as reciprocal for the educational institution itself, as students who exhibit exceptional qualities are able to enhance the development of the school itself.

Financial aid has also been found to be linked to increased enrollment: an increased availability of any amount financial aid amounts to increased enrollment rates.

Many companies offer tuition reimbursement plans for their employees, in order to make the benefit package more attractive, to upgrade the skill levels and to increase retention.

Many different types of loans can be taken out by a student or the student's parents in order to pay for higher education. In general these can be divided into two categories: federal student loans and private student loans. A student's eligibility for loans, as well as the amount of the loan itself is determined by information on the student's FAFSA. The interest rate and whether or not interest accrues on the loan while the student is in school depends of the type of Federal loan. Students can also acquire loans privately, through banks, credit unions, savings and loan associations, or other finance companies. Private loans are typically used to supplement federal student loans, which have a yearly borrowing limit. However, private loans typically have more rigid repayment policies.

Admission process

Students can apply to some colleges using the Common Application. There is no limit to the number of colleges or universities to which a student may apply, though an application must be submitted for each. With a few exceptions, most undergraduate colleges and universities maintain the policy that students are to be admitted to (or rejected from) the entire college, not to a particular department or major. (This is unlike college admissions in many European countries, as well as graduate admissions.) Some students, rather than being rejected, are 'wait-listed' for a particular college and may be admitted if another student who was admitted decides not to attend the college or university.

Successful applicants at colleges of higher education are usually chosen on the basis of:

- their high-school records which include their class rank, the list of all the courses taken and all the grades received in high school, test results (GPA – grade point average);
- essay;
- letters of Recommendation from their high-school teachers;
- the impression they make during interviews at the university, which is in fact a serious examination;
- scores on the Scholastic Aptitude Tests (SAT).

Not all colleges require essays or letters of recommendation, though they are often proven to increase chances of acceptance.

In the United States, a school's academic year may consist of a fall and spring semester and usually lasts nine months. Studies usually begin in September and end in July. In an academic year, a student must complete a set number of semester hours. Academic years vary from school to school and even from educational program to educational program at the same institution.

Since the United States does not have a central Ministry of Education, academic curriculum at post-secondary institutions are determined on a school-by-school basis (each college or university has its own curriculum). During one term a student must study 4 or 5 different courses. There are courses that every student has to take in order to receive a degree. These courses or subjects are called major subjects or "majors". At the same time there are subjects which the student may choose himself for his future life. These courses are called "electives". A student has to earn a certain number of "credits" (about 120) in order to receive a degree at the end of four years of college. Credits are earned by attending lectures or laboratory classes and completing assignments and examinations.

Academic grading in the United States commonly takes on the form of five letter grades. Traditionally, the grades are A, B, C, D, and F – A being the highest and F, denoting failure, the lowest. In a typical points-based system each question in every assignment is assigned a certain number of points. A simple homework question is usually worth one point and a lengthy project

such as an essay is worth many more points. The points for a large project in turn may be further divided into smaller areas for evaluation (this is called a “rubric”): ten points for writing the correct length of an essay, five points for a well-written introduction, five points for spelling and grammar, ten points for reasoning, and so forth. The final grade for the course is calculated as a percentage of points earned out of points possible.

The US is the most popular country in the world in terms of attracting students from other countries, according to UNESCO, with 16 % of all international students going to the US (the next highest is the UK with 11 %). 723,277 foreign students enrolled in American colleges in 2010-2011. The largest number, 157,558, came from China. Despite “exorbitant” costs of US universities, higher education in America remains attractive to international students due to “generous subsidies and financial aid packages that enable students from even the most disadvantaged backgrounds to attend the college of their dreams”.

VI. SUPPLY RUSSIAN EQUIVALENTS OF THE FOLLOWING WORDS AND PHRASES:

to pay tuition out-of-pocket
to attend free of tuition or at lower cost
low-income students
endowment
eligibility
financial incentive
reciprocal
tuition reimbursement plan
benefit package
to upgrade skill levels and to increase retention
interest accrues on the loan
to submit an application
to be admitted to (or rejected from) a college
to increase chances of acceptance
an academic year
academic curriculum
to complete assignments
academic grading
points-based system
to be assigned a certain number of points
in terms of
“exorbitant” costs
students from the most disadvantaged backgrounds

VII. EXPLAIN THE MEANING OF THE FOLLOWING WORDS AND PHRASES:

a scholarship
to offer full need-based financial aid
need-aware admission
need-blind admission
Grant program
loan program
merit-based financial award
work study job
rigid repayment policy
GPA – grade point average
Scholastic Aptitude Tests (SAT)
to be determined on a school-by-school basis
major subjects or ‘majors’
“electives”
“rubric” (in grading)

VIII. ANSWER THE FOLLOWING QUESTIONS:

1. What do the students often use, rather than paying all tuition out-of-pocket?
2. What do scholarships offered by several states allow students to do?
3. What turns some of the most prestigious institutions into the cheapest options for low-income students?
4. What are two primary forms of financial assistance?
5. What is the difference between need-based financial awards and merit-based financial awards?
6. What is the intent of need-based financial aid? of merit-based financial aid?
7. In what way is financial aid linked to increased enrollment?
8. What types of loans can be taken out by a student or the student’s parents in order to pay for higher education?
9. In what way can students apply to colleges?
10. On what basis are successful applicants at colleges of higher education usually chosen?
11. What does a school’s academic year consist of and how long does it usually last?
12. How is academic curriculum determined?

13. What kind of subjects are there on the curriculum?
14. In what way are credits earned?
15. What form does academic grading in the United States commonly take on?
16. What proves that the US is the most popular country in the world in terms of attracting students from other countries?
17. Due to what factors does higher education in America remain attractive to international students?

IX. SPEAK ABOUT HIGHER EDUCATION IN THE UNITED STATES.

X. READ THE TEXT “HIGHER EDUCATION IN GREAT BRITAIN”.

Higher education is education provided by universities and other institutions that award academic degrees. Higher education institutions include universities, teacher training colleges and other colleges of technology, art, and profession allied to medicine. Britain has 89 universities, including the Open University, and 70 other higher education institutions. All these institutions enjoy complete academic freedom, which includes appointing their own staff and deciding which students to admit, what and how to teach and which degree to award. A number of universities in the United Kingdom are composed of colleges. English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction and way of student life.

Higher education includes both the teaching and the research activities of universities, and within the realm of teaching, it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as quaternary education). Higher education differs from other forms of post-secondary education such as vocational education. However, most professional education is included within higher education, and many postgraduate qualifications are strongly vocationally or professionally oriented, for example in disciplines such as law and medicine.

In the UK about one-third of all students go on to some form of higher education and this number is well over 50 % for students from Scotland. This makes competition for places very fierce and so it is advised to apply early for courses.

The universities in the United Kingdom (with the exception of The Open University) share an undergraduate admission system. Applications must be made by 15 October for admissions to Oxford and Cambridge (and medicine, dentistry and veterinary science courses) and by 15 January for admissions to other UK universities.

Many universities now operate the Credit Accumulation and Transfer Scheme (CATS) and all universities in Scotland use the Scottish Credit and Qualifications Framework (SCQF) enabling easier transfer between courses and institutions.

There is no automatic admission to university, as there are only a limited number of places (around 100,000) available each year. Candidates are accepted on the basis of their A-level results. Good A-level results in at least 2 subjects are necessary to get a place at a university. For all British citizens a place at a university brings with it a grant from their local education authority which covers their tuition fees and everyday expenses (accommodation, food, books, etc.).

One-half of universities have lost confidence in the grades that are awarded by secondary schools, and require many applicants to sit for a competitive entrance examination. Some subjects require that students be interviewed prior to being offered a place on the chosen course.

There is a three-level hierarchy of degrees (Bachelor, Master, Doctor) currently used in the United Kingdom. Higher education often begins with a three-year bachelor's degree. Postgraduate degrees include master's degrees, either taught or by research, and the doctorate, a research degree that usually takes at least three years. Most master's courses lead to an MA (Master of Arts) or MSc (Master of Science) qualification, but there are also subject-specific qualifications including MEng (Master of Engineering), MFA (Master of Fine Arts), LL.M (Master of Laws), MArch (Master of Architecture), and more. Courses leading to an MPhil (Master of Philosophy) qualification are research-led and often designed for students to progress to a PhD.

Most UK universities fall into one of the following categories:

- Ancient universities – the seven universities founded before 1800, Oxford (1167) and Cambridge (1229) among them.
- Red Brick universities – large civic universities chartered at the beginning of the 20th century before World War II (London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham).
- Plate Glass (“concrete and glass”) universities – universities chartered after 1966 (Sussex, York, East Anglia and some others).
- The Open University – The UK’s “open to all” distance learning university (est. 1968). It’s intended for people who study in their own free time and who ‘attend’ lectures by watching TV and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.
- New Universities – Post – 1992 universities formed from Polytechnics or Colleges of Higher Education.
- Russell Group – self-selected association of 24 public research universities.

The central coordinating body for universities in the United Kingdom is Universities UK.

The academic year in Britain's universities is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July. Sandwich courses, which include a period of work experience outside the institution, can extend the length of the course by up to a year, and medical and veterinary courses require five or six years. Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subjects.

Most full-time undergraduate courses take three years to complete (typically four years in Scotland). Full-time postgraduate courses can be from one year upwards. Part-time courses are normally taken over a longer period, so that you can work alongside your studies or learn at a more relaxed pace. There is no set length of time for part-time courses – it varies from one course to another.

Most higher education courses have a “modular structure”. This means that you can build a personalised course by choosing modules or units of study from different subject areas. For example, if you are studying English literature, for your first year you could choose one module on Science fiction, one module on Children's literature, and one module on Short stories.

If you are interested in more than one subject, you may be able to study a combination as part of your course, e.g. English literature and psychology. You can often decide for yourself how much time you would like to spend on each subject. “Joint” means the two subjects are studied equally (50/50), “major/minor” means the time spent is usually 75%/25%.

The vast majority of United Kingdom universities are government financed, with only four private universities (University of Buckingham, Regent's University London, University of Law and BPP University) where the government does not subsidise the tuition fees. Universities are financed by the state via tuition fees, which cost up to £9,000 per academic year for English, Welsh and European Union students.

UK undergraduate and postgraduate courses are generally shorter than in other countries. This helps to keep tuition fees and living expenses down. Tuition fees for UK higher education courses vary, depending on factors including: whether you are from the European Union/ European Economic Area; where in the UK you are studying (there are different rules for England, Scotland, Northern Ireland and Wales); and whether you are studying at undergraduate or postgraduate level.

There are a number of good scholarship and financial support schemes for UK higher education courses but demand can be high. It is very difficult to obtain funding for postgraduate study in the UK. There are a few scholarships for master's courses, but these are rare and dependent on the course and class of undergraduate degree obtained. Most master's students are self-funded. Funding is available for some PhD courses. There is more funding available to those in the sciences than in other disciplines

In England and Wales the majority of young full-time university students attend universities situated a long distance from their family homes; this is not generally the case for universities in most European countries, such as Italy or Spain. For this reason most universities in the United Kingdom provide (or at least help organise) rented accommodation for many of their students, particularly in the first year; some British universities provide accommodation for the full duration of their courses. For this reason the lifestyle of university students in the United Kingdom can be quite different from those of European universities where the majority of students live at home with their parents. The introduction of university fees paid by students from 2006 onwards has led many English and Welsh students to apply to institutions closer to their family's homes to reduce the additional costs of moving and living further away.

The higher education system in Scotland is slightly different to the system in England, Wales and Northern Ireland. For example, in Scotland, many students move into higher education at the age of 17 (rather than 18 in other parts of the United Kingdom).

The Scottish higher education system also favours a four-year undergraduate degree programme, which has been replicated in the United States and Hong Kong. The four-year degree offers students enhanced flexibility and academic breadth.

Tuition fees in Scotland are also different from other parts of the UK. In Scotland, there are no direct course fees for undergraduate students from a country within the European Union. First degree students from Scotland or the rest of the EU studying in Scotland are entitled to have their tuition fees paid by the Student Awards Agency for Scotland (SAAS).

British universities tend to have a strong reputation internationally for two reasons: history and research output. In 2015, over 420,000 international students from 200 nations chose to study in the United Kingdom for their higher education, joining over two million local students. The UK's role in the industrial and scientific revolutions, combined with its imperial history and the sheer longevity of its ancient universities, are significant factors as to why these institutions are world-renowned. The University of Cambridge, for example, has produced 90 Nobel Laureates to date – more than any other university in the world. The reputation of British institutions is maintained today by their continuous stream of world-class research output. The larger research-intensive civic universities are members of the Russell Group, which receives two-thirds of all research funding in the UK.

XI. EXPLAIN THE MEANING OF THE FOLLOWING WORDS AND PHRASES.

1. All these institutions enjoy complete academic freedom.
2. Higher education includes both the teaching and the research activities of universities.
3. Vocational education

4. Many postgraduate qualifications are strongly vocationally or professionally oriented
5. One-half of universities have lost confidence in the grades that are awarded by secondary schools, and require many applicants to sit for a competitive entrance examination.
6. Postgraduate degrees include master's degrees, either taught or by research.
7. Most master's courses lead to an MA (Master of Arts) or MSc (Master of Science) qualification, but there are also subject-specific qualifications.
8. A sandwich course
9. There is no set length of time for part-time courses.
10. Most higher education courses have a "modular" structure.
11. Most universities in the United Kingdom provide (or at least help organise) rented accommodation for many of their students.
12. The four-year degree offers students enhanced flexibility and academic breadth.
13. First degree students from Scotland or the rest of the EU studying in Scotland are entitled to have their tuition fees paid by the Student Awards Agency for Scotland (SAAS).
14. World-renowned.

XII. ANSWER THE FOLLOWING QUESTIONS.

1. What do higher education institutions include?
2. What does complete academic freedom imply?
3. In what do English universities greatly differ from each other?
4. What kind of activities does higher education include?
5. What makes competition for places very fierce?
6. When must applications for admission be made?
7. On what basis are candidates accepted?
8. Why do universities require many applicants to sit for a competitive entrance examination?
9. What does a three-level hierarchy of degrees include?
10. What do most UK universities fall into?
11. What is the academic year in Britain's universities divided into?
12. How long do undergraduate/postgraduate courses last?
13. What is a "modular structure" of a course?
14. What does a student do if he is interested in more than one subject?
15. Can you name private universities of Great Britain?
16. How are universities financed by the state?
17. What helps to keep tuition fees and living expenses down?
18. Why are most master's students self-funded?

19. In England and Wales the majority of young full-time university students attend universities situated close to their family homes, don't they?
20. In what way does the higher education system in Scotland differ from the system in England, Wales and Northern Ireland?
21. Why do British universities tend to have a strong reputation internationally?

XIII. COMPARE THE SYSTEMS OF HIGHER EDUCATION IN GREAT BRITAIN AND IN THE UNITED STATES.

XIV. MAKE A PRESENTATION ABOUT ONE OF THE WORLD-RENOWNED UNIVERSITIES OR COLLEGES.

XV. READ THE TEXT "WHAT IS WRONG WITH HIGHER EDUCATION IN RUSSIA?" (BY ALEXEI VLASOV, DEPUTY DEAN, MOSCOW LOMONOSOV STATE UNIVERSITY, FACULTY OF HISTORY).

A huge number of myths have surrounded Russian education over the past few decades. These myths have come about largely because almost all the country's citizens have come up against the problems associated with secondary and higher education, meaning they are in a position to give their own particular slant on them and make demands on officials on education matters. At the same time, public opinion is hardly ever taken into account during the endless rounds of reforms, innovations and modernizations.

That is why many experts struggle to explain the decision-making mechanism in the education sector. This was particularly apparent during Mr. Fursenko's time as education minister. In addition, the reforms have so far failed to have the desired effect: Russia is still not capable of raising the quality of its training of specialists. And even though we have apparently entered the "knowledge economy" phase, it is unclear as yet how competitive Russia really is in this field. The main problem we come up against is borrowing from the "progressive" Western experience, which is not always particularly suitable to the reality on the ground in Russia. As an example, take the transition to a two-stage model, as set out in the Bologna Process, when training graduates is carried out in the absence of any real demand for such people.

Several of the problems that have afflicted Russian higher education have existed throughout the entire post-Soviet period of "modernization". Take for example outdated school and university programs. Many programs are already obsolete by the time the Ministry of Education gets round to approving them. This is partly down to the poor quality of the

programs themselves, and partly down to the bureaucratic barriers that stand in the way of the introduction of the most advanced education technologies.

The Unified State Examination may have played a role in setting up anti-corruption barriers between schools and universities. But in terms of assessing the quality of education, in particular in humanitarian subjects, it is clear that the Unified State Exam does not give a clear and accurate assessment of the real capabilities of university applicants, their analytic abilities and creativity, in spite of all the efforts to improve the exercises in section C of the tests. I believe that for prospective history students, the Unified State Exam needs to be combined with more traditional, oral forms of assessing knowledge. To a large extent, assessing knowledge should not be a question of cramming facts, names and concepts. Being able to think freely and put forward one's point of view are the real tests of whether a candidate has mastered the historical material.

As far as roundabout means of getting into university go, the last two rounds of university entry have shown that those who want to fish in troubled waters are coming up with new, ever more sophisticated ways of getting into university, even though they are clearly no more intelligent than their peers. This is especially noticeable in the regions.

Regarding the prestige of the teaching profession and pay levels in schools and universities – the state is trying to raise the prestige of the teaching profession, by, for example, introducing incentives for teachers in rural areas. But even in the country's leading universities you can see how the age of the staff at humanitarian and natural science faculties is going up. Very few young people see any real opportunities for career growth in the teaching profession.

At Moscow State University the situation is somewhat different, insofar as external funding allows faculties to establish more favourable conditions for young academics. This affects not only pay, but also living conditions and training opportunities in universities abroad. But this is the exception rather than the rule for Russia's universities, which are facing the most far-reaching generational change for decades.

Why is the country, which in Soviet time possessed huge scientific and educational potential, gradually losing its leading position, as evidenced by the ratings of the world's universities, even though their specifics do not always adequately reflect the level and quality of training?

In my opinion, the root of the problem lies in the fact that the authorities regard the education sector as the main instrument of modernization and competitiveness in name only, but not in deed. The same can be said of the pension and healthcare reforms. And the reason behind it is this – we are not going to do anything drastic, because the social costs are too high, but we will allocate scraps of money, leftovers in other words. We are getting rid of corruption through the Unified State Exam, but we are not addressing the underlying cause of corruption – the low pay of teachers and limited financial opportunities of schools and universities.

Is there a way out of this situation? It seems the new education minister has summed it up quite carefully: increase the proportion of forms of education that people have to pay

for and reduce the number of universities. On what basis public-private partnerships will be drawn up is so far unclear. For instance, there is talk of getting private business more actively involved in cooperating with schools and universities through a system of grants targeted at training specialists. However, it is already clear that many educational institutions are not ready to produce new capable graduates to promote mobility in the labour market. What is in it for business? Added to that is the fact that there is quite a big difference between businesses and state institutions in their approaches to organizing joint educational projects. Will these measures become a miracle recipe for an educational breakthrough? Unfortunately it is difficult to believe in such an optimistic scenario. But prospects in this direction do exist.

XVI. SUPPLY RUSSIAN EQUIVALENTS OF THE FOLLOWING WORDS AND PHRASES:

come about
come up against problems
give a slant on sth
make demands on smb
take into account
decision-making mechanism
be apparent
fail to have the desired effect
raise the quality of training specialists
competitive
transition to a two-stage model
afflict
outdated programs
obsolete
approve sth
it is partly down to
the Unified State Examination
set up anti-corruption barriers between
assess the quality of education
give a clear and accurate assessment
university applicants
to improve
prospective student
oral forms of assessing knowledge

to a large extent
cram facts, names and concepts
master the material
roundabout means of getting into university, sophisticated ways
to fish in troubled waters
peers
pay level
introduce incentives
career growth
external funding
evidenced by
adequately reflect the level and quality of training
the root of the problem
regard sth in name only, but not in deed
pension and healthcare reforms
drastic
allocate scraps of money
leftovers
a way out of this situation
draw up
get smb more actively involved in
grants targeted at training specialists
labour market
joint educational projects
a miracle recipe for an educational breakthrough

XVII. EXPLAIN THE MEANING OF THE FOLLOWING WORDS AND PHRASES:

1. Almost all the country's citizens have come up against the problems associated with secondary and higher education, meaning **they are in a position to give their own particular slant on them and make demands on officials on education matters**
2. The main problem we come up against is borrowing from the "progressive" Western experience, **which is not always particularly suitable to the reality on the ground in Russia.**
3. the transition to **a two-stage model**, as set out in **the Bologna Process**
4. Many programs are already **obsolete by the time the Ministry of Education gets round to approving them.**

5. The Unified State Examination may have played a role in **setting up anti-corruption barriers between schools and universities.**
6. Roundabout means of getting into university – not in a simple, direct, or quick way.
7. To fish in troubled waters.
8. Very few young people see any **real opportunities for career growth** in the teaching profession.
9. The authorities regard the education sector as the main instrument of modernization and competitiveness **in name only, but not in deed.**
10. A miracle recipe for an educational breakthrough.

XVIII. ANSWER THE FOLLOWING QUESTIONS.

1. Why have a huge number of myths surrounded Russian education over the past few decades?
2. Can you prove that educational reforms have so far failed to have the desired effect?
3. What is the main problem we come up against?
4. What problems that have afflicted Russian higher education have existed throughout the entire post-Soviet period of “modernization”?
5. What are advantages and disadvantages of the Unified State Examination?
6. What is to be done to improve it?
7. What are possible roundabout means of getting into university?
8. What can you say about the prestige of the teaching profession and pay levels in schools and universities?
9. Why is the situation at Moscow State University somewhat different?
10. Why is the country, which in Soviet time possessed huge scientific and educational potential, gradually losing its leading position?
11. Is there a way out of this situation?

XIX. READ THE TEXT “THE BOLOGNA PROCESS” AND SAY WHAT THE ESSENCE OF THIS PROCESS IS.

The Bologna Process is a series of ministerial meetings and agreements between European countries to ensure comparability in the standards and quality of higher-education qualifications. It is named after the University of Bologna, where the Bologna declaration was signed by education ministers from 29 European countries in 1999.

The basic framework is three cycles of higher-education qualifications. The framework defines the qualifications in terms of learning outcomes: statements of what students know and can do on completing their degrees.

First cycle: typically 180–240 credits (a minimum of 60 credits per academic year), usually awarding a bachelor’s degree.

Second cycle: typically 90–120 credits (a minimum of 60 ECTS per academic year), usually awarding a master’s degree

Third cycle (doctoral degree): There is no concrete range, since the disciplines vary in length and comprehensiveness.

In most cases, it would take three to four years to earn a bachelor’s degree and another one or two years for a master’s degree. Doctoral degrees usually require another two to four years of specialization, primarily individual research under a mentor. Degree names may vary by country. One academic year corresponds to 60 ECTS credits, equivalent to 1,500–1,800 hours of study (2 160 in Russia).

XX. READ THE TEXT “THE PROBLEMS AND SOLUTIONS OF HIGHER EDUCATION” (BY JACOB RUYTENBEEK).

Earlier this year, I was accepted to the George Washington University Law School. It was a school I had been dying to go to, with the top LLM program in the nation for lawyers looking to specialize in government procurement – and GW had all of the things that I wanted in a university: a prime location in Washington, D.C., a network of well-connected professionals in the federal government, and, at least for the program I wanted to attend, the best list of thinkers and educators in the field of government procurement.

I couldn’t wait to begin. After four years of working in the field as a professional lawyer, I was itching to deepen my knowledge in a subject area that I loved.

But, when it came time to fork over the cash, it dawned on me that I couldn’t afford it – and still enjoy the life that I currently live. Tuition for the program totaled \$42,072 over two years, part-time.

More student loans were the last thing I wanted. Maybe if I were younger or jobless I would have had less of a hesitation to take out more loans. If that were the case, I could have justified more school (and student loans) as the safe-harbor to ride out the storm of a bad economy. But, that isn’t the case.

Our close friends half-jokingly refer to their student loan payment the “beach house” – because it’s about the same size payment as you’d expect a beach house to have. I have a family to support – that means daycare, a mortgage, car payments. Adding a “beach house” of student loans was the last thing I wanted to do.

So I began to look for other solutions to fulfill my desire to learn and grow, but for a fraction of the price.

The more I looked the more I began to notice problems facing higher education – and the more I felt a growing need to do something about it.

Below, I've identified what I believe are three big problems facing higher education today and three possible solutions to fix them.

Problem: Education is not the focus of many universities.

When I was an undergrad at Florida State University, I remember seeing a t-shirt that read “We’re a drinking school with a football problem”.

That t-shirt captures the approach of many colleges and universities today. Universities are in the business of selling a lifestyle, prestige, and status. And they invest in things that increase their competitiveness in these areas.

According to Kevin Carey, the Director of Education Policy at the New America Foundation, major spending at universities includes infrastructure, administration, scholarships and sports teams – but investing in classrooms and professors, which could actually impact student learning, isn't on this list. It's a sign that education is secondary to other interests.

Solution: Connect teachers directly with students through a digital marketplace. Love the teacher, hate the system.

So change it...

Teachers are focused on facilitating quality education – even if the universities that employ them are not.

So how do we connect teachers and students without costly university excesses? The answer is a digital marketplace where students and teachers find each other online.

The digital education marketplace does not require expensive physical infrastructure. There are no sports teams to support, no administration, no scholarships. It's just teachers and students finding each other the 21st century way – over the web.

To some extent, MOOCs have begun this process. But, MOOCs are cozy with, and in many cases part of a university. So there is reason to doubt their ability to avoid the burden of the overhead that universities will eventually lay on them.

And this education marketplace is good for teachers too. A digital marketplace that connects students and teachers directly will:

- reward teachers financially for creating great courses;
- incentivize teachers to create innovate with new learning environments;
- attract new teachers to the field of teaching who would otherwise go elsewhere.

Problem: The 4 year degree is too long and too expensive.

College shouldn't begin with a two-year extension of high school. But it does.

Universities refer to this as a general education requirement – a series of courses taken to develop a broad base of general knowledge outside of one's chosen major. These are often defended as a way to broaden students with skills to make them better members of society.

But here is what they really are: a cash cow – and an expensive and time consuming extension of high school. They're a way to extend the revenue stream of the university.

With the average college graduate in the class of 2011 having over \$26,000 in student loans, when will we say enough is enough? When will we ditch the 4-year degree?

Solution: A virtual curriculum based on my needs as a student.

I believe that we must get rid of general education requirements and make them what they ought to be – optional electives.

Doing so would sharply reduce the credit hours required for a bachelors degree and, as a result, reduce the cost of college and the amount of money borrowed by students.

Once we've cut the fat from the curriculum by removing general education requirements, the remaining classes should be taken virtually through virtual classrooms. I'm talking about real, live virtual classrooms that are in many respects, as capable and dynamic as their physical counterparts. With multi-way video, video study groups, and social media integration, the virtual classroom of today and tomorrow is nothing like the virtual classroom of yesterday.

In fact, these virtual classrooms will better prepare students for the business world, where more and more business is being conducted virtually. In light of the affordability crisis today, virtual classrooms should be the norm, not the exception.

Problem: University learning is linear, one size fits all

Universities have a linear learning model. You must follow a curriculum. Start at point A, end at point B. Check the boxes and get the degree.

A typical university education is linear – teacher focused, not student focused. The process of learning is controlled by the teacher, just as the process of getting a degree is controlled by the university.

The problem is that linear learning is expensive, both in terms of money and in time. As a student, the path to a degree is set. Student choice is available, but mostly limited to electives. In the classroom, lectures are a “one-size-fits-all” approaches to learning. There is no tailoring to individual learning styles or interests.

This makes higher education more expensive than it needs to be. It’s not only the cost of tuition – the cost of housing, food, and transportation for the duration of the college experience add up to compound the problems of the linear model.

Solution: Self-directed learning

Students learn better when they control their experience. We can empower students by giving them choice in the classes they choose and in how they wish to learn.

Marketplaces are the epitome of self-expression. They allow for personal expression without the heavy hand of an entity who thinks it knows better.

And marketplaces are key for self-directed learning to take place. Students choose what they want to learn, when they want to learn it. With teachers competing for students, teachers will innovate and students will choose to take classes from the best teachers.

The low-cost delivery of virtual classrooms means education doesn't have to cost an arm and a leg or 20 years of debt. And teachers can make a great living teaching classes.

This open learning model puts the student at the center of education, not the university.

Together, these three solutions deliver the holy grail of education: they make education more affordable for students and more profitable for teachers.

XXI. SUPPLY RUSSIAN EQUIVALENTS OF THE FOLLOWING WORDS AND PHRASES:

LLM program

government procurement

to be itching to do sth
to fork over (cash)
to dawn on smb (it dawned on him)
to justify
daycare
to facilitate quality education
MOOC
to avoid the burden of the overhead
to incentivize
to create innovate
revenue stream
to ditch
to compound a problem
epitome (of sth)
to cost an arm and a leg
to deliver the Holy Grail

XXII. EXPLAIN THE MEANING OF THE FOLLOWING WORDS AND PHRASES:

LLM program
government procurement
to be itching to do sth
to fork over (cash)
to dawn on smb
to justify
daycare (centre)
to facilitate quality education
MOOC
to incentivize
to create innovate, innovate
revenue stream
to ditch
to compound a problem
epitome (of sth)
to cost an arm and a leg
the heavy hand of an entity
to deliver the Holy Grail

XXIII. ANSWER THE FOLLOWING QUESTIONS.

1. Why did the author choose GW University to go to?
2. When did he realize that he couldn't afford it? What were the reasons?
3. What did he notice when he began to look for other solutions?
4. What is the first big problem facing HE? Expand on it.
5. What is the possible solution of this problem?
6. What is the second big problem facing HE? Expand on it.
7. What is the possible solution of this problem?
8. What is the third big problem facing HE? Expand on it.
9. What is the possible solution of this problem?
10. Does HE system in Russia face the same problems?

XXIV. TRANSLATE THE TEXT «Образование в США» into English.

Образование в США в основном государственное. Оно контролируется и финансируется на трёх уровнях: федеральными властями, властями штатов и местными властями. Существует система государственных школ. Высшие учебные заведения преимущественно частные, и поэтому они стараются привлекать студентов и аспирантов со всего мира.

Уровень грамотности в США – 99 % (2022), более 80 % людей в возрасте 25 лет и старше имеют среднее образование, около 30 % – высшее (как минимум – степень бакалавра). Основной язык, на котором ведётся преподавание – английский.

По историческим причинам вопросы образования не упоминаются в Конституции, вследствие чего подразумевается, что им должны заниматься штаты. В США не существует строгих федеральных стандартов для программ учебных заведений.

Продолжительность и возраст для начала обязательного образования разнятся в зависимости от штата. Дети начинают обучение в возрасте от 5 до 8 лет и заканчивают в возрасте от 18 до 19 лет.

В возрасте около 5 лет американские дети идут в начальную школу, в нулевой класс. Нулевой класс не является обязательным в некоторых штатах. Тем не менее почти все американские дети посещают его. Хотя в переводе с немецкого *kindergarten* буквально означает «детский сад», детские сады существуют отдельно в США и дословно называются «предшколой».

Начальная школа продолжается до пятого или шестого класса (в зависимости от школьного округа), после чего ученик идёт в среднюю школу, которая заканчивается

восьмым классом. Высшая (старшая) школа – это классы от девятого до двенадцатого, так что обычно американцы заканчивают среднее образование в 18 лет.

Те, кто получил среднее образование, могут поступать в общественные колледжи (также называемые начальными колледжами, техническими колледжами или городскими колледжами), которые после двухгодичного обучения выдают степень, сравнимую со средним специальным образованием РФ. Другая возможность продолжить обучение – поступить в колледжи или университеты, где получают обычно за четыре года степень бакалавра. Получившие степень бакалавра могут учиться дальше, чтобы получить степень магистра (2–3 года) или доктора философии (3 года или более). Отдельно аккредитованные факультеты и вузы выдают степени доктора медицины и доктора права, для получения которых обязательна специальная подготовка и на уровне бакалавра.

Несмотря на многие проблемы в области среднего образования, высшее образование в США считается одним из лучших в мире. Высшее образование обычно получают в течение 4 лет обучения в колледже или университете. Всего в США насчитывают 6 502 частных и государственных университета, которые выдают дипломы бакалавра и магистра. В 2022 г. 36 % выпускников вузов прошли обучение по четырёхлетней программе (бакалавриат) и 57 % – по шестилетней (бакалавриат + магистратура).

В 2021–2022 гг. в вузах США училось около 950 000 иностранных студентов из 21 миллиона в целом: более 290 000 – из Китая, около 200 000 – из Индии и около 41 000 – из Южной Кореи. Согласно статистике в США обучаются студенты из более 220 стран мира. В последнее время образование в вузах, как частных, так и государственных, становится все дороже. Плата за год обучения – от 6 000 долларов в университете штата до 45 000 долларов в Гарварде. Хотя бедным студентам даются щедрые стипендии, их часто недостаточно для студентов из среднего класса, чьи семьи теряют большую часть своих доходов. С 2020/2021 по 2021/2022 учебный год плата за обучение в вузах выросла в среднем на 6,3 %.

В американской разговорной речи все вузы обычно называются колледжами, даже если они не колледжи, а университеты.

COURT AND LEGAL PROCEEDINGS



I. WARM-UP. READ THE TEXT AND ANSWER THE QUESTIONS.

Overview of Court Proceedings

In civil lawsuits, the party who files a lawsuit with the court is called a “plaintiff”, and the party who is filed against is called a “defendant”. Administrative lawsuits follow the same court proceedings as civil lawsuits.

Court proceedings begin with plaintiff filing a “complaint” with the court. If the complaint is accepted, the court designates the date of oral arguments and delivers the complaint to the defendant.

By the date of oral arguments, the defendant submits a written response to the court, which admits or denies the facts and claims of the complaint, and alleges other facts or legal matters. The plaintiff and the defendant contest each other’s factual and legal issues in court in the presence of judges by providing evidence.

The court examines the claims of the both sides and, based on the evidence and the law, makes a judgment that either upholds or rejects plaintiff's claim. In addition, based on the recommendation from the court, a case may be resolved by "settlement", where the parties negotiate and agree upon an amicable resolution of the dispute.

When the losing party accepts the decision by the court, the judgment is finalized and it will become final. However, if the judgment is contested by either of the parties, a higher court will be asked to make a decision. This process is called an "appeal".

If the decision of the court is not complied with voluntarily despite the ruling being finalized, those who obtained the favorable judgment will seek compulsory execution (enforcement) of the order by the court (execution court).

1. What does the court represent?
2. What is the literal meaning of court?
3. What are the two parties in civil lawsuits?
4. What do court proceedings begin with?
5. What does the defendant submit by the date of oral arguments?
6. In what way do the plaintiff and the defendant contest each other's issues in court?
7. What kind of judgment does the court make after examining the claims of the both sides?
8. When will the judgment become final?
9. What is called an "appeal"?
10. What happens if the decision of the court is not complied with voluntarily?

II. READ AN ABSTRACT FROM THE NOVEL "TO KILL A MOCKINGBIRD" BY HARPER LEE.

Harper Lee was born in 1926 in the state of Alabama. In 1945–1949 she studied law at the University of Alabama. "To Kill a Mockingbird" is her first novel. It received almost unanimous critical acclaim and several awards, the Pulitzer Prize among them (1961). A screen play adaptation of the novel was filmed in 1962.

This book is a magnificent, powerful novel in which the author paints a true and lively picture of a quiet Southern town in Alabama rocked by a young girl's accusation of criminal assault.

Tom Robinson, a Negro, who was charged with raping a white girl, old Bob Swell's daughter, could have a court-appointed defence. When Judge Taylor appointed Atticus Finch, an experienced smart lawyer and a very clever man, he was sure that Atticus would do his best. At least Atticus was the only man in those parts who could keep a jury out so long in a case like that. Atticus was eager to take up this case in spite of the threats of the Ku-Klux-Klan.

He, too, was sure he would not win, because as he explained it to his son afterwards: "In our courts, when it is a white man's word against a black triad's, the white man always wins. The one

place, where a man ought to get a square deal is in a court-room, be he any color of the rainbow. As you grow older, you'll see white men cheat black men every day of your life, but let me tell you something and don't you forget it – whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash...

There is nothing more sickening to me than a low-grade white man who'll take advantage of a Negro's ignorance. Don't fool yourselves – it's all adding up and one of these days we're going to pay the bill for it".

Atticus's son Jem aged thirteen and his daughter Jean Louise, nicknamed Scout, aged seven were present at the trial and it is Jean Louise, who describes it..

Atticus was half-way through his speech to the jury. He had evidently pulled some papers from his briefcase that rested beside his chair, because they were on his table. Tom Robinson was toying with them.

"...absence of any corroborative evidence, this man was indicted on a capital charge and is now on trial for his life..".

I punched Jem. "How long's he been at it?"

"He's just gone over the evidence," Jem whispered... We looked down again. Atticus was speaking easily, with the kind of detachment he used when he dictated a letter. He walked slowly up and down in front of the jury, and the jury seemed to be attentive: their heads were up, and they followed Atticus's route with what seemed to be appreciation. I guess it was because Atticus wasn't a thunderer.

Atticus paused, then he did something he didn't ordinarily do. He unhitched his watch and chain and placed them on the table, saying, "With the court's permission –"

Judge Taylor nodded, and then Atticus did something I never saw him do before or since, in public or in private: he unbuttoned his vest, unbuttoned his collar, loosened his tie, and took off his coat. He never loosened a scrap of his clothing until he undressed at bedtime, and to Jem and me, this was the equivalent of him standing before us stark naked. We exchanged horrified glances.

Atticus put his hands in his pockets, and as he returned to the jury, I saw his goldcollar button and the tips of his pen and pencil winking in the light.

"Gentlemen," he said. Jem and I again looked at each other: Atticus might have said "Scout". His voice had lost its aridity, its detachment, and he was talking to the jury as if they were folks on the post office corner.

"Gentlemen," he was saying. "I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting of complicated facts, but it does require you to be sure beyond all reasonable doubt as to the guilt of the defendant. To begin with, this case should never have come to trial. This case is as simple as black and white.

“The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination, but has been flatly contradicted by the defendant. The defendant is not guilty, but somebody in this court is.

I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man’s life at stake, which she had done in an effort to get rid of her own guilt.

“I say guilt, gentlemen, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She is the victim of cruel poverty and ignorance, but I cannot pity her: she is white. She knew full well the enormity of her offense, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, and her subsequent reaction is something that all of us have known at one time or another. She did something every child has done – she tried to put the evidence of her offense away from her. But in this case she was no child hiding stolen contraband: she struck out at her victim – of necessity she must put him away from her – he must be removed from her presence, from this world. She must destroy the evidence of her offense.

“What was the evidence of her offense? Tom Robinson, a human being. She must put Tom Robinson away from her. Tom Robinson was her daily reminder of what she did. What did she do? She tempted a Negro.

“She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

“Her father saw it, and the defendant has testified as to his remarks. What did her father do? We don’t know, but there is circumstantial evidence to indicate that Mayella Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr Ewell did: he did what any God-fearing, persevering, respectable white man would do under the circumstances – he swore out a warrant, no doubt signing it with his left hand, and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses –his right hand.

“And so a quiet, respectable, humble Negro who had the unmitigated temerity to “feel sorry” for a white woman has had to put his word against two white people’s. I need not remind you of their appearance and conduct on the stand – you saw them for yourselves. The witness for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you, gentlemen, to this court, in the cynical confidence that their testimony would not be doubted, confident that you, gentlemen, would go along with them on the assumption – the

evil assumption – that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, an assumption one associates with minds of their caliber.

“Which, gentlemen, we know is in itself a lie as black as Tom Robinson’s skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women – black or white. But this is a truth that applies to the human race and to no particular race of men. There is not a person in this court-room who has never told a lie, who has never done an immoral thing, and there is no man living who has never looked upon a woman without desire”.

Atticus paused and took out his handkerchief. Then he took off his glasses and wiped them, and we saw another “first”: we had never seen him sweat – he was one of those men whose face never perspired, but now it was shining tan.

“One more thing, gentlemen, before I quit. Thomas Jefferson once said that all men are created equal, a phrase that the Yankees and the distaff side of the Executive branch in Washington are fond of hurling at us. There is a tendency in this year of grace, 1935, for certain people to use this phrase out of context, to satisfy all conditions. The most ridiculous example I can think of is that the people who run public education promote the stupid and idle along with the industrious – because all men are created equal, educators will gravely tell you, the children left behind suffer terrible feelings of inferiority. We know all men are not created equal in the sense some people would have us believe – some people are, smarter than others, some people have more opportunity because they’re born with it, some men make more money than others, some ladies make better cakes than others – some people are born gifted beyond the normal scope of most men.

“But there is one way in this country in which all men are created equal – there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest J.P. court in the land, or this honorable court which you serve. Our courts, have their faults, as does any human institution, but in this country our courts are the great levellers, and in our courts all men are created equal.

“I’m no idealist to believe firmly in the integrity of our courts and in the jury system. Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you, gentlemen, will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty”.

Atticus’s voice had dropped, and as he turned away from the jury he said something I did not catch. He said it more to himself than to the court. I punched Jem.

“What’d he say?”

“In the name of God, believe him, I think that’s what he said”... .

What happened after that had a dreamlike quality: in a dream I saw the jury return, moving like underwater swimmers, and Judge Taylor's voice came from far away and was tiny. I saw something only a lawyer's child could be expected to see, could be expected to watch for, and it was like watching Atticus walk into the street, raise a rifle to his shoulder and pull the trigger, but watching all the time knowing that the gun was empty.

A jury never looks at a defendant it has convicted, and when this jury came in, not one of them looked at Tom Robinson. The foreman handed a piece of paper to Mr Tate who handed it to the clerk who handed it to the judge. ...

I shut my eyes. Judge Taylor was polling the jury: "Guilty ... guilty ... guilty ... guilty..". I peeked at Jem: his hands were white from gripping the balcony rail, and his shoulders jerked as if each "guilty" was a separate stab between them.

Judge Taylor was saying, something. His gavel was in his fist, but he wasn't using it. Dimly, I saw Atticus pushing papers from the table into his briefcase. He snapped it shut; went to the court reporter and said something, nodded to Mr Gilmer, and then went to Tom Robinson and whispered something to him. Atticus put his hand on Tom's shoulder as he whispered. Atticus took his coat off the back of his chair and pulled it over his shoulder. Then he left the courtroom, but not by his usual exit. He must have wanted to go home the short way, because he walked quickly down the middle aisle toward the south exit. I followed the top of his head as he made his way to the door. He did not look up.

Someone was punching me, but I was reluctant to take my eyes from the people below us, and from the image of Atticus's lonely walk down the aisle.

"Miss Jean Louise?" I looked around. They were standing. All around us and in the balcony on the opposite wall, the Negroes were getting to their feet. Reverend Sykes's voice was as distant as Judge Taylor's: "Miss Jean Louise, stand up. Your father's passing".

Commentary

1. **a jury:** a body of persons, in the USA and Great Britain, 12 in number, who have to decide the truth of a case tried before a judge. The jury brings in a verdict of guilty (not guilty). The verdict is valid only if the decision of the jurors is unanimous. If not, the jury is dismissed and a new jury is made up. That procedure may be repeated several times until the jury comes to the unanimous decision.

2. **Ku-Klux-Klan:** a reactionary organization, was formed by Southern planters when slavery was prohibited throughout the United States by the thirteenth (1865) amendment to the Constitution of the USA (which was ratified in 1888. More than 20 amendments have been adopted since that time. The first ten amendments are commonly referred to as the Bill

of Rights). Members of the K.K.K. met in secret places. They wore white robes and white masks through which only the eyes could be seen. They lynched blacks on the slightest suspicion without any trial. The organization was so ferocious and aroused such terror and indignation that it was outlawed. But every now and then traces of its activities can be seen even nowadays.

3. **Thomas Jefferson:** (1743–1826), third President of the USA (1801–1809), drafted the Declaration of Independence, which was adopted and proclaimed on July 4th, 1776 to the whole world that a great new nation was born after a heroic peoples' War for Independence that lasted more than six years. The former 13 English Colonies had won their independence and set up their new United States Government.

4. **Yankee:** originally, this term meant "a native of New England". During the Civil War, however, the Southerners used it to refer, often derisively, to inhabitants of any Northern States. Nowadays the term is used outside the US to natives of the US. In the South of the USA, it is still used (derisively) to refer to Northerners, and in New England it is still used in reference to Native New Englanders (non-derisively).

5. **the distaff side:** the female branch in a family as opposed to the male branch. The Executive branch is the legislative body of the government. Here, the distaff side means the women members of the US government, the more sentimental and moralistic part of the staff, who are fond of hurling the phrase "all men are created equal" in order to be brought to the notice of the public.

III. SPEECH PATTERNS.

1. a) Whenever a white man does that to a black man, **no matter who he** is,... that white man is trash.

No matter who the man might be, you had no right to act in this way.

No matter who the boy is, they shouldn't have been so rude.

No matter who she is, she oughtn't to have done it.

b) **No matter what** she says, don't take it for granted.

No matter what she said, they seldom agreed.

No matter what Betsy may suggest, they usually find fault with it.

No matter what he might do, you shouldn't interfere.

c) **No matter how** hard the boy tried, he could find no job.

d) **No matter how** dull the book seemed, he always read it through.

2. I have **nothing but** pity... for the chief witness for the state.

He deserves nothing but sympathy.

We heard nothing but a slight noise.

He felt nothing but despair.
Mary's son gave her nothing but trouble.

IV. PHRASES AND WORD COMBINATIONS.

smb's word against another's (it's your word against mine)
to get a square deal (a fair deal)
in private and in public
(to be) half way (through, down, up) in itself
stark naked (stark raving mad)
the (one's) remaining time (money, etc.) (formal)
no better (worse, etc.) than...
(at) one time or another (formal)
to be reluctant to do smth (formal)
in part (formal)
under the circumstances

V. ESSENTIAL VOCABULARY.

1. **smart** a 1) quick in movement, brisk, as a smart walk (pace, trot, etc.), e. g. He gave him a smart rap over the knuckles.

2) clever, quick-witted, skilful, as a smart man (boy, lad, writer, student, lawyer, businessman, talker); a smart idea (retort, saying, device, invention, etc.), e. g. He's too smart for me. I can't prove his guilt. You are smarter than I am, I suppose. You know more about the world than I do. You've made a smart job of it.

3) clever, often in an impudent way, shrewd, as a smart answer (reply, etc.), e. g. Don't get smart with me, young man, or I'll slap your face.

4) bright in appearance, new looking, as a smart house (car, garden, ship, etc.), e. g. They've painted their cottage yellow and it looks so smart

5) elegant, as a smart dress (hat, shoes), smart clothes (society), e. g. I say, you do look smart.

a smart alec(k) an impudent person who thinks he is clever, e. g. He's a smart alec(k).

smarten up v to get you act together, e. g. The manager told the workers to smarten up and increase their weekly output.

2. **exchange** n giving one thing and receiving another in its place, e. g. That was a fair exchange. There was an exchange of notes between the two countries. Our flat was small, so we got an exchange.

in exchange, e. g. You've lost my book, so I'll take yours in exchange.

to get (give) smth in exchange (for smth), e. g. Roberta expected to get Fred's obedience in exchange for all her care. They were given a better flat in exchange for their old one. **exchange** vt to give one thing and receive another thing for it, as to exchange glances (views, classes, greetings, opinions, prisoners, etc.), e. g. As the coat was a bad fit, he decided to exchange it. Let's exchange seats.

to exchange words (blows) to quarrel, to fight, e. g. The boys exchanged blows and went their ways.

Syn. swap/swop (informal), e. g. I want to sit where you're sitting. Shall we swap round?

3. **guilt** n the fact of having done wrong, e. g. There is no evidence of his guilt. A strong sense of guilt was written all over his face.

a guilt complex, e. g. With such strict parents it's no surprise that the boy has a guilt complex. Syn. blame, e.g. He is the kind of man who always tries to shift the blame onto the others. Syn. fault, e. g. She loves him in spite of his faults.

to find fault with smb (smth) to find smth wrong with smb, e. g. She's always finding fault (with everybody).

Syn. to pick on smb for smth wrong, e. g. Whose fault is it? It is entirely your fault that we are late. You are picking on me.

through no fault of one's own, e. g. It happened through no fault of my own.

through no fault of mine (hers, his, ours, etc.), e. g. Your Honour, I've been out of work through no fault of mine for two years.

Ant. merits.

guilty a having committed a crime, having done wrong, e. g. It is better to risk saving a guilty person than to condemn an innocent one.

Ant. innocent, guiltless

to be guilty of (doing) smth, e. g. The woman was guilty of giving false testimony.

to find smb guilty (innocent), e. g. the jury found the prisoner guilty.

(to have) guilty conscience, a guilty look, smile, etc., e. g. No matter how hard he tried to prove that he was innocent, his guilty look betrayed him.

to look (feel, sound, etc.) guilty, e. g. Though Tom did not look guilty, Aunt Polly was sure he was telling a lie.

to plead (not) guilty (not) to admit the charge at a law-court, e. g. Why should I plead guilty to something I didn't do? The defendant pleaded (not) guilty.

4. **trust** n 1) belief in the goodness, justice, strength of a person or thing.

to have (put, repose) trust in smb (smth), e. g. A child usually has complete (perfect) trust in his mother. Put no trust in him.

Ant. mistrust

2) a combination of business or commercial firms, e. g. "Shell Oil" is a powerful oil trust.

betray smb's trust, win smb's trust

trust vt/i 1) to have faith and confidence in, e. g. I trust him completely. He's not a man to be (who is to be) trusted too far. Don't trust him an inch. I don't trust him at all.

to trust to chance (to luck), e. g. Don't trust to chance.

to trust to one's memory, e. g. A forgetful man should not trust to his memory but should write things down in his notebook.

2) to give into the care of

Syn. to entrust

to entrust smth to smb (formal), e. g. Can I (en)trust the keys to Jack? We entrusted our life to a physician.

to entrust smb with smth (formal), e. g. Can we entrust him with the task?

3) to give as a task or duty, e. g. I am afraid he is too young to be entrusted with the job. Can we entrust the task to him ?

4) to allow a person without misgivings or feeling of doubt to do smth

to trust smb to do smth, e. g. Can we trust him to finish the experiment?

trustful a full of trust; not suspicious, e. g. It's a good thing to be trustful, but only up to a point.

Syn. trusting

trustingly adv in a trustful manner, e. g. The child trustingly put his hand in mine.

trustworthy a worthy of trust; reliable, e. g. He is an honest and trustworthy fellow. You can always rely on him.

5. **effect** n 1) immediate result, that which is produced by a cause, e. g. She turned pale at his words and he was frightened by the effect they had produced.

to be of little (much, no) effect, e. g. The protest was of no effect.

to be to no effect, e. g. My persuasion was to no effect; she refused to go.

2) influence, e. g. The children were suffering from the effects of the heat. Scientists study the effect of chemicals on each other.

to have (produce) an effect on smb, e. g. I think the medicine will have no effect (a good effect) on him.

3) performance, execution, as to take effect, go into effect, e. g. The law (treaty) will take effect in May.

to be in effect to be in operation (of a rule or law), e. g. The law is still in effect.

to bring (carry) into effect (about a plan, a law, a decision, etc.), e. g. The plan was brought (carried) into effect.

4) impression produced, as a pretty effect (of a painting); wonderful cloud effects

to be calculated for effect to be intended to impress people, e. g. His whole behaviour is calculated for effect.

to talk for effect to impress the hearers, e. g. Don't lay much store by his words, he only talked for effect.

effective a 1) having effect (эффективный), as effective measures, an effective action, remedy, e. g. The method has proved effective. 2) producing a striking impression, as an effective picture (hat, scheme of decoration, etc.).

Ant. ineffective

efficient a competent, performing duties well, as: an efficient secretary (workman, officer, army, staff of teachers, etc.)

efficiently adv, e. g. The business is efficiently run.

6. **jerk** vt/i to pull or move suddenly, e. g. The door jerked open. The boy jerked the fish out of the water.

Ant. shove, e.g. He shoved the door open and walked in. The fisherman shoved the boat into the water.

Syn. **twitch** vt/i to move jerkily and usually uncontrollably, to pull at smth with a sudden jerk, e. g. Jane's face twitched with terror at the sight of the crazy woman. The wind twitched the paper out of her hand. Jane's lip twitched angrily.

jerk n a sudden quick pull; spasmodic movement, e. g. The old car started with a jerk.

The train made a jerk and stopped.

physical jerks (colloq.) physical exercises, e. g. Do you do your physical jerks regularly?

Ant. shove n a vigorous push, e. g. Fred gave the boat a shove which sent it far out into the water.

Syn. twitch n a sudden pull or jerk, a sudden and usually un-controllable movement of some part of the body, e. g. The twitch of her lips suggested a state of extreme annoyance.

jerky adv (with sudden stops and starts), e. g. He walked down the street in a queer jerky way.

Ant; smooth, even.

7. **promote** vt 1) to give higher position or rank, e. g. He was promoted lieutenant (or to be lieutenant). A pupil is promoted from one form (grade, class) to the next if his

progress is satisfactory. 2) to encourage; to support; to help to grow or develop, e. g. We promoted the campaign for banning nuclear tests. I think we ought to promote that scheme.

promotion n 1) advancement to higher rank, e. g. He was given a promotion and an increase in salary. He hopes to get (win, gain) a promotion soon. 2) support, helping along to success, e. g. The doctors were busy in the promotion of a health campaign.

8. **sound** a 1) healthy; in good condition, as a sound mind, body, heart, person, constitution; sound teeth, fruit, etc, e. g. A sound mind in a sound body. In spite of her age every tooth in her head is sound. James Forsyte was composed of physiological mixture so sound that if he had an earache he thought he was dying.

(as) sound as a bell quite healthy, e. g. There's nothing the matter with me, I'm as sound as a bell.

safe and sound not harmful or injured, e. g. We reached home safe and sound. Her father returned safe and sound from the war. 2) not worn out; free from injury or defect, as a sound ship, wine, wall, construction, machine, etc., e. g. The building is of sound construction. 3) dependable; reliable; free from error, as sound morals, views, people, relationships, criticism, common sense; a sound person, reason, etc., e. g. My friend gave me a piece of sound advice. Soames had a reputation for sound judgement. I am convinced that sound-thinking citizens will never vote for this candidate. 4) safe, as a sound economy, business, business firm, financial position, investment, etc., e. g. The economy of the country is sound. 5) capable and careful; competent, as a sound lawyer, scholar, tennis player, etc. 6) complete; thorough, as a sound whipping, (thrashing, flogging), sleep, knowledge, etc., e. g. I am such a sound sleeper that sometimes I don't hear the alarm clock.

soundly adv in a sound manner, e. g. I slept soundly all night.

9. **stake** n that which is pledged, e. g. In this dangerous affair the stake was his own life.

to put smth at stake (very rare) to expose to the possibility of injury or loss, e. g. The accusation put the man's life at stake.

to be at stake to be risked, e. g. Keith Darrant knew that his own career was at stake. I cannot do it, my reputation is at stake.

stake v to stake one's life on smth, e. g. I know he is guilty but I wouldn't stake my life on it.

10. **look** v; also, look here interj. used for drawing attention before making a statement, often angry, e. g. Look here, I don't mind you borrowing my books, but you ought to ask me first.

to look about to look in several different directions, e. g. Looking about (the room) I could see no sign of life.

to look down on/upon to have or show low opinion, e. g. The school looks down on such behaviour.

to look on to watch instead of doing something, e. g. Two men stole the jewels while a large crowd looked on.

to look out to take care, e. g. You'll catch cold if you don't lookout.

one's own look-out (informal) smb's own concern or responsibility, e. g. It's your own look-out whether you pass or fail. .

to look up (informal) to find and visit someone, e. g. If I'm ever here on business again I'll look you up.

to look up to to respect someone, e. g. Every child needs someone to look up to and copy.

VI. A) CONSULT A DICTIONARY AND TRANSCRIBE THE FOLLOWING WORDS FROM THE TEXT. PRACTISE THEIR PRONUNCIATION PAYING ATTENTION TO STRESSES:

unanimous, corroborative, appreciation, naked, aridity, iota, subsequent, contraband, sheriff, circumstantial, persevering, unmitigated, aisle, exit, caliber, perspire, distaff, executive, inferiority, gavel, conduct (v, n), minute, indict, loosen.

b) Listen to your partners' reading of the above exercise. Correct their mistakes.

VII. READ OUT THE FOLLOWING WORD COMBINATIONS PAYING ATTENTION TO THE PHONETIC PHENOMENA OF CONNECTED SPEECH (ASSIMILATION, THE LINKING "R", THE SONORANT BETWEEN TWO VOWELS, LATERAL AND NASAL PLOSIONS, THE LOSS OF PLOSION):

where a man ought to get a square deal; the enormity of her offense; so long in a case like that; putting a man's life at stake; the jury seemed to be attentive; to get rid of her own guilt; no doubt signing it with his left hand; white men cheat black men; and placed them on the table; I was reluctant to take off my eyes; received almost unanimous critical acclaim; unbuttoned his vest, loosened his tie; it came crashing down on her afterwards; one more thing before I quit; watching Atticus walk into the street; indicted on a capital charge.

VIII. SINGLE OUT THE COMMUNICATIVE CENTRES AND MAKE THEM PROMINENT BY TONE AND STRESS IN THE FOLLOWING SENTENCES:

1. When Judge Taylor appointed Atticus Finch, an experienced smart lawyer and a very clever man/he was sure that Atticus would not win the case, he could not win it...

2. "In our courts, when it is a white man's word against a black man's, the white man always wins".

3. "... whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash..".

4. "The defendant is not guilty, but somebody in this court-room is".

5. "I have nothing but pity in my heart for the chief witness for the state".

6. "We know all men are not created equal in the sense some people would have us believe – some people are smarter than others, some people have more opportunity because they were born with it, some men make more money than others, some ladies make better cakes than others, some people are born gifted beyond the normal scope of most men".

IX. COMPLETE THE FOLLOWING SENTENCES:

1. No matter who he is, he... . 2. No matter who told you that.... 3. ... no matter who you are. 4. No matter what I do... . 5. No matter what it may seem.... 6. ... no matter how well he knows the facts. 7. No matter how fine the weather was.... 8... . no matter what it might be. 9. No matter how hard she tried.... 10. I feel nothing but..". 11. The girl was conscious of nothing but 12. They were afraid they would have nothing but

X. COMBINE THE FOLLOWING SENTENCES INTO ONE:

Model: I don't care who this man is. I must tell him not to interfere. No matter who this man is, he mustn't interfere.

a) 1. It doesn't matter who told you about it. Don't believe it. 2. Somebody may come. You must be ready to receive him. 3. It is not important which of you will carry out this task. It must be done without delay. 4. I don't think she must take these facts for granted. Somebody might tell her about them. 5. She doesn't care who helps her with her work. She never feels obliged.

Model: a) I don't care how late you may come. Ring me up. I'll be expecting your call. No matter how late you come, ring me up.

b) She may say anything. Don't believe it. No matter what she says, don't believe it.

b) 1. Andrew would come very late. His wife would always sit up for him. 2. He does a lot of things. He always does them thoroughly. 3. She is hard to please. She will always find fault with everything I do. 4. You may suggest this or that it will make no difference. He will always object.

XI. PARAPHRASE THE FOLLOWING SENTENCES. USE THE SPEECH PATTERNS (PP. 38–39):

1. Atticus Finch was never afraid to speak with his children on very complicated topics. 2. She is very lonely and is very glad when somebody comes to see her. 3. Atticus Finch said that any man who tried to take advantage of a Negro's ignorance was trash. 4. They tried to spend as little as possible, yet they could not save enough money. 5. You may say whatever you like, yet he will have his own way. 6. I'm too tired and am going to bed. I'm not at home if anybody calls. 7. I'm afraid only of the dark. 8. He did not know the material. He knew only some points which were of no importance. 9. The only thing I'd like to have now is a cup of very hot strong tea.

XII. MAKE UP TWO SENTENCES OF YOUR OWN ON EACH PATTERN. MAKE UP AND ACT OUT IN FRONT OF THE CLASS A SUITABLE DIALOGUE USING THE SPEECH PATTERNS. (PAIR WORK).

XIII. TRANSLATE THE FOLLOWING SENTENCES INTO ENGLISH USING THE SPEECH PATTERNS:

1. Кто бы ни был этот человек, он не имел права так поступать. 2. Врач всегда должен быть внимателен, кто бы к нему ни обратился, какой бы странной ни казалась жалоба пациента. 3. Она всегда готова помочь, кто бы ни попросил ее о помощи. 4. Что бы ты ни говорил, я все равно тебе не верю. 5. Атткус Финч знал, что он проиграет процесс, как бы он ни старался доказать, что Том Робинсон невиновен. 6. Как бы она ни устала, она имеет обыкновение убирать, квартиру, прежде чем лечь спать. 7. Его лицо не выражало ничего, кроме негодования. 8. Только операция может спасти вашего сына. 9. Скажите ему правду, ничего кроме правды, как бы тяжела она ни была. 10. Мы слышали только легкий шум.

XIV. NOTE DOWN FROM THE TEXT (PP. 33–37) THE SENTENCES CONTAINING THE PHRASES AND WORD COMBINATIONS (EX. 4, P. 39) AND TRANSLATE THEM INTO RUSSIAN.

XV. COMPLETE THE FOLLOWING SENTENCES:

I. 1 understand that it's only his word against mine but 2. 1 ... to get a square deal in this court. 3. Douglas was half way through his presentation when 4. ... in private... . 5. You must be stark raving mad to 6. ... remaining time. 7. At one time or another... . 8. ... in part 9. Under the circumstances 10. In itself 11. ... no better than... .12. She was reluctant

XVI. MAKE UP TWO OR THREE SENTENCES OF YOUR OWN ON EACH PHRASE AND WORD COMBINATION (Ex. 4, p. 39).

XVII. USING THE PHRASES MAKE UP A SUITABLE DIALOGUE AND ACT IT OUT IN FRONT OF THE CLASS(Ex. 4, p. 39).

XVIII. TRANSLATE THE FOLLOWING SENTENCES INTO ENGLISH USING THE PHRASES AND WORD COMBINATIONS (Ex. 4, p. 39):

1. Вы выступаете против того, что утверждает он, но это все слова, вы не приводите никаких доказательств. 2. Финч хотел, чтобы с обвиняемым поступили справедливо. 3. Не делайте замечание своему сыну при людях, поговорите с ним наедине. 4. Надо быть совершенно сумасшедшим, чтобы отказаться от такой возможности. 5. Я хочу использовать оставшееся время, чтобы обсудить с вами вопрос с глазу на глаз. 6. Я частично с вами согласен, что в любом случае должен это сделать, однако при данных обстоятельствах мне не хотелось бы воспользоваться его затруднительным положением. 7. Само по себе его предложение интересно, но оно не лучше вашего. 8. В чем вы его обвиняете? – Он солгал и не очень-то хочет в этом признаваться, что плохо само по себе, более того, он упорно повторяет эту ложь.

XIX. ANSWER THE QUESTIONS AND DO THE GIVEN ASSIGNMENTS:

a) 1. Where is the scene set? 2. What was Tom Robinson charged with? 3. Why did Judge Taylor appoint Atticus Finch to defend him? 4. In what way did Atticus Finch speak to the jury

and why? 5. What did Atticus Finch say about the case? 6. What did Atticus Finch say about Mayella Ewell? 7. What did the girl do to get rid of her own guilt? 8. What were the witnesses for the state sure of when giving their testimony? 9. What was the evil assumption of the witnesses for the state? 10. What did Atticus Finch say about people not being created equal? 11. Why didn't Atticus Finch believe firmly in the integrity of their courts and in the jury system?

b) 1. To what literary mode does this excerpt belong, e. g. the realistic novel, science fiction, fantasy, etc.? 2. Point out the sentences employed in the text to convey concise information compactly. 3. List the words from the passage which belong particularly to the vocabulary of a lawyer. 4. How would you describe the basic style of the passage, e. g. formal, colloquial, etc.? 5. Select some of the words or phrases which are slightly unexpected in the present context thus giving a personal character to the narration. 6. Point out details which add a dramatic flavour to the extract. 7. What is the purpose of oratory? What is Atticus's aim? 8. Sum up your observations and say what peculiarities of the text testify to its belonging to oratorical style. What devices help the author keep the reader in the state of expectation?

c) 1. As you know, in its leading features oratorical style belongs to the written variety of language, though it is modified by the oral form of the utterance. Say what features of 1) the written variety, 2) the spoken variety of language are present in Atticus's speech. 2. Find points of opposition between concepts. What do they call this device employed by the author? 3. How are the details piled up to create a state of suspense and to prepare the reader for the only logical conclusion of the utterance? 4. What kinds of repetition does Atticus resort to? Observe how the oratorical character of the writing is assisted by the repetition. 5. How is emotional appeal achieved? (metaphors, similes, periphrasis, epithets, etc.) 6. Make your specific interpretation of "first". 7. Point out the sentences employed in the text to convey concise information about the jury system at the time of the writing of the text.

XX. EXPLAIN WHAT IS MEANT BY:

with what seemed to be appreciation; this was the equivalent of him standing before us stark naked; no minute sifting of complicated facts; to be sure beyond all reasonable doubt; evidence has been called into serious question on cross-examination; my pity does not extend so far as to her putting a man's life at stake; the unmitigated temerity; confident that you, gentlemen, would go along with them on the assumption that all Negroes lie.

XXI. GIVE A SUMMARY OF THE TEXT.

XXII. RETELL THE TEXT A) CLOSE TO THE TEXT; B) AS IF YOU WERE ONE OF THE CHARACTERS PRESENT IN THE COURT-ROOM.

XXIII. A) MAKE UP AND ACT OUT DIALOGUES BETWEEN:

1. Atticus Finch and Judge Taylor before the trial. 2. Atticus Finch and Judge Taylor after the trial. 3. Scout and Jem discussing the trial.

B) LEGALITY IS ONLY ONE ASPECT OF THE QUESTION OF RIGHT AND WRONG . EVERYONE HAS HIS OR HER OWN BELIEFS WHICH DO NOT ALWAYS CONFORM TO CURRENT LAWS. CAN JUDGE'S PERSONAL BELIEFS INTERFERE IN INTERPRETATION AND APPLICATION OF THE LAW? WRITE AN ACCOUNT OF YOUR FINDINGS.

XXIV. STUDY THE ESSENTIAL VOCABULARY AND TRANSLATE THE FOLLOWING SENTENCES INTO RUSSIAN:

A. 1. When Jean and Henry left the night club in his smart car, they took the road that cut through the woods. 2. Anthony saw Jean drive at a smart speed in her two-seater. 3. Captain Nicholas looked upon it as a smart piece of work on Strick-land's part that he had got out of the mess by painting the portrait of Tough Bill. 4. For a long time there was silence. When Andrew and Ben did speak again, it was merely to exchange war experiences. 5. Steve exchanged the house in the suburbs of London for a flat in a smart neighborhood. 6. "I hardly know her, really," said Cherry. "Just exchanged a few conventional remarks at one time or another". 7. To the usual question "Do you plead guilty?" Anthony replied in a quiet and deliberate voice "Not guilty, my Lord". 8. Don't try to shift the blame onto me, it's not my fault. 9. It is an equal failing to trust everybody and to trust nobody. 10. Old Len used to say: "Put your trust in God". 11. Elizabeth couldn't trust herself not to laugh. 12. Trust him to make a mistake! 13. Little Jack can't be trusted out of my sight. He's so naughty.

B. 1. The display of wealth was calculated for effect. 2. It was an effective rejoinder and reduced his opponent to silence. 3. Can you speak about the effect of demand upon supply? 4. Jane pulled the curtain aside with a hasty jerk, threw the window open and leaned out. 5. Peter jerked his head back and angrily walked away. 6. His mouth twitched with repressed laughter. 7. Within a year he was promoted from assistant clerk to head clerk. 8. The company's commercials and other promotion materials boosted the sales. 9. Her constitution is as sound

as a bell, illness never comes near her. 10. No sound reason can be given for his conduct. 11. No matter how hard the situation might be Lisa would never undertake anything that would put her reputation at stake. 12. Look before you leap, (proverb). 13. After hard work during a week Paul was looking forward to a decent night's sleep. 14. "If you come to England look in on us, you know our address", insisted Steve. 15. Rachel merely looked on and did nothing. 16. Business in their company is looking up. 17. Margaret looks down in her mouth at anyone who hasn't a title. 18. "You know what I mean. You look like a million dollars", Mary said with a happy smile. 19. Old Emily would stand on the porch looking out for the postman. 20. He was definite that he would look back in an hour's time.

XXV. GIVE THE ENGLISH EQUIVALENTS FOR THE FOLLOWING PHRASES:

быстрая ходьба, энергичная атака, фешенебельное общество, элегантная женщина, шикарная машина, сообразительный парень, ловкая сделка, толковый ответ, шустрый ребенок, расторопный слуга, самоуверенный наглец, дерзкий ответ, аристократический район;

обменять покупку, взамен, поменять квартиру, обменяться взглядом (мнениями), обмен информацией;

чувствовать себя виноватым, казаться виноватым, виноватая улыбка, нечистая совесть, виноватый вид, признать кого-то виновным;

доверять кому-л., поручить что-то кому-л., доверить свою жизнь врачу, оставить (доверить) ключи соседям, полагаться на память, полагаться на случай, доверчивый человек, заслуживающий доверия;

хорошо (плохо, мало, сильно, быстро) подействовать на кого-л. (что-л.), действие жары (света, холода) на кого-л. (что-л.), вступить в силу, оставаться в силе, ввести в действие, осуществить план, рассчитанный на эффект, эффективный метод, сильнодействующее лекарство, действенные меры, эффектное платье, квалифицированный секретарь, квалифицированный преподавательский состав, умелый работник;

рывком открыть дверь, выдернуть рыбу из воды, дернуться (о поезде), трогаться с места рывком, отдернуть руку, нервное подергивание лица, подергиваться (о частях лица), рот дрогнул в улыбке, лицо исказилось от гнева (ужаса), засунуть что-л. в карман, столкнуть лодку в воду, отодвинуть стол к стене, толкаться;

получить повышение, способствовать реализации плана, содействовать проведению (избирательной) кампании, развитию дружбы и сотрудничества;

крепкий организм, здоровое сердце, в здоровом теле здоровый дух, крепкие зубы, целый и невредимый, прочная конструкция, прочное основание (фундамент),

здравый совет, обоснованный довод (причина), здравые взгляды, правильная мысль, здравомыслящий человек, правильная оценка положения, здравая политика, твердое финансовое положение, глубокий сон, основательные знания;

рисковать жизнью, за его честность я ручаюсь своим добрым именем, быть кровно заинтересованным в чем-то, рисковать всем, биться о заклад;

побереги себя, потупить взор, рассматривать проблему, «Берегите себя» (при прощании), заняться вопросом, отступать поздно, осматривать дом, он лезет на рожон, выходить на набережную (о фасаде, окнах), отвести взгляд, просмотреть тесты (бумаги, газету и др.), искать таланты, обратиться к кому-л. за помощью, смотреть свысока.

XXVI. PARAPHRASE THE FOLLOWING SENTENCES USING THE ESSENTIAL VOCABULARY:

1. Bob Ewell laid the blame on Tom Robinson. 2. He is an impudent fellow who thinks he is clever. 3. Are you sure our arguments will influence him? 4. World festivals, congresses, exchanges help to further understanding between nations, 5. I think his advice is wise and reasonable. 6. He pulled out the knife that was stuck in the wood. 7. You should not believe him, he's dishonest.-8. You look very neat and trim in that new shirt. 9. Mary and Ann didn't actually fight but they certainly spoke to each other very rudely. 10. Your only bad point is that you won't do what you're told. 11. The firemen acted quickly because lives depended on what happened. 12. He paid her a visit when he got into town.

XXVII. CHOOSE THE RIGHT WORD:

a) guilt, fault, blame

1. John's attempt to shift the ... onto his companion met no response. 2. His... are accepted as the necessary compliment to his merit. 3. The colonial system bears the ... for the present-day backwardness of some African states. 4. The boy is punished for the slightest 5. If anything had gone wrong, I would have had to take the 6. The evidence against the accused was so incontrovertible that he had to admit his

b) jerk, shove, twitch

1. The boys ... the chairs and tables from the centre of the room. 2. The train made a sudden ... and stopped. 3. The dog's nose ... as it passed the butcher's shop. 4. A strong gust of wind ... the letter from the girl's hand. 5. Jane's face ... with terror at the sight of the crazy woman.

XXVIII. FILL IN THE CORRECT FORM OF THE PHRASAL VERB:

1. Look ... for the rain. 2. Look ... before crossing the street. 3. Ella asked her mother to look... her home and children while she was going to Exeter to look ... a suitable job. 4. I hate his way of looking... on people. 5. She was absorbed in a book 'and didn't even look ... when I called her. 6. Ann was looking ... to meeting her old fellow-students whom she had not seen for many years.

XXIX. REVIEW THE ESSENTIAL VOCABULARY AND TRANSLATE THE FOLLOWING SENTENCES INTO ENGLISH:

1. Находчивые ответы студентов понравились экзаменатору. На выпускном вечере все девочки выглядят очень нарядными в своих светлых платьях. 2. Туристы любят обмениваться значками и стараются получить в обмен что-нибудь новое. 3. В комнате слышался страшный шум – это ссорились Дуглас и Кен. 4. Я чувствую себя виноватой, что так долго испытывала ваше терпение. 5. Ты обвиняешь меня в том, что я приехала слишком поздно, но ведь ты сама назначила этот час, так что это не моя вина. 6. У нее есть недостатки, но у кого их нет! 7. Опять ты придираешься ко мне, но это случилось не по моей вине. 8. Целью защиты является доказать невиновность обвиняемого в том случае, когда он действительно невиновен. 9. Этот ребенок очень трогательно верит вновь обретенному взрослому другу. 10. Кажется, я потерял ключ. – Это на тебя похоже! 11. Надеюсь, все обошлось хорошо. 12. Не принимай эти слова на веру. 13. К сожалению, лекарство подействовало очень слабо. 14. Когда Эйлин услышала грубые слова Фрэнка, ее лицо исказилось от возмущения. 15. Машина резко затормозила, беглец выскочил и скрылся в ближайшем дворе. 16. Резко дернув головой, Фрэнк ринулся в драку. 17. На днях Дейв получил повышение, вся семья очень гордилась им. 18. В первые дни войны Питеру присвоили звание сержанта. 19. От качества рекламного материала в значительной степени зависит успех реализации нового товара на рынке сбыта. 20. Предложение Дюкина было разумным, при сложившихся обстоятельствах Совет директоров вынужден был принять его. 21. «Возвращайся домой целым и невредимым», просила мать сына, провожая в дальнюю дорогу. 22. Каупервуд знал, что ставит на карту свое будущее, но у него не было выбора. 23. Арнольд был кровно заинтересован в коммерческом успехе данной сделки. 24. Маленькая Джейн научилась находить незнакомые слова в словаре и очень гордилась этим. 25. Комната для гостей в доме мистера Л. выходила окнами на море. 26. Хикман даже не поднял головы, когда главный бухгалтер вошел в кабинет. 27. Через две недели истек срок испытательного периода, и Линда станет полноправным сотрудником компании. Она так ждала этого дня!

XXX. GIVE THE RUSSIAN EQUIVALENTS FOR THE FOLLOWING:

- a) A fair exchange is no robbery A fault confessed is half redressed.
- b) Make up and act out the stories illustrating the given proverbs.

XXXI. COURTS AND TRIALS TOPICAL VOCABULARY.

1. **Courts:** trial Courts, common pleas courts, municipal and county courts, mayors' courts, courts of claims, courts of appeals, the State Supreme Court. The Federal courts, district courts, the US Supreme Court, juvenile court.

2. **Cases:** lawsuit, civil cases, criminal cases, framed-up cases.

3. **Offences:** felony, misdemeanour, murder, manslaughter, homicide, rape, assault, arson, robbery, burglary theft/larceny, kidnapping, embezzlement bribery, forgery, fraud, swindling, perjury, slander, blackmail, abuse of power, disorderly conduct, speeding, petty offence, house-breaking, shoplifting, mugging, contempt of court, subpoena.

4. **Participants of the legal procedure:** 1) parties to a lawsuit: claimant/plaintiff (in a civil case); defendant, offender (first/repeat); attorney for the plaintiff (in a civil case); prosecutor (criminal); attorney for defence; 2) jury, Grand jury, to serve on a jury, to swear the jury, to convene; 3) witness – a credible witness; 4) a probation officer; 5) bailiff.

5. **Legal procedure:** to file a complaint/a countercomplaint, to answer/challenge the complaint; to notify the defendant of the lawsuit; to issue smb a summons; to issue a warrant of arrest (a search warrant); to indict smb for felony; to bring lawsuit; to take legal actions; to bring the case to court; to bring criminal prosecution; to make an opening statement; the prosecution; the defence; to examine a witness – direct examination, cross-examination; to present evidence – (direct, circumstantial, relevant, material, incompetent, irrelevant, admissible, inadmissible, corroborative, irrefutable, presumptive, documentary); to register (to rule out, to sustain) an objection; circumstances (aggravating, circumstantial, extenuating); to detain a person, detention; to go before the court.

6. **Penalties or sentences (штрафы и меры наказания):** bail, to release smb on bail; to bring in (to return, to give) a verdict of guilty/not guilty; a jail sentence; send smb to the penitentiary/jail; to impose a sentence on smb; to serve a sentence; a penitentiary term = a term of imprisonment (life, from 25 years to a few months imprisonment); hard labour, manual labour; probation, to be on probation, to place an offender on probation, to grant probation/parole; parole, to release smb on parole, to be eligible for parole.

7. **A court room:** the judge's bench, the jury box; the dock, the witness' stand/box; the public gallery.

XXXII. READ THE FOLLOWING TEXT.

The US court system

The courts are the overseers of the law. They administer it, they resolve disputes under it, and they ensure that it is and remains equal to and impartial for everyone. In the United States each state is served by the separate court systems, state and federal. Both systems are organized into three basic levels of courts – trial courts, intermediate courts of appeal and a high court, or Supreme Court. The state courts are concerned essentially with cases arising under state law, and the federal courts with cases arising under federal law. Trial courts bear the main burden in the administration of justice. Cases begin there and in most instances are finally resolved there. The trial courts in each state include: common pleas courts, which have general civil and criminal jurisdiction and smaller in importance municipal courts, county courts and mayors' courts. The common pleas court is the most important of the trial courts. It is the court of general jurisdiction – almost any civil or criminal case, serious or minor, may first be brought there. In criminal matters, the common pleas courts have exclusive jurisdiction over felonies (a felony is a serious crime for which the penalty is a penitentiary term or death). In civil matters it has exclusive jurisdiction in probate, domestic relations and juvenile matters. The probate division deals with wills and the administration of estates, adoptions, guardianships. It grants marriage licenses to perform marriages. The domestic division deals with divorce, alimony, child custody. The juvenile division has jurisdiction over delinquent, unruly or neglected children and over adults, who neglect, abuse or contribute to the delinquency of children. When a juvenile (any person under 18) is accused of an offence, whether serious, or minor, the juvenile division has exclusive jurisdiction over the case. The main job of courts of appeal is to review cases appealed from trial courts to determine if the law was correctly interpreted and applied. The supreme court of each state is primarily a court of appeal and the court of last resort. The federal court structure is similar to the structure of the state court system. The trial courts in the federal system are the United States district courts. The United States courts of appeal are intermediate courts of appeal between the district courts and the United States Supreme Court. The US Supreme Court is the highest court in the nation and the court of last resort. It consists of a chief justice and eight associate justices, all of whom are appointed for life by the President with the Advice and Consent of the Senate. The duty of the Supreme Court is to decide whether laws passed by Congress agree with the Constitution. The great legal issues facing the Supreme Court at present are Government involvement with religion, abortion and privacy rights, race and sex discrimination.

XXXIII. AS YOU READ THE TEXT A) LOOK FOR THE ANSWERS TO THESE QUESTIONS:

1. What is the dual court system existing in the USA? What three levels of courts does it consist of? 2. What is the jurisdiction of the trial court? Define the jurisdiction of the common pleas court. 3. What kind of civil matters are brought to common pleas courts? Elaborate on probate, domestic relation and juvenile matters. 4. Speak about the jurisdiction of state and federal courts of appeals and state supreme courts. 5. What is the duty of the US Supreme Court?

b) Summarize the text in 3 paragraphs, specifying the following: 1) the dual system of the US courts; 2) trial courts – courts of general Jurisdiction; 3) the US Supreme Court – the court judging the most explosive issues in American life.

XXXIV. STUDY THE FOLLOWING TEXT, A) EXTRACT THE NECESSARY INFORMATION ABOUT LAW ENFORCEMENT IN THE USA:

A criminal case begins when a person goes to court and files a complaint that another person has committed an offence. This is followed by issuing either an arrest warrant or a summons. A criminal case is started when an indictment is returned by a grand jury before anything else happens in the case. Indictments most often are felony accusations against persons, who have been arrested and referred to the grand jury. After an accused is indicted, he is brought into court and is told the nature of the charge against him. He can plead guilty and be tried.

As a general rule the parties to civil suits and defendant criminal cases are entitled to “trial by jury of 12 jurors”. But a jury is not provided unless it is demanded in writing in advance of the trial; in this case a civil or a criminal case is judge alone, greater criminal cases are tried to a three-judge panel.

In trial by the jury the attorneys for each party make their opening statements. The prosecution presents its evidence based on the criminal investigation of the case. The attorney for the defence pleads the case of the accused, examines his witnesses and cross-examines the witnesses for the prosecution. Both, the prosecution and the defence, try to convince the jury. When all the evidence is in, the attorneys make their closing arguments to the jury with the prosecutor going first. Both attorneys try to show the evidence in the most favourable light for their sides. But if one of them uses improper material as his final argument the opponent may object, the objection may be ruled out by the judge who will instruct the jury to disregard what was said or may be sustained. After this the judge proceeds to instruct the jury on its duty and the jury retires to the jury room to consider the verdict. In civil cases at least three-fourths

of the jurors must agree on the verdict. In a criminal case there must not be any reasonable doubt as to the guilt of the accused, the verdict must be unanimous. The next stage is for the judge to decide, in case of a verdict of guilty, what sentence to impose on the convict.

b) Use the material of the text and the topical vocabulary in answering the following questions:

1. Who are the participants in the legal procedure? 2. In what way does a legal procedure start a) in civil cases, b) in criminal cases? 3. Describe the procedure of the trial in the American court of common pleas. 4. What kind of offences are known to you? Specify the felony and misdemeanor. 5. What penalties and sentences are imposed in the US courts?

XXXV. DO LIBRARY RESEARCH AND A) SPEAK ABOUT THE STRUCTURE OF THE RUSSIAN COURTS. THE FOLLOWING TERMS MIGHT BE USEFUL:

the electivity of the people's court; social lawfulness; city courts; regional courts; supreme courts; people's courts; hearing of cases in courts of law; people's judge; people's assessor; courts of first instance; legal assistance; presumption of innocence.

b) Give brief information on Russian law enforcement. Consider the following:

1. the jurisdiction of the Russian court; 2. the legal procedure of the trial; 3. the joint trial by a judge and two people's assessors; 4. the basic principle of the legal procedure – "presumption of innocence".

XXXVI. JUVENILE DELINQUENCY IS AN ISSUE ABOUT WHICH PEOPLE ALL OVER THE WORLD ARE CONCERNED.

a) Read the extracts given below which present information on the gravity of the problem:

a) Youth gangs have been a part of Los Angeles since the fifties. Back then their activities were largely confined to petty crimes and small-scale marijuana dealing. But lately the numbers of gangs have become staggering totalling from about 5,000 members to 10,000. Almost all the gangs are involved in the cocaine trade. "A typical gang might have 200 kids from 13 to 26 years of age," says Steven Strong, the L.A. Police department's detective. "Two weeks ago 30-year-old David Thompson and his wife were stopped by three armed teenagers, who rushed the couple,

robbed them and then casually shot Thompson in the head. The gang members pushed the dying man's wife out of the car, got in and drove away".

b) Every night – and in many areas day and night, thousands of police cars patrol the streets of American towns. The list of crimes starts with petty crimes, goes through house-breaking, shoplifting, mugging to be topped by homicide. Entire neighbourhoods are terrorized by mobsters and thugs, many of them are quite young.

c) Just think about how teenagers run away from homes, their own, from caring as it seems mothers, fathers, grandmothers. Why do they choose to look and act aggressive and tough? Take rockers who startle passers-by by the flashing lights of their roaring night motorbikes. Why do they, with their high-school background, have such a lack of thoughtfulness? Self-assertion? Then why at other people's expense?

b) Pair work. Team up with another student, work out the reasons for Juvenile delinquency as they are presented to the extract and discuss the extracts in pairs.

c) Speak about the social background of juvenile delinquency and its role in contributing to the crime rate. Consider the following:

1. Are juvenile offenders usually found among children from broken homes or large unhappy poor families? 2. Is being unemployed an important enough reason to push somebody onto the path of crime? 3. What would you say about disillusionment, loss of faith in the surrounding grown-up world as a possible reason for juvenile delinquency? 4. Speak on the vital role of drug addiction and alcohol consumption in the growing crime rate in general and in juvenile delinquency in particular.

XXXVII. BELOW IS AN INTERVIEW WITH A JUDGE ON CRIME AND PUNISHMENT. THE JUDGE SAYS WHY HE GIVES HELP IN SOME CASES AND PUNISHMENT IN OTHERS.

a) Work in groups of 3 or 4 and assign different opinions on the problem of the punishment to each member of the group:

Interviewer: Are there ever times when you just feel desperate, you know, you realize there's absolutely nothing that can be done for this person?

Judge: Oh, yes, very often.

Interviewer: And what do you do in such cases?

Judge: Well, it depends how anti-social their action has been. If a person needs help one wants to give it to him or her, but on the other hand you always have to consider at the same time: the effect on society in general of too much kindness to too many people.

Interviewer: You mean if such a person were let free he might cause far more trouble to other people than he could cause to himself while he's inside prison.

Judge: Yes, indeed. And also if people were never punished I think undoubtedly crime would increase.

b) Spend a few minutes individually thinking of further arguments you will use to back up your own opinion on the usefulness and types of punishment.

c) Now discuss the issue with other members of the small group using the arguments you have prepared. Do your best to support those who share a similar point of view and try to dissuade those who don't agree with you. (Use cliches of persuasion, agreement/disagreement).

XXXVIII. IN ARGUMENTS INVOLVING SUGGESTIONS, PARTIAL AGREEMENT AND DISAGREEMENT CERTAIN FUNCTIONAL PHRASES OF ATTACK AND RESPONSE ARE USED. THE TACTICS OF ATTACK MAY BE TENTATIVE OR DIRECT.

a) As you read the extracts below pay attention to the difference between the two:

Isn't it just possible that new evidence will throw quite a different light on the case? – Might it not be true that the boy didn't mean any harm. (tentative) – Surely you'd admit that the offender has violated the basic principle. (direct) – Don't you think that the prosecutor has built his case on the erroneous assumption? (direct) – All of these things are racial slurs, aren't they? (direct)

b) Complete each of the following conversations below by supplementing the appropriate tactics of attack of the first speaker:

1. ... Possibly (may be so) I'd agree with you to a certain extent. 2. ... I see your point. 3. ... That may well be. 4. ... I see what you mean, but...

c) As you read the text below note down the functional phrases of attack and response:

Juror 1: It's a tough decision to make, isn't it? Don't you think that it's an awful responsibility to have the future of that lad in our hands? I feel so sorry for him, he's not yet 21.

Juror 2: Come off it! You can't be serious! He didn't just take the money, he also beat up the old lady. He's guilty, it's written all over his face. It's our social duty to keep our streets safe at night.

Juror 3: I agree with your last statement, but surely you admit the evidence for convicting this young man is rather flimsy? Wouldn't you say that we need something more definite?

Juror 2: Ideally that's quite true, but there weren't any other witnesses. As I see it he had the motive, he has no alibi and the old lady recognized him...

Juror 1: Hang on a minute. I'd like to point out that she only thought she recognized him. Isn't it just possible that a scared old lady of 76 could have been mistaken?

Juror 2: Fair enough, but it's all we have to go on. All the fingers seem to point at him.

Juror 3: That may well be, but strong suspicion isn't enough to put someone away in prison. If you ask me, even if he is guilty, the shock of arrest and coming to trial will be enough to stop him making the same mistake again.

Juror 4: I see what you mean, but the punishment's not our problem. We're here only to decide whether he's guilty or not. And the point is he was carrying a knife when the police picked him up, wasn't he?

d) Act out the situation similar to the one given above. Use various tactics of attack and response.

XXXIX. IN A STUDENTS' DEBATING CLUB THE MOTION IS "PUNKS, HEAVY METAL FANS, ROCKERS, NOSTALGISTS, GREEN HIPPIES AND OTHERS SHOULD BE PROSECUTED BY LAW".

a) Make a list of arguments for and against any legal sanctions against such groups of young people.

b) Define your own attitudes to these groups. Do you think they pose a threat to public order? c) Participate in the discussion. Use the technique of defending your views by being forceful in presenting your arguments. Use the functional phrases of attack and response.

XL. THE SUCCESS OF A LAWYER, ESPECIALLY A PROSECUTOR, AMONG OTHER THINGS DEPENDS ON A SKILL IN MAKING A CAPITAL SPEECH, BASED IN SOME CASES ON THE ABILITY TO ATTACK, TO FORCE HIS OPINION ON THE JURY. ACT AS AN ATTORNEY FOR THE STATE IN AN IMAGINARY CASE AND PROVE AT LEAST ONE PIECE OF EVIDENCE AGAINST THE ACCUSED. EXERCISE YOUR ABILITY TO ASK THE RIGHT KIND OF QUESTION, TO BE FORCEFUL IN PROVING YOUR POINT IN ATTACKING THE COUNTERARGUMENTS.

XLI. PANEL DISCUSSION:

Suppose the fundamentals of a new criminal code of Russia are being worked out. Six experts are invited to a panel discussion to your University. They are Dr. Kelina (LL.D.), a leading researcher with the Institute of State and Law of the Russian Academy of Sciences, Dr. Orlov (LL.D.), the same Institute, Dr. Stem (LLJD.), professor of the Cincinnati University, Mr D. Fokin, a people's assessor, Mr S. Panin, a people's judge and a criminal reporter for the national newspaper.

a) Open group discussion. Describe the members of the panel and elect the chairperson.

b) Split into groups of 5-6 students and assign the roles of the panel.

c) Before the beginning of the panel read the following selections carefully and extract the necessary information:

– It's a time-honoured misconception that the stricter the punishment, the lesser the crime rate. This misconception has long been debated by history and science. Law cannot, and must not take revenge: punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education. This concept should form the guidelines of the new legislation.

– Law is developing: it has no impunity in the court of time. A number of offences should be altogether excluded from the criminal law since administrative measures are quite sufficient against them. Say a driver violates some traffic regulations, and in the accident no one is hurt...

– Unjust law warps and handicaps a nation's morale. Remember when in the not-so-distant past families of the "enemies of the people" hurriedly renounced their relations fully aware that the charges were false.

– We used to say that we had neither drug addiction nor prostitution. As long as there were no such problems any legal responsibility was out of the question. Now it is widely claimed that we need criminal laws against both drug addiction and prostitution.

- Could we make, say, prostitution a criminal offence? What could the evidence be? Who could bear witness?
- The violation of law would be extremely difficult to prove and the punishment would necessarily be selective.
- Some would be charged, others would be spared, and a selective application of law is arbitrary rule.
- But the real problem is elsewhere. Is immorality a breach of law? Don't we have to distinguish between a moral and a criminal code? I think we must be weary of the naive desire to make law relieve us of the pains of responsible choice. If every act were dictated by an article of the Criminal Code, rather than one's conscience and moral sense, human beings would become legal objects.
- Prostitution should be fought but the judges should be kept out of it.
- Drug addiction should not entail legal prosecution. Otherwise we may be in for disastrous consequences. People would be afraid to solicit medical help; it would be an impenetrable wall between the drug addicts and those who are able to save them.
- Are changes to come in the types of punishment?
- The reformatory function of jail is little-more than fiction. Rather the opposite is true. The first "jolt" makes an inveterate criminal who won't stay in society for long.
- Even in an ideal penitentiary – if such could be imagined – serving one's time causes serious problems. A cooped-up individual loses friends, family, profession, familiar environment and finds himself or herself a member of a group that is anything but healthy.
- But that's not the whole story. Imprisonment, particularly if it is prolonged, undermines one's capacity to make decisions, to control oneself. Set free after long years in jail, one is unfit for freedom, normal life seems incomprehensible and unbearable. One might be unconsciously drawn to the habitual way of life. Around 30 per cent of former inmates are brought back behind bars after new offences, and half of them during their first year at large. – According to sociologists, less than 5 per cent of those sentenced for the first time consider their life in the colony as "normal", whereas the correspondent figure for those serving a second sentence (or more) is 40 per cent.
- New penitentiary principles must be introduced. It is real as well as imperative. I believe the solution lies with a differentiation between convicts and separate confinement according to different categories. First time offenders should be kept separately from those with long "case histories"; convicts serving time for particularly grave crimes must not mix with petty delinquents.
- Another urgent problem is that of the maximum term of confinement. Scholars propose that the maximum serving time envisaged by the code and by each article be reduced.
- The legal profession and sociologists know that the arrest itself, the curtailing of personal freedom, is increasingly perceived as the greatest shock by the offender. It is a traumatic,

shameful psychological experience. Hence, petty delinquency, such as hooliganism, should entail not a year or two in jail but up to 6 months in a detention home.

d) The following issues are to be discussed:

1. If every act were dictated by an article of the Criminal Code rather than one's conscience and moral sense, human beings would become mere legal objects. 2. Punishment is not an end in itself, but a means of restoring social justice. It's a tool for re-education. 3. Should drug-addiction entail legal prosecution? 4. The reformatory function of imprisonment is little more than fiction.

XLII. WRITE AN ARTICLE (3 PARAGRAPHS). IN THE NEWSPAPER TO CONTRIBUTE TO THE DISCUSSION OF A NEW CRIMINAL CODE. THE TOPIC CAN BE CHOSEN FROM THE LIST OF THE PROBLEMS GIVEN IN EXERCISE XLI (D).

XLIII. GIVE A BRIEF TALK TO THE TEN GRADERS ON THE CRIMINAL LAW AND ITS ROLE IN COMBATTING JUVENILE DELINQUENCY.

XLIV. ENACT A ROLE PLAY "TRYING A CRIMINAL CASE". YOU ARE THE JURY AND MUST DECIDE WHETHER TO ACQUIT THE ACCUSED OR SENTENCE THEM TO A TERM OF IMPRISONMENT (MINIMUM 3 MONTHS/MAXIMUM LIFE). OR COULD YOU THINK OF A MORE APPROPRIATE PUNISHMENT?

Case 1. A driver while speeding hit a cyclist off her bike. She was badly injured and confined to a wheelchair for the rest of her life. The driver didn't stop so he's charged with hit and run.

Case 2. The accused is a doctor who gave an overdose to an 87-year-old woman. She had a terminal illness, was in constant pain and had asked for the overdose. Her family are accusing the doctor of murder.

Case 3. A. and B. mug Mr X., take his money and leave him for dead. B. later returns alone and pushes the body in the river. An autopsy reveals that the man was still just alive when pushed in the water and subsequently drowned.

XLV. READ THE SHORT STORY "THE CASE FOR THE DEFENCE" BY GRAHAM GREENE.

It was the strangest murder trial I ever attended. They named it the Peckham murder in the headlines, though Northwood Street, where the old woman was found battered to death, was not strictly speaking in Peckham. This was not one of those cases of circumstantial evidence in which you feel the jurymen's anxiety – because mistakes *have* been made – like domes of silence muting the court. No, this murderer was all but found with the body: no one present when the Crown counsel outlined his case believed that the man in the clock stood any chance at all.

He was a heavy stout man with bulging bloodshot eyes. All his muscles seemed to be in his thighs. Yes, an ugly customer, one you wouldn't forget in a hurry – and that was an important point because the Crown proposed to call four witnesses who hadn't forgotten him, who had seen him hurrying away from the little red villa in North wood Street. The clock had just struck two in the morning.

Mrs Salmon in 15 Northwood Street had been unable to sleep: she heard a door click shut and thought it was her own gate. So she went to the window and saw Adams (that was his name) on the steps of Mrs Parker's house. He had just come out and he was wearing gloves. He had a hammer in his hand and she saw him drop it into the laurel bushes by the front gate. But before he moved away, he had looked up at her window. The fatal instinct that tells a man when he is watched exposed him in the light of a street-lamp to her gaze – his eyes suffused with horrifying and brutal fear, like an animal's when you raise a whip. I talked afterwards to Mrs Salmon, who naturally after the astonishing verdict went in fear herself. As I imagine did all the witnesses – Henry MacDougall who had been driving home from Benfleet late and nearly ran Adams down at the corner of Northwood Street. Adams was walking in the middle of the road looking dazed. And old Mr Wheeler, who lived next door to Mrs Parker, at No. 12, and was wakened by a noise – like a chair falling – through the thin-as-paper villa wall, and got up and looked out of the window, just as Mrs Salmon had done, saw Adams's back and, as he turned, those bulging eyes. In Laurel Avenue he had been seen by yet another witness – his luck was badly out; he might as well have committed the crime in broad daylight.

"I understand," counsel said, "that the defence proposes to plead mistaken identity. Adams's wife will tell you that he was with her at two in the morning on February 14, but after you have heard the witnesses for the Crown and examined carefully the features of the prisoner, I do not think you will be prepared to admit the possibility of a mistake".

It was all over, you would have said, but the hanging.

After the formal evidence had been given by the policeman who had found the body and the surgeon who examined it, Mrs Salmon was called. She was the ideal witness, with her slight Scotch accent and her expression of honesty, care and kindness.

The counsel for the Crown brought the story gently out. She spoke very firmly. There was no malice in her, and no sense of importance at standing there in the Central Criminal Court with a judge in scarlet hanging on her words and the reporters writing them down. Yes, she said, and then she had gone downstairs and rung up the police station.

“And do you see the man here in court?”

She looked straight at the big man in the dock, who stared hard at her with his pekingese eyes without emotion.

“Yes,” she said, “there he is”.

“You are quite certain?”

She said simply, “I couldn’t be mistaken, sir”.

It was all as easy as that.

“Thank you, Mrs Salmon”.

Counsel for the defence rose to cross-examine. If you had reported as many murder trials as I have, you would have known beforehand what line he would take. And I was right, up to a point.

“Now, Mrs Salmon, you must remember that a man’s life may depend on your evidence”.

“I do remember it, sir”.

“Is your eyesight good?”

“I have never had to wear spectacles, sir”.

“You are a woman of fifty-five?”

“Fifty-six, sir”.

“And the man you saw was on the other side of the road?”

“Yes, sir”.

“And it was two o’clock in the morning. You must have remarkable eyes, Mrs Salmon?”

“No, sir. There was moonlight, and when the man looked up, he had the lamplight on his face”.

“And you have no doubt whatever that the man you saw is the prisoner?”

I couldn’t make out what he was at. He couldn’t have expected any other answer than the one he got.

“None whatever, sir. It isn’t a face one forgets”.

Counsel took a look around the court for a moment. Then he said, “Do you mind, Mrs Salmon, examining again the people in court? No, not the prisoner. Stand up, please, Mr Adams,” and there at the back of the court with thick stout body and muscular legs and a pair of bulging eyes, was the exact image of the man in the dock. He was even dressed the same - tight blue suit and striped tie.

“Now think very carefully, Mrs Salmon. Can you still swear that the man you saw drop the hammer in Mrs Parker’s garden was the prisoner - and not this man, who is his twin brother?”

Of course she couldn't. She looked from one to the other and didn't say a word. There the big brute sat in the dock with his legs crossed, and there he stood too at the back of the court and they both stared at Mrs Salmon. She shook her head.

What we saw then was the end of the case. There wasn't a witness prepared to swear that it was the prisoner he'd seen. And the brother? He had his alibi, too; he was with his wife.

And so the man was acquitted for lack of evidence. But whether – if he did the murder and not his brother – he was punished or not, I don't know. That extraordinary day had an extraordinary end. I followed Mrs Salmon out of court and we got wedged in the crowd who were waiting, of course, for the twins. The police tried to drive the crowd away, but all they could do was keep the road-way clear for traffic. I learned later that they tried to get the twins to leave by a back way, but they wouldn't. One of them – no one knew which – said, "I've been acquitted, haven't I?" and they walked bang out of the front entrance. Then it happened. I don't know how, though I was only six feet away. The crowd moved and somehow one of the twins got pushed on to the road right in front of a bus.

He gave a squeal like a rabbit and that was all; he was dead, his skull smashed just as Mrs Parker's had been. Divine vengeance? I wish I knew. There was the other Adams getting on his feet from beside the body and looking straight over at Mrs Salmon. He was crying, but whether he was the murderer or the innocent man nobody will ever be able to tell. But if you were Mrs Salmon, could you sleep at night?

XLVI. ANSWER THE QUESTIONS ON THE TEXT.

1. What is the subject of the story? Who is the narrator?
2. What sort of case does it seem to be at the beginning according to the narrator?
3. In what way did the defence lawyer shake the witnesses' confidence?
4. Do you think that the man who died was deliberately pushed in front of the bus? And if so, who do you think pushed him? Was it a bystander, the guilty brother, or the innocent brother? What might their motives be?
5. Look through the story and find points in the text, which create a sense of anticipation and maintain suspense.

XLVI. I DO SOME LIBRARY RESEARCH AND WRITE AN ESSAY ON ONE OF THE GIVEN TOPICS:

1. The stricter the punishment, the lesser the crime rate, or is it?
2. Law is developing: it has no impunity in the course of time.
3. What is the best way to combat juvenile delinquency? Historical survey.

A WRITER AND HIS WORK



I. WARM-UP.

1. Are you fond of reading?
2. Do you prefer to read books in translation or in the original?
3. Which books do you like more: by Russian or by foreign authors?
4. Do you think reading books is important? Why?
5. What are the benefits of reading?
6. Why do people enjoy reading?

II. LEARNING PROVERBS, SAYINGS AND QUOTES ABOUT BOOKS CAN HELP IN UNDERSTANDING THE KNOWLEDGE THEY POSSESS. BOOKS PROVIDE SO MANY GREAT LEARNINGS TO PEOPLE GIVING THEM INFORMATION ABOUT WORLDLY THINGS. THE PROVERBS, SAYINGS AND QUOTES ABOUT THE BOOK WERE MADE AFTER UNDERSTANDING ITS IMPORTANCE IN THE LIVES OF PEOPLE. SO, HERE ARE SOME OF THEM THAT WILL MAKE YOU UNDERSTAND THEIR IMPORTANCE IN YOUR LIFE.

**What do the proverbs, sayings and quotes mean?
Which of them appeals to you? Why?**

1. Years know more than books.
2. A book is a good friend when it lays bare the errors of the past.
3. Unread books make hollow minds.
4. Every book must be chewed to get out its juice.
5. It is better to be without a book than to believe it entirely.
6. Don't judge a book by its cover.
7. A book holds a house of gold.
8. Books and friends should be few but good.
9. A book is like a garden carried in a pocket.
10. Think before you speak. Read before you think.
11. Choose an author as you choose a friend.
12. Some books are to be tasted; others to be swallowed; and some few to be chewed and digested.
13. You can't buy happiness, but you can buy books and that's kind of the same thing.
14. A book is a dream that you hold in your hand.
15. So many books, so little time.
16. In my imagination Paradise is a kind of library.

III. READ THE TEXT "WHY READING BOOKS IS GOOD FOR SOCIETY, WELLBEING AND YOUR CAREER" (BY LAURA HOOD).

TikTok allows video up to 10 minutes, but says surveys show almost half its users are stressed by anything longer than a minute. An Instagram video can be up to 90 seconds, but

experts reckon the ideal time to maximise engagement is less than 15 seconds. Twitter doubled the length of tweets in 2017 to 280 characters, but the typical length is more like 33 characters.

It's easy to get sucked into short and sensational content. But if you're worried this may be harming your attention span, you should be. There's solid evidence that so many demands on our attention make us more stressed, and that the endless social comparison makes us feel worse about ourselves.

For better mental health, read a book.

Studies show a range of psychological benefits from book-reading. Reading fiction can increase your capacity for empathy, through the process of seeing the world through a relatable character. Reading has been found to reduce stress as effectively as yoga. It is being prescribed for depression – a treatment known as bibliotherapy.

Book-reading is also a strong marker of curiosity – a quality prized by employers such as Google. Our research shows reading is as strongly associated with curiosity as interest in science, and more strongly than mathematical ability.

And it's not just that curious minds are more likely to read because of a thirst for knowledge and understanding. That happens too, but our research has specifically been to investigate the role of reading in the development of curious minds.

Read more: Too many digital distractions are eroding our ability to read deeply, and here's how we can become aware of what's happening – podcast.

Tracking reading and curiosity

Our findings come from analysing data from the Longitudinal Surveys of Australian Youth, which tracks the progress of young Australians from the age of 15 till 25.

Longitudinal surveys provide valuable insights by surveying the same people – in this case a group of about 10,000 young people. Every year for ten years they are asked about their achievements, aspirations, education, employment and life satisfaction.

There have been five survey cohorts since 1998, the most recent starting in 2016. We analysed three of them – those beginning in 2003, 2006 and 2009, looking at the data up to age 20, at which age most have a job or are looking for one.

The survey data is rich enough to develop proxy measures of reading and curiosity levels. It includes participants' scores in the OECD Programme for International Student Assessment tests for reading, mathematics and science ability. There are survey questions about time spent reading for pleasure, time reading newspapers or magazines, and library use.

To measure curiosity, we used respondents' answers to questions about their interest in the following:

- learning new things
- thinking about why the world is in the state it is
- finding out more about things you don't understand
- finding out about a new idea
- finding out how something works.

We used statistical modelling to control for environmental and demographic variables and distinguish the effect of reading activity as a teenager on greater curiosity as a young adult. This modelling gives us confidence that reading is not just correlated with curiosity. Reading books helps build curiosity. Book reading helps teenagers grow into more curious adults.

Gloom and doom-scrolling

Does this mean if you're older that it's too late to start reading? No. Our results relate to young people because the data was available. No matter what your age, deep reading has benefits over social-media scrolling.

The short-term dopamine rush of scrolling on a device is an elusive promise. It depletes rather than uplifts us. Our limbic brain – the part of the brain associated with our emotional and behavioural responses – remains trapped in a spiral of pleasure-seeking.

Studies show a high correlation between media multitasking and attention problems due to cognitive overload. The effect is most evident among young people, who have grown up with social media overexposure.

US social psychologist Jonathan Haidt is among the researchers warning that high social media use is a major contributor to declining mental health for teenage girls.

Boys are doing badly too, but their rates of depression and anxiety are not as high, and their increases since 2011 are smaller.

Why this “giant, obvious, international, and gendered cause”? Haidt writes:

Instagram was founded in 2010. The iPhone 4 was released then too – the first smartphone with a front-facing camera. In 2012 Facebook bought Instagram, and that's the year that its user base exploded. By 2015, it was becoming normal for 12-year-old girls to spend hours each day taking selfies, editing selfies, and posting them for friends, enemies, and strangers to comment on, while also spending hours each day scrolling through photos of other girls and fabulously wealthy female celebrities with (seemingly) vastly superior bodies and lives.

In 2020 Haidt published research showing girls are more vulnerable to “fear of missing out” and the aggression that social media tends to amplify. Since then he's become even more convinced of the correlation.

Social media, by design, is addictive.

With TikTok, for example, videos start automatically, based on what the algorithm already knows about you. But it doesn't just validate your preferences and feed you opinions that confirm your biases. It also varies the content so you don't know what is coming next. This is the same trick that keeps gamblers addicted.

Tips to get back into books

If you are having difficulty choosing between your phone and a book, here's a simple tip proven by behavioural science. To change behaviour it also helps to change your environment.

Try the following:

- Carry a book at all times, or leave books around the house in convenient places.
- Schedule reading time into your day. 20 minutes is enough. This reinforces the habit and ensures regular immersion in the book world.
- If you're not enjoying a book, try another. Don't force yourself.

You'll feel better for it – and be prepared for a future employer asking you what books you're reading.

There are millions of people who are working to find solutions to our biggest problems. In our weekly email, which I help curate, you will get a balanced news diet that doesn't leave you exhausted... but energised and hopeful about European matters.

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IV. ANSWER THE FOLLOWING QUESTIONS ON THE TEXT.

1. What do the data dealing with TikTok and Instagram video and Twitter show?
2. Why do you think short and sensational content may be harming your attention span?
3. How can reading improve or help a person's mental health?
4. What gives the author the reason to believe that book-reading is a strong marker of curiosity?
5. Do you agree that too many digital distractions are eroding our ability to read deeply?
6. Where do the findings of the research come from?
7. What is the gist of the Longitudinal surveys of Australian Youth ?
8. What kind of questions do the surveys include?
9. Answers to what questions did they use to measure curiosity?
10. What effects of reading did they manage to discover?
11. Do the results of the investigation relate only to young people?
12. What kind of correlation do the studies show?

13. What does high social media use lead to according to Jonathan Haidt?
14. What can the declining mental health for teenage girls be attributed to?
15. Comment on the statement “girls are more vulnerable to “fear of missing out” and the aggression that social media tends to amplify”.
16. What keeps girls and boys addicted to social media?
17. What is the author’s advice to those who are having difficulty choosing between a phone and a book?
18. Do you agree that changing behaviour also helps to change your environment?

V. READ THE TEXT “ TYPES OF GENRES: A LITERARY GUIDE” (BY MARS GIROLIMON).

Although every literary genre has its own trends and defining characteristics, the divisions between these categories aren’t always clear.

Are you looking to be inspired by a new biography? What about cracking open a heart-racing thriller? There’s always romance, too, if you’re in the mood for love.

Whether you’re picking another book off the shelf or plotting out your new novel, learning more about genre can help you decide what comes next.

What is Genre in Literature?

According to [Oxford Research Encyclopedias](#), genre describes a “grouping of texts related within the system of literature by their sharing recognizably functionalized features of form and content”. Essentially, genres help categorize literary works that share similar traits.

[Paul Witcover](#), associate dean of the online Master of Fine Arts (MFA) in Creative Writing program at Southern New Hampshire University (SNHU) writes: “I feel it’s important for writers to have an understanding of genre because it will impact how their books are marketed, as well as how they are perceived by publishers. But I also think writers can be too concerned with genre”.

Although he encourages writers to learn about the subject, Witcover noted a tendency for overly rigid ideas about the distinctions between genres. “Concepts of genre are more fluid than writers may believe”, he said.

Keeping that fluidity in mind, here’s an overview of some of the most referenced genres in literature.

What are the Four Major Categories of Genre?

Traditionally, there are four broader categories of genre. They include:

- Fiction: Imagined or invented literature is called fiction. Examples of fiction titles include “1984” by George Orwell and “Little Fires Everywhere” by Celeste Ng.

- Nonfiction: Nonfiction refers to fact-based works. Some nonfiction titles include “The Body Keeps Score” by Bessel van der Kolk and “Essentials of Classic Italian Cooking” by Marcel-la Hazan.

- Poetry: [Britannica](#) defines poetry as “literature that evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sound and rhythm”. [Poetry](#) incorporates poetic elements and encompasses the work of writers like Maya Angelou, Robert Frost, Amanda Gorman and Richard Siken.

- Drama: [Dramatic literature](#) refers to texts of plays that can be read for their literary value as well as performed, according to Britannica. Dramas include stage directions and specific formatting not found in prose or verse. Some of the most studied dramas are Shakespeare’s plays, like “Hamlet” and “Romeo and Juliet”. You might be familiar with other dramas, too, like “Death of a Salesman” and “The Crucible” by Arthur Miller.

Although most writing falls into at least one of these four categories, the edges are a bit blurred, and there can be overlap. For example, a verse novel combines fiction and poetry, like “The Poet X” by Elizabeth Acevedo. There are also novels that combine elements of fiction with nonfiction, including novels based on real experiences and historical fiction like “The Night Watchman” by Louise Erdrich. Many classic dramas, such as Shakespeare’s plays, also include elements of poetry.

In the end, these classifications often come down to style and form – like whether a work is written in prose or verse, for instance.

What’s the Difference Between Prose and Verse?

Prose refers to the type of language used in non-poetic writing, including most fiction and nonfiction. According to [Merriam-Webster](#), prose is “a literary medium distinguished from poetry especially by its greater irregularity and variety of rhythm and its closer correspondence to the patterns of everyday speech”. Most of the articles, blogs and books you read feature prose writing.

The direct counterpart to prose is verse, which Merriam-Webster calls [metrical language](#) or language using poetic meter or rhythm. An easy way to remember the difference between prose and verse is thinking about music. Song lyrics have verses and – you guessed it – lyrics are typically written in verse.

What are the Genres of Fiction?

First, fiction is typically organized by the age of its prospective audience. These categories include:

- Children’s Literature: Many classic examples of children’s literature are picture books, including “Where the Wild Things Are” by Maurice Sendak or “Don’t Let the Pigeon Drive the Bus” by Mo Willems. Most picture books are intended for children up to seven years old.

- Middle Grade: Middle grade books are typically aimed toward children ages eight through 12, or in third through sixth grade. Some middle grade books are “The Lion, The Witch and The Wardrobe” by C.S. Lewis and “The Girl Who Drank the Moon” by Kelly Barnhill.

- Young Adult (YA): YA books are intended for readers between 12 and 18 years old. Some examples include “The Hunger Games” by Suzanne Collins and “The Hate U Give” by Angie Thomas.

- Adult: Adult works are geared toward readers over 18 years old and often include more mature themes. Examples are “Giovanni’s Room” by James Baldwin and “The Girl With the Dragon Tattoo” by Stieg Larsson.

In terms of readership, these categories mainly serve as points of reference. There are readers under eight years old who prefer middle grade books, and many adult readers who enjoy YA. There are also some books that appeal to both adults and younger audiences.

Apart from these age categories, there are a few other ways that fiction can be divided and discussed. For instance, there are categories that describe real-world fiction versus the fantastical.

- Mimetic fiction: Mimetic fiction is sometimes called realistic fiction, according to Witcover. This wide category encompasses all fiction that takes place in the real world.

- Speculative fiction: refers to genres not based in reality, including work with magical, supernatural or otherwise imagined elements. Essentially, speculative fiction is the opposite of mimetic fiction. The category includes subgenres like fantasy, science-fiction, dystopian fiction and more.

From there, fiction can be broken down into a few other different categories. Fiction is also frequently divided into two more camps: commercial and literary.

- Commercial fiction: Fiction that has mass appeal is often referred to as commercial fiction. Because of its wide appeal, commercial fiction tends to be extremely popular. Commercial fiction also tends to be plot-based.

- Literary fiction: Literary fiction is character-based fiction. It is typically mimetic and focused on themes and symbols. Witcover explained a bit further. “Traditionally, literary fiction has been said to be more about character than plot, but I don’t agree with that,” he said. Instead, he noted that literary fiction is more occupied with style and structure than a straightforward storytelling approach.

These categories can overlap, too. A few books with both mass-appeal and distinguished praise include “The Great Gatsby” by F. Scott Fitzgerald and “The Goldfinch” by Donna Tartt.

What is Genre Fiction?

Genre fiction can be either mimetic or speculative, and typically each genre centers around specific themes or topics. Genre fiction is usually plot-based, commercial fiction. Some examples of genre fiction include:

- Fantasy: Fantasy “invites suspension of reality”. The genre encompasses stories that wouldn’t happen in real life, often set in another world or including magical elements. Examples include “The Hundred Thousand Kingdoms” by N.K. Jemisin and “Good Omens” by Neil Gaiman and Terry Pratchett.

- Historical fiction: Historical fiction takes place in a historical setting. Some examples of historical fiction include “The Prophets” by Robert Jones, Jr. and “The Four Winds” by Kristin Hannah.

- Horror: “Carrie” by Stephen King, “The Haunting of Hill House” by Shirley Jackson and Edgar Allan Poe’s work are all under the umbrella of horror. These works are intended to frighten audiences and elicit a feeling of dread.

- Thriller: According to the New York Public Library, thrillers gradually build anxiety and suspense. Examples of thrillers include “Gone Girl” by Gillian Flynn, “All Her Little Secrets” by Wanda M. Morris and “The Silent Patient” by Alex Michaelides.

- Romance: Romance refers to optimistic and emotionally satisfying stories that focus on a central love story. “The Love Hypothesis” by Ali Hazelwood and “Red, White and Royal Blue” by Casey McQuiston are both romance novels.

Each of these major genres contain several subgenres that further define the type of story. For instance, legal thrillers, psychological thrillers and spy thrillers all fall under the umbrella of thrillers.

Some additional examples of genre fiction are science-fiction, mystery, western, dystopian and gothic. Many stories contain elements of several defined genres.

Witcover agreed that a great deal of fiction could be filed under multiple genres. “I actually happen to think that all fiction is genre fiction,” he said. “Every type of fiction is appealing to a particular audience and carries its own freight of tropes, conventions, and expectations”.

What are the Genres of Nonfiction?

If you’re interested in learning about the world or you want to share your knowledge with others, nonfiction will likely be your genre of choice. Some types of nonfiction and their definitions include:

- Biography: Biographies tell the story of a notable person’s life, written by someone other than the subject. Some examples are “Into the Wild” by Jon Krakauer, which tells the story of the adventurer Chris McCandless, and “The Immortal Life of Henrietta Lacks” by Rebecca Skloot.

- Food and travel: Cookbooks, food history books, travel guides and travel memoirs all fall under this category that includes “The Omnivore’s Dilemma” by Michael Pollan and “My Life in France” by Julia Child.

- **Memoir:** Stories from an author’s life that offer a firsthand account of events are called memoirs. Some highly-recommended memoirs include “I Know Why The Caged Bird Sings” by Maya Angelou and “Spare” by Prince Harry.

- **True crime:** True-crime books describe real events from actual crimes or unsolved mysteries. Some examples are “In Cold Blood” by Truman Capote and “I’ll Be Gone in the Dark” by Michelle McNamara.

Nonfiction also includes self-help books, like “Atomic Habits” by James Clear and “Find Your People” by Jennie Allen, in addition to textbooks and books on business, history and a variety of other subjects.

What are the Most Popular Genres Overall?

According to Witcover, romance is one of the most popular literary genres, but he added that the broader categories of speculative fiction and mimetic fiction are both extremely popular at large.

For adult works, the best-selling fiction genres of 2023 are:

1. General fiction.
2. Romance.
3. Graphic novel.
4. Suspense and thriller.
5. Fantasy.

The top selling nonfiction genres of 2024 included:

1. Religion.
2. General nonfiction.
3. Reference.
4. Biography, autobiography and memoir.
5. Business and economics.

While more nonfiction books were sold overall, there was growth for fiction sales between 2023 and 2024. The fastest growing genres in that time were romance, fantasy and horror.

What Else Should You Know About Genre?

It is important to understand that genre is a marketing tool. It is the method that booksellers use to determine where to shelve books.

Writers should consider the elements, tropes and expectations that exist within each genre, but regardless of genre, there’s something more important to consider. Addressing writers one may say: “Write and write well. The rest will come”.

VI. ANSWER THE FOLLOWING QUESTIONS ON THE TEXT.

1. How does the author prove that the divisions between literary genres aren't always clear?
2. What is genre in literature?
3. Why does Paul Witcover think it is important for writers to have an understanding of genre?
4. Explain the meaning of the statement "Concepts of genre are more fluid than writers may believe".
5. What are the four major categories of genre?
6. Outline the most characteristic features of fiction, nonfiction, poetry and drama.
7. Prove that the edges of these four categories are a bit blurred, and there can be overlap.
8. What's the difference between prose and verse?
9. What are the age categories of fiction?
10. Why does the author think that in terms of readership these categories mainly serve as points of reference?
11. What categories are there that describe real-world fiction versus the fantastical? Characterize mimetic and speculative fiction.
12. What is the difference between commercial and literary fiction?
13. Can these categories overlap? Provide examples.
14. What are the major categories of genre fiction?
15. Can you name any subgenres that further define the type of story?
16. What are the genres of nonfiction?
17. Which of the genres do you prefer? Why?

VII. READ THE TEXT "THE IMPORTANCE OF LITERATURE IN MODERN SOCIETY" (BY SOPHIE AUSTIN).

It entertains us, and helps us understand topics of enduring importance. But just how important is literature in today's fast-paced and increasingly digitised society?

Ever since I was small, stories have been a part of my life. Reading books like *The Tales of Peter Rabbit* and *The Very Hungry Caterpillar* before bed became a part of my natural order where I could escape into another world. To say the least, not much has changed and on most nights, I love to read – to find that escape away from reality.

But, literature is more than that. It has transcended time and is still with us, forming critical parts of today's curriculums. So, what relevance does literature have in modern society?

It forms an important part of our education, but Sophie Austin wants to know how does it fit in to our everyday life?

Literature in education

For the majority of people around the world, our first serious encounter with literature comes from school. Reading and writing has been drilled in all of us from an early age and this is set in motion with the start of examinations.

Being able to empathise with a group of characters written on a page is categorical and from a student's perspective a necessary skill. Additionally, the ability to sense themes and messages opens us up to another way of thinking. Literature becomes a vessel. The 130 million books which have been published around the world are guides for the reader and generate a bridge for them to learn something new.

Literature within history

History is not only a gateway to the past, it's also suggestive of our present and the future. Within every time period lies different people and within them, different stages in our ever-growing culture. Each individual before was a product of their own time. As a species we evolve every day and without that timestamp that literature gives us, we would know nothing about the past.

Literature allows a person to step back in time and learn about life on Earth from the ones who walked before us. We can gather a better understanding of culture and have a greater appreciation of them. We learn through the ways history is recorded, in the forms of manuscripts and through speech itself.

In periods from ancient Egypt, we can gather their history through hieroglyphics and paintings. The symbols Egyptians left behind are what we now use to understand their culture. This is different to Greek and Roman culture, which is found with greater ease, because of their innate desire for accuracy in their writing.

This is the power that words have. They have the ability to spark a meaning, reform a nation and create movements while being completely eternal. Inevitably, they will outlive their speaker.

The impact of literature

The impact of literature in modern society is undeniable. Literature acts as a form of expression for each individual author. Some books mirror society and allow us to better understand the world we live in.

Authors like F.Scott Fitzgerald are prime examples of this as his novel *The Great Gatsby* was a reflection of his experiences and opinions of America during the 1920s.

We are easily connected to the psyche of authors through their stories. However, literature also reiterates the need to understand modern day issues like human conflict.

A Gulf News article says, "In an era of modern media, such as television and movies, people are misled into thinking that every question or problem has its quick corrections or solutions. However, literature confirms the real complexity of human conflict".

Literature is a reflection of humanity and a way for us to understand each other. By listening to the voice of another person we can begin to figure out how that individual thinks. I believe that literature is important because of its purpose and in a society, which is becoming increasingly detached from human interaction, novels create a conversation.

VIII. SUPPLY THE APPROPRIATE RUSSIAN EQUIVALENTS FOR THE FOLLOWING ENGLISH WORDS, WORD-COMBINATIONS AND SENTENCES:

topics of enduring importance

fast-paced and increasingly digitised society

escape into another world; escape away from reality

to transcend time

curriculum

to fit in to everyday life

to be drilled in somebody

to be set in motion

to empathise with somebody

to be suggestive of

ever-growing culture

timestamp

innate desire for accuracy

the impact of literature is undeniable

psyche

to reiterate the need
to figure out
detached from human interaction

IX. ANSWER THE FOLLOWING QUESTIONS.

1. Does literature only entertain people?
2. What did reading books enable the author to do in her childhood?
3. Has her habit changed with time?
4. What relevance does literature have in modern society?
5. Where does our first serious encounter with literature come from?
6. What does the author consider a necessary skill?
7. What does the author mean by saying that literature becomes a vessel for those who read?
8. Comment on the statement that literature is suggestive of our present and the future.
9. Why does the author believe that without the timestamp that literature gives us, we would know nothing about the past?
10. Judging by the text, what can you say about the power the words have?
11. Prove that the impact of literature in modern society is undeniable.
12. Summing up the main idea of the text, why do you think literature is so important in modern society?

X. READ THE TEXT “FAMOUS ENGLISH AUTHORS AND THEIR CONTRIBUTIONS TO LITERATURE” AND SPEAK ABOUT THE MOST FAMOUS ENGLISH AUTHORS MENTIONED IN IT.

The vast scope of literature includes entertaining and enlightening works that span numerous geographic locations, cultural traditions and historical periods. Every category presents its own unique flavor and holds strong literary merit, but English literature has long captivated readers with its compelling themes and vivid descriptions.

It's difficult to appreciate the true scope and power of English literature without paying homage to the myriad of literary geniuses who have contributed to this impressive body of work. Keep reading for an overview of the most famous English authors, ranging from Middle English poets to contemporary English writers.

The Foundation of English Literature

The term “English literature” is often described as the body of works penned by those living in the British Isles – beginning during the 7th century and extending to the present day. The poem *Beowulf* is often highlighted as the earliest verifiable work of English literature, but it is challenging to date and attribute the works of the 1st millennium.

Middle English helped usher in the literary formats and themes we take for granted today. The transition from Middle English to Early Modern English was marked by two literary masters who were clearly ahead of their time: Geoffrey Chaucer and William Shakespeare.

Geoffrey Chaucer and the Middle Ages

Often referred to as the father of English literature, Geoffrey Chaucer is best known as the creative force behind *The Canterbury Tales*. That said, he penned many other poems and was also a philosopher, an astronomer and a civil servant.

Chaucer’s works were as eclectic as his numerous interests and professional pursuits. Philosophical quandaries were integrated into many of his poems, along with plenty of humor.

During the 1390s, Chaucer set to work on his magnum opus, *The Canterbury Tales*. Primarily written in verse, these tales center around a group of storytelling pilgrims who engage in a contest as they travel on horseback to a shrine in Canterbury. In addition to being wonderfully entertaining and thought-provoking, this series of stories popularized the use of Middle English in literature.

William Shakespeare and the Elizabethan Era

No discussion of famous English authors would be complete without a deep dive into the fascinating life of William Shakespeare. Arguably history’s most famous poet and playwright, Shakespeare deserves credit for creating some of the most iconic characters not only in Elizabethan era literature, but of all time. Many of his concepts and even his phrases remain relevant to this day.

Highly prolific, Shakespeare is believed to have penned 38 plays. These include many noteworthy works that remain popular on the stage, in high school classrooms, on the silver screen and beyond:

- *Romeo and Juliet*
- *A Midsummer Night’s Dream*
- *Hamlet*
- *Macbeth*
- *Othello*

The Evolution of the Novel

As one of the most significant literary formats of the last few centuries, the novel has the unique power to transport us to different worlds while helping us form close connections with compelling characters.

While the novel seems like the quintessential form of English literature, its history is rather short compared to English literature as a whole. The origins of the English novel are believed to lie with early works such as *Robinson Crusoe* and *Pilgrim's Promise*. Talented female writers are believed to have brought extra emotional intensity to this format.

Jane Austen and the Rise of Realism

Featuring compelling heroines who seek both romance and self-actualization, Jane Austen's novels are rife with social commentary. She is, perhaps, best known for the relatable novel *Pride & Prejudice*. This is one of the world's most consistently popular novels and is believed to have sold over 200 million copies. *Pride and Prejudice* themes like social class and reputation blend with a page-turning plot to achieve almost universal appeal.

But *Pride & Prejudice* is just the beginning. Austen wrote many other novels that felt just as relatable, including *Sense & Sensibility*, *Mansfield Park* and *Emma*. Readers are still drawn to her work, in part, because her characters feel so realistic. This stems from one of her primary writing techniques, which is weaving characters' thoughts into the narrative. While common today, this was unusual for the time.

Charles Dickens and Social Commentary

Like Jane Austen, Charles Dickens had a knack for creating memorable characters who left a deep impression on readers. Also, like Austen, Dickens incorporated social commentary into his work, although he was more likely to discuss issues such as poverty and inequality.

Dickens was celebrated in his time and has consistently remained among the most popular novelists since his death in 1870. His most noteworthy works include:

- *Oliver Twist*
- *A Christmas Carol*
- *David Copperfield*
- *Great Expectations*

Through his compassionate work, Dickens introduced readers to the tragic struggles of street children and the infuriating corruption underscoring their plight. It is due to this frequent exploration of poverty and other social ills that similarly themed works are now referred to as "Dickensian". Beyond this, he was influential simply because he helped to solidify the novel as a popular source of entertainment.

Romanticism and Gothic Literature

The 18th and 19th centuries were dominated by two closely aligned literary movements, Romanticism and Gothic literature. The former represented a clear rejection of order and harmony, instead bringing imaginative and spontaneous attitudes to the forefront.

Creating an atmosphere of terror, Gothic literature delivered a uniquely foreboding feel using fascinating plots involving curses and revenge. The settings were often gloomy with supernatural beings, and often, passionate romances built into these alluring works.

Mary Shelley and the Birth of Science Fiction

When most people think of science fiction, contemporary works involving space or advanced technology come to mind. However, this genre has fascinated readers for centuries. As one of the most notable Gothic literature authors, Mary Shelley helped usher in an appreciation of the weird and wonderful through her iconic novel *Frankenstein*.

Capturing the still-relevant fear that modern science could usher in destructive forces, *Frankenstein* delved into the potentially horrific consequences of humans playing god. The novel's writing style was also unique as an epistolary form, featuring a series of letters that functioned as narrative.

The Brontë Sisters and the Exploration of the Psyche

Charlotte, Emily and Anne Brontë enjoyed writing from a young age. While each presented distinct writing styles, they were linked not only as sisters, but also by their use of emotions to bring their characters to life.

Among the best-known works from this amazing sisterhood includes Charlotte Brontë's *Jane Eyre*, which emphasized the search for love, independence and self-control. Featuring an intimate first-person style and a surprisingly revolutionary subtext, this novel was ahead of its time.

The destructive power of passion dominated Emily Brontë's *Wuthering Heights*, which featured wonderfully complex characters. A typical *Wuthering Heights* analysis will also highlight a setting so gloomy, yet compelling, it feels like a character in and of itself.

Anne Brontë, while not as well-known today, penned one of the earliest works that could arguably be classified as feminist, *The Tenant of Wildfell Hall*. It detailed the effects of abuse while defying social conventions of the time.

The Modernists

Spanning a period beset with huge social and economic changes (between 1890 and World War II), the Modernist era fostered experimental writing styles while integrating then cutting-edge philosophical and psychological concepts. Feelings such as disillusionment pervaded many of these works, although there was also frequently an undercurrent of optimism.

Virginia Woolf and the Stream of Consciousness

Virginia Woolf pioneered the stream of consciousness, emphasizing non-linear writing techniques to capture the nuances of the mind and the unique flow of characters' thought processes. By focusing on the power of the interior monologue, this approach played a significant role in her well-known novel, *Mrs. Dalloway*, revealing how memories can influence current perceptions and tackling important themes such as isolation and privilege.

Woolf also wrote many essays on women's history and politics, including *A Room of One's Own*. Critiquing the patriarchal system and its stifling of female creativity, this impactful essay argued that women could only achieve their full creative potential if they also achieved financial independence.

James Joyce and the Reimagining of the Novel

Irish author James Joyce also relied on stream of consciousness techniques while experimenting with absurdism and integrating numerous points of view. With the short story collection *Dubliners*, he hoped to hold up a "nicely polished looking-glass" in the Irish community so that readers could finally recognize (and hopefully address) what the writer regarded as a troubling paralysis.

Joyce took his penchant for experimental writing to a new level with *Ulysses*. Structured to align with Homer's *Odyssey*, *Ulysses* featured a wide array of narrative styles. Over the years, *Ulysses* has gained what *The New Yorker* regards as a "fearsome reputation for difficulty". Still, there is no denying its status as one of the most influential works of the 20th century.

Post-War British Literature

It is impossible to overstate the influence of World War II on British literature. This was used as a backdrop for many powerful novels and the conceptual framework for both dystopian sagas and historic fiction. There was a distinct bleakness to this period's most acclaimed works, which decades later, continue to feel hauntingly relevant.

George Orwell and Dystopian Fiction

George Orwell's initial breakthrough came with the allegorical novella *Animal Farm*, which used anthropomorphic animals to reveal the struggle to achieve a free and just society. This novella was inspired by the Bolshevik revolution, with characters representing Karl Marx, Leon Trotsky and Joseph Stalin.

Today, Orwell is best known for the dystopian novel *1984*, set in an imagined future involving three totalitarian states constantly at war. One of these is known as Oceania, in which the brainwashed population shows obedience and reverence for the leader Big Brother. Featuring a direct writing style and bleak language, *1984* had a huge impact on the dystopian genre and contains compelling themes that still resonate.

Doris Lessing and the Exploration of Identity

A true visionary and the winner of the Nobel Prize for Literature, Doris Lessing was an outspoken novelist who discussed everything from environmentalism to race relations. She was inspired by her childhood in Africa, with several of her early works set in what was then known as Southern Rhodesia (now Zimbabwe).

While she penned a variety of poems, essays and short stories, Lessing's most acclaimed work is easily the novel *The Golden Notebook*, which told the story of the divorced writer Anna Wulf and her mental breakdown. Featuring a fragmented style meant to reflect the similar fragmentation of society, this saga aimed to reveal how "any kind of single-mindedness, narrowness, obsession, was bound to lead to mental disorder, if not madness".

Contemporary Voices

During the last few decades, contemporary writers have demonstrated a clear desire to explore social themes such as inequality and racial tension. There is an ongoing effort to push boundaries while playing with unreliable narrators, non-linear timelines and self-conscious formats such as metafiction.

Zadie Smith and the Multicultural Novel

Zadie Smith took the literary scene by storm when she released her much-anticipated debut novel *White Teeth* in 2000. An ambitious multicultural work and an immediate bestseller, this satirical family story played heavily with themes that would continue to prove popular in the decades to come. This includes the often-significant gaps between expectations and reality.

A tale of an accidental friendship between a Bengali Muslim and an Englishman, *White Teeth* is chock full of sass and beautiful storytelling. Smith has since published several other novels and short stories, along with the play *The Wife of Willesden*. Many of these works con-

tinue to feature culturally diverse characters and reflections on concepts such as identity and authenticity.

Ian McEwan and the Psychological Novel

Initially devoted to Gothic stories, Ian McEwan quickly scored the nickname “Ian Macabre” with his bleak writing style. His efforts to shock were found both in his early novels and in the infamous suspension of his play *Solid Geometry*. He earned critical acclaim with thought-provoking works such as *Amsterdam* and especially *Atonement*, which was later adapted into an award-winning film.

While he often addresses broad themes by examining the impact of social events on private lives, McEwan’s work involves an intimate glimpse at the human psyche, bringing the interior worlds of his detailed characters to life. He has described one of his central goals in vivid terms, to “incite a naked hunger in readers”.

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XI. READ THE TEXT “THE MOST INFLUENTIAL WRITERS OF MODERN ENGLISH LITERATURE” AND SPEAK ABOUT THE WRITERS MENTIONED IN IT.

In English literature, the modern period began in the 20th century and ended in 1965. During this period, most people broke away from the old ways of interaction with the world.

Before this period, individualism and experimentation were highly discouraged. When the modern period began, these two became core virtues. At the beginning of modernism, there were a lot of cultural shocks. World War 1 and 2 led to the blow of the modern age. After these world wars. Everyone was traumatized. The horrors of these world wars were evident in most peoples’ faces. With a feeling of uncertainty, no one knew where the world would head into.

Important Points About The Modern Period

The last half of the 19th century and early 20th century was marked by the rapid advancement of natural science and social science. Industrialization also led to rapid gains in material wealth. And the gap between the clergy and aristocrats widened.

English literature essay writing processes began in the early 20th century. And one of its key features was that it was opposed to the attitude that most people had at the time towards life. People started to regard it as hypocritical and having mean and superficial ideals. Hypocrisy

during this period made writers rebellious. The representatives of modern English literature during this period played an important role in the advancement of literature to where we are today. In this post, we are going to share with you the most important representatives of modern English literature together with their works. Let's get started!

1. Joseph Conrad

Joseph Conrad was one of the most popular and prolific writers of his time. One of his popular works was *The Heart of Darkness* which was published in 1899 in *Blackwood's Magazine*. It was formed into a book in 1902. In his book, you'll get to read English literature analysis essays during the Victorian Era. The book surfaced when Queen Victoria was on the throne. However, it was published when Britain was in a new century under a new Monarch. The book discusses the weaknesses of Belgian Imperialism while interrogating the art of storytelling with all the aspects that come with it – trust, truth, and reliability. The book inspired the famous film, *Apocalypse Now* in 1979. And it's one of the best reading materials for students.

2. T. S. Eliot

T.S. Eliot was a famous poet whose works became a landmark of modern literature. One of his best poems was *The Waste Land*. This poem is considered to be one of the most important poems in modernism. In the poem, Eliot uses his personal experiences – knowledge of the capital, his marriage, and his nervous breakdown). However, he turns the poem into something universal. The poem was later re-written by Ezra Pound – the person Eliot dedicated to the final poem.

3. D. H. Lawrence

David Lawrence is considered one of the most important representatives of modern English literature. He was born in a mining village in Nottinghamshire and brought up by parents who had conflicting views because they belonged to different classes. His father was a coal miner and had little education. On the other hand, his mother was a qualified and experienced teacher. She thought that marriage was beneath her and focused on providing quality education to her children so that they can avoid the hard life of coal miners. His life had a huge impact on his works. Some of his best works include *The Rainbow*, *Lady Chatterley's Lover*, and *Women in Love*.

4. James Joyce

James Joyce was born in 1882 in Dublin. His parents were staunch Catholics. He went to Catholic schools. But as he continued to study, he rejected the church. Inspired by his views and Ibsen's influence, Joyce became a writer. He was among the people who were against Phi-

listine's bigotry in Dublin. Joyce was responsible for bringing several changes in conventional fiction by generating one of the best mediums of art. He clearly showed the chaos and crisis of consciousness in his works. He gave life to modern literature.

5. Virginia Woolf

Similar to James Joyce, Virginia Woolf was an amazing famous writer who wrote a novel that was set for a single day back in 1923. It later became one of the best novels in modern literature. The structure of her book was inspired by James Joyce's works. Virginia loved the idea of writing a piece that was set for a single day. There are a lot of websites that have published this novel.

6. Ezra Pound

Similar to Eliot, Ezra was born in the US but later moved to London when he was a young man. He became a prolific writer who produced one of the longest and shortest pieces in literature. He wrote poems that later inspired one of the most ambitious works created by Eliot.

There are a lot of writers and poets that we haven't included on our list who made a huge impact in the world of literature. When you start studying the works of these famous people, you will admire them. And maybe, you might end up writing a great novel or poem. Modernism was a huge concept that led to the evolution of literature, music, architecture, and art. There are a lot of websites and books that you can read if you aspire to become a successful writer. Thanks to these representatives of modern literature, you have everything you need to get started!

XII. READ THE TEXT "THE 10 BEST FICTION BOOKS OF 2023" (BY ANNABEL GUTTERMAN) AND SPEAK ABOUT THE BOOK YOU HAVE READ OR WOULD LIKE TO READ AND WHY.

The best works of fiction published this year took us on all manner of journeys. There were big, physical trips across countries and continents, and, in one case, on foot through the untamed woods. And there were heavy, emotional treks to uncover answers about love and loss. In these books, the destination was often less important than the lessons learned along the way. From a bored copywriter in Berlin who follows a K-pop star to Seoul to a girl fleeing a colonial settlement, these protagonists were all searching for something, whether a shot at safety, a sense of purpose, or a chance to finally return home. Their quests were hopeful, daring, and at times devastating. Here, the 10 best fiction books of 2023.

10. Tremor, Teju Cole

The protagonist of Teju Cole's first novel in over a decade shares many similarities with the author. Like Cole, the incisive Tunde is a Nigerian American artist and photographer who teaches at a prestigious college in New England. *Tremor* begins in Maine as Tunde hunts for antiques with his wife Sadako while meditating on colonialism as it relates to the objects he sees. Tunde is always pulling at the loose threads of the history that surrounds him, contemplating how the world has been shaped by the past. Forgoing a traditional narrative structure, *Tremor* takes a philosophical form to investigate everything from how Americans view art to how a marriage can quietly unravel.

9. Y/N, Esther Yi

In an age when parasocial relationships run rampant, Esther Yi's daring debut couldn't be more relevant. *Y/N* begins with an unnamed narrator living in Berlin whose boring job as a copywriter for an artichoke company leaves something to be desired. She spends much of her time in the fantasy worlds inside her head and online, where she writes fan fiction about a popular K-pop star named Moon. When the real-life Moon unexpectedly announces his retirement, the young woman feels compelled to drop everything and go to Seoul in search of the man she views as her soulmate. What ensues is a snarky and astute takedown of internet culture.

8. The Hive and the Honey, Paul Yoon

The third short-story collection from Paul Yoon spans centuries of the Korean diaspora, with each piece centering on everyday people as they navigate what it means to belong and question how much of their identities are wrapped up in collective history. There's an ex-con attempting to understand the world, a Cold War – era maid looking for the son she left behind in North Korea, and a couple living in the U.K. whose quiet existence is complicated by the arrival of a boy at their corner store. Yoon tells the stories of characters at odds with their relationships to home and explores how trauma can linger in the most unexpected ways.

7. Tom Lake, Ann Patchett

Don't let the setting of Ann Patchett's latest novel fool you. Yes, it's the spring of 2020 and her characters are in COVID-19 lockdown, but this is no pandemic story. *Tom Lake* takes place

in Michigan, where Lara and her husband are enjoying the rare opportunity to live once again with their three grown daughters. There, as the family passes the days tending to their cherry trees, Lara finally tells her girls the story they've been longing to hear – about how, in her young adulthood, she fell in love with a man who would go on to become a movie star.

6. Temple Folk, Aaliyah Bilal

The 10 stories in Aaliyah Bilal's collection examine the lives of Black Muslims in America. In one, a daughter is haunted by her father's spirit as she writes his eulogy, and the ghost makes her reconsider his commitment to Islam. In another, an undercover FBI agent reckons with unexpected empathy for the Nation of Islam. Throughout, parents and their children learn about the limitations and possibilities of faith. The result is a collection of wide-ranging narratives that touch on freedom and belonging.

5. The Vaster Wilds, Lauren Groff

When Lauren Groff's novel opens, a young, unnamed girl has just escaped her 17th century colonial settlement. Starving and cold, she doesn't know where she's headed and is constantly on the verge of collapse. But, somehow, she finds the will to keep pushing forward. In Groff's timeless adventure tale, the girl endures the physical threats and mental tests of navigating the woods, all while remaining determined that there is a life worth living on the other side.

4. The Bee Sting, Paul Murray

Paul Murray's domestic drama follows the four members of the troubled Barnes family after an economic downturn sends patriarch Dickie's car business hurtling toward bankruptcy. Feeling the crush of impending doom surround them, the once functional unit is falling apart. Dickie's wife Imelda has become obsessed with selling her belongings on eBay, their teenage daughter Cass is drinking instead of studying for her final exams, and their preadolescent son PJ is talking to a stranger he met online. Murray probes what it means to love and be loved in a world that feels increasingly like it's on the cusp of expiration.

3. Our Share of Night, Mariana Enriquez

In Mariana Enriquez’s transporting novel, translated from the original Spanish by Megan McDowell, a young boy and his father take a terrifying road trip. The boy’s mother has just died under mysterious circumstances, and the duo is traveling across Argentina to confront members of the Order, the cult she was born into. The Order is made up of wealthy families who will do anything to achieve immortality. And the boy just might have the skills they are looking for – a possibility that makes him vulnerable.

2. The Heaven & Earth Grocery Store, James McBride

It’s 1972 and a skeleton has just been found in Pottstown, Pa. The question of who the remains belong to—and how they made it to the bottom of a well—pulls James McBride’s narrative decades into the past, to a time when the Black and Jewish residents of the neighborhood came together to protect a boy from being institutionalized. As McBride makes connections between the two storylines, he spins a powerful tale about prejudice, family, and faith.

1. Biography of X, Catherine Lacey

At the center of Catherine Lacey’s novel is the fictional writer and artist X, one of the most celebrated talents of the 20th century. Though she’s hugely popular, most of her background is unknown; not even X’s wife CM knows her real name. When X dies, CM finds herself incensed by an inaccurate biography of her late wife. So she decides to write her own. The mystery of X’s identity is just the beginning of this daring story that seamlessly blends fiction and nonfiction to question the purpose of art itself.

XIII. Read the article “The 10 Best Book Reviews of 2022” (by Adam Morgan) and write a review on the book you have read and liked.

Way back in the mid-aughts when I first started writing about books, pitching a print publication was the only reliable way for book critics to get paid, and third-person point of view was all the vogue. Much has changed in the years since: Newspaper and magazine book sections have shuttered, many digital outlets offer compensation when they can, and first-person criticism has become much more pervasive.

I don't celebrate all these changes, but I'm certain of one thing in particular: I love book reviews and critical essays written in the first-person. Done well, they are generous invitations into the lives of critics—and into their memory palaces. With that in mind, most of my picks for the best book reviews of 2022 were written in the first person this year.

**Adam Dalva on Stefan Zweig's *Chess Story*, translated by Joel Rotenberg
(*Los Angeles Review of Books*)**

Dalva's review of *Chess Story* is a great example of the power of a first-person point of view—he doesn't just examine the book, he narrates his own journey to understand it.

"In my own quest to understand *Chess Story*, I gradually realized that I would have to learn the game it centers on. And that has led me into a second obsession, much more problematic: I have fallen passionately in love with online bullet chess".

Merve Emre on Gerald Murnane's *Last Letter to a Reader* (*The New Yorker*)

Merve Emre's analysis of Gerald Murnane's final book is a beautiful piece of writing. I love how she opens on a note of suspense, pulling you into a story you can't stop reading.

"On most evenings this past spring, the man who lives across the street sat at his small desk, turned on the lamp, and began to write as the light faded. The white curtains in his room were seldom drawn. From where I sat, I had a clear view of him, and he, were he to look up from his writing, would have had a clear view of a house across the street, where a woman with dark hair and a faintly olive complexion was seated by a window, watching him write. At the moment he glanced up from his page, the woman supposed him to be contemplating the look, or perhaps the sound, of the sentence he had just written. The sentence was this: "Since then I have tried to avoid those rooms that grow steadily more crowded with works to explain away Time".

Minyoung Lee on Joseph Han's *Nuclear Family* (*Chicago Review of Books*)

Lee brings her own experience to bear in this insightful review of a novel about Korean Americans in the diaspora. (Disclosure: I founded the *Chicago Review of Books* in 2016, but stepped back from an editorial role in 2019.)

"In diaspora communities, it's not uncommon to find cultural practices from the homeland, even after they've become unpopular or forgotten there. This is colloquially referred to as 'the

immigrant time capsule effect.’ It can be experienced in many of the ethnic enclaves in the U.S. My first impression of Los Angeles’ Koreatown when I visited in the 2010s, for example, was that it felt very much like Seoul in the 1980s. Grocery stores were even selling canned grape drinks that were popular when I was a child but that I haven’t seen since”.

Chelsea Leu on Thuận’s *Chinatown*, translated by Nguyen An Lý (*Astra*)

Astra magazine’s “bangers only” editorial policy led to some spectacular reviews, like this Chelsea Leu number that opens with a fascinating linguistics lesson.

“It was in high school Latin that I learned that language could have moods, and that one of those moods was the subjunctive. We use the indicative mood for statements of fact, but the subjunctive (which barely exists in English anymore) expresses possibilities, wishes, hopes and fears: ‘I wouldn’t trust those Greeks bearing gifts if I were you.’ More recently, I’ve learned there exists a whole class of moods called irrealis moods, of which the subjunctive is merely one flavor. André Aciman’s recent essay collection, *Homo Irrealis*, is entirely dedicated to these moods, celebrating the fact that they express sentiments that fly in the face of settled reality”.

Casey Cep on Harry Crews’ *A Childhood: The Biography of a Place* (*The New Yorker*)

Cep is a magician when it comes to capturing a sense of place, as evidenced by her book about Harper Lee, *Furious Hours*, and this review of a book about another Southern writer, Harry Crews.

“Dehairing a shoat is the sort of thing Crews knew all about, along with cooking possum, cleaning a rooster’s craw, making moonshine, trapping birds, tanning hides, and getting rid of screwworms. Although he lived until 2012, Crews and his books—sixteen novels, two essay collections, and a memoir—recall a bygone era. The best of what he wrote evokes W.P.A. guides or Foxfire books, full of gripping folklore and hardscrabble lives, stories from the back of beyond about a time when the world seemed black and white in all possible senses”.

**Victoria Chang and Dean Rader on Roger Reeves’
*Best Barbarian (Los Angeles Review of Books)***

Last year I professed my love for “reviews in dialogue” between two critics, and Chang and Rader continue to be masters of the form in this conversation about Roger Reeves’ second poetry collection.

“Victoria: Do you have thoughts on the flow of the poems or allusions? I have a feeling you will talk about the biblical references. But I’m most curious to hear what you have to say about the purpose of the allusions and references. Is the speaker agreeing with them, subverting them, both? Is the speaker using them as a way to press against or think against, or toward? I know you will say something smart and insightful”.

“Dean: That is a lot of pressure. I’ll try not to let you down”.

**Maggie Doherty on Cormac McCarthy’s
*The Passenger and Stella Maris (The New Republic)***

I didn’t think anyone could persuade me to read another Cormac McCarthy novel after *The Road*, but Maggie Doherty makes every book sound fascinating by making it part of a bigger, true story.

“Such is the paradox of *The Passenger*, a novel at once highly attuned to the pleasures of collective life and resistant to the very idea of it. Unlike the violent, stylized books for which McCarthy is best known, this new novel is loose, warm, colloquial. It explores the sustaining, if impermanent, bonds formed among male friends. It’s full of theories and anecdotes, memories and stories, all voiced by some of the liveliest characters McCarthy has ever crafted. *The Passenger* is McCarthy’s first novel in over 15 years; its coda, *Stella Maris*, is published in December. Together, the books represent a new, perhaps final direction for McCarthy. *The Passenger* in particular is McCarthy’s most peopled novel, his most polyphonic – and it’s wonderfully entertaining, in a way that few of his previous books have been. It’s also his loneliest novel yet”.

**Allison Bulger on Vladimir Sorokin’s *Telluria*, translated by Max Lawton
(*Words Without Borders*)**

I’m always interested in how critics find new ways to start a review, and Bulger’s opening lines here are a particularly sharp hook.

“Of all the jobs esteemed translator Larissa Volokhonsky has rejected, only one text was physically removed from her apartment on the Villa Poirier in Paris.

‘Take it back,’ she said. ‘Rid me of its presence’.

“The cursed title was *Blue Lard* (1999) by Vladimir Sorokin, known to some as Russia’s De Sade, and Volokhonsky’s revulsion was par for the course. It would be twenty years before another translator, Max Lawton, would provide eight Sorokin works unseen in the West, including *Blue Lard*, in which a clone of Khrushchev sodomizes a clone of Stalin”.

Summer Farah on Solmaz Sharif’s *Customs* (Cleveland Review of Books)

Farah’s nuanced review of Solmaz Sharif’s new poetry collection further illustrates the potency of a first-person voice.

“Our poets write of our martyrs and resist alongside them; sometimes, I wonder, what life will be like after we are free, and what a truly free Palestine looks like. Last spring, the hashtag “#رح_اهن_أك_درغ” circulated on Twitter, a collection of Palestinians imagining life as if our land was free; people imagined themselves moving from Akka to Ramallah with ease, returning to their homes their grandparents left in 1948, and traveling across the Levant without the obstacle of borders. This stanza acknowledges there is more work to be done than just ridding ourselves of the obvious systems that oppress us; decolonization and anti-imperial work are more holistic than we know. Sharif’s work is about attunement to the ways imperialism is ingrained into our lives, our speech, our poetry; this moment is direct in that acknowledgement”.

Nicole LeFebvre on Dorte Nors’ *A Line in the World* (On the Seawall)

LeFebvre opens this review like she’s writing a memoir or a personal essay – an unexpected joy that would be very hard to do in third-person.

“Each morning when I wake up, I hear the gentle crash and lull of waves on a beach. ‘Gather, scatter,’ as Dorte Nors describes the sound. My eyes open and blink, adjusting to the dark. The sun’s not up yet. I scoot back into my partner’s body, kept asleep by the rhythmic thrum of the white noise machine, which covers the cars idling in the 7-Eleven parking lot, the motorcyclists showing off their scary-high speeds. For a few minutes, I accept the illusion of a calmer, quiet life. ‘Gather, scatter.’ A life by the sea”.

MUSIC



I. WARM-UP.

1. Are you fond of music?
2. What is your favorite genre of music?
3. Do you often listen to music?
4. In what way does music impact your life?
5. Have you got favorite artists or bands? What are they?
6. Do you like to go to music concerts? What was the last concert you attended?
7. Do you play any musical instrument? Which one?
8. Do you wish you could play a musical instrument? If so, which one?
9. Is there a song or music that always makes you happy when you hear it?
10. What kind of emotions does music evoke in you?
11. Do you think music can be used as a form of therapy?
12. How has the internet changed the way we access and share music?
13. How will AI change the music industry?
14. Do you prefer live performances or studio recordings of songs?
15. Do you see *buskers* in your city? Do you enjoy it when musicians perform on the street?

II. READ, TRANSLATE AND LEARN THE FOLLOWING WORDS ON THE TOPIC “MUSIC”.

1. Musical genres (styles): classical music (instrumental, vocal, chamber, symphony), opera, operetta, musical, ballet, blues, ragtime, jazz, pop, rock, folk (country) music, electronique music, background music, incidental music.

2. Musical forms: piece, movement, sonata, area, fantasy, suite, rapsody, concerto, solo, duet, trio, quartet, quintet, sextet (etc.), chorus.

3. Musical rhythms: polka, waltz, march, blues, ragtime, jazz, swing, bassanova, sambo, disco, rock.

4. Musical instruments: (string group): violin, viola, celo, bass, harp; (wind group): flute, oboe, clarinet, bassoon; (brass group): trumpet, French horn, tuba; percussion, piano, accordion, guitar, saxophone, synthesizer, acoustic, electronique, electric instruments.

5. Music makers: composer, conductor, musician, soloist, virtuoso, minstreller group, team, band, orchestra.

6. Music making: to write authentically Russian, Afro-American, etc. musk, to compose, to arrange, to transcribe, to make music/to perform, to improvise, to interpret, to accompany, to complete.

7. Musical equipment: tape-recorder, video cassette-recorder, tuner, amplifier, player, equalizer, (loud) speaker, turn-table.

8. Musical events: (made up) concert, recital, jam session, festival, competition.

9. Miscellany: major, flat, baton, bow, drum sticks, under the baton, single, album, track, record jacket (sleeve), score, spiritual, beat, video-clip, syncopation, harmony.

Names of Notes

Russian до ре ми фа соль ля си

English C D E F G A B

III. READ THE ARTICLE “WHAT IS MUSIC?”.

There’s music in everything; our bodies, the movement of the planets and stars in the galaxy, the communication between people and animals, as well as the movement of wind and water.

Leonard Bernstein says, “Music can name the unnameable and communicate the unknowable”. It’s the universal language that people can use when words fall short of conveying the meaning.

So, what is music? How has music influenced humanity throughout history? This article will tell you everything you need to know about music. So keep on reading to learn more about this topic.

In short, music is the art of combining and organizing sounds along with other elements in time to create a composition. It incorporates elements of rhythm, melody, harmony, and color to create a unique piece.

Music also includes other elements like the pitch, which controls the melody and harmony, and the dynamics that affect its texture.

It's one of humanity's cultural aspects, usually used by humans to express emotions, statuses, events, and stories.

There are numerous types and music genres that either focus on or neglect these elements to create a new style with distinctive characteristics. Music is performed using various musical instruments that can be incorporated with multiple vocal techniques.

Elements of Music

Some elements of music are fundamental, while others are less important and not that widely used.

The most fundamental elements include the style, dynamics, pitch, beat, tempo, rhythm, melody, harmony, vocal allocation, color, expression, articulation, form, and structure.

In some definitions, some of these elements aren't considered fundamental. For example, British musicians add musical notations to these elements and ignore the presence of other elements like harmony and melody.

Pitch and Melody

The pitch refers to how high or low the sound is. This can refer to melodies, basslines, chords, and vocals.

The melody is the tune that's made of a series of pitches or notes played in succession. The notes are played following a system or scale.

Folk music songs usually use notes from a single scale. Other genres like Freestyle Jazz and Bebop Jazz incorporate more notes from several scales.

Harmony and Chords

Harmony is made of 2 or more notes played at the same time. The chord is made of 3 or more notes, so chords make up harmony. More complicated pieces from Classical and Jazz music have more than one harmonious note.

Rhythm

Rhythm is the art of arranging sounds and silence periods in time, while grouping notes in measures or bars. In Western music, rhythm is defined in sets of 2, 3, or 4 notes.

Texture

Texture is the overall sound of a music piece or song and is determined by how other elements are combined.

Music pieces that have a thick texture feature many layers of instruments. The texture is also affected by the intensity of the sounds. Music texture can be divided into monophony, heterophony, or polyphony.

Color

Color or timbre is the quality of the sound of the instrument or voice. The timbre differs according to the instrument used to play the note and the technique of the musician playing it.

Electronic instruments like the electric guitar and electric piano allow performers to change the tone by adjusting a few controls or adding electric effects.

With traditional instruments, the instrument's material and the performer's technique will add these effects.

Expression

The expression doesn't change the notes but adds more quality to them. Performers can add expression to melodies by stressing words or adding vibrato to specific notes.

Style

The style of the music refers to the elements upon which more weight is put. Rock music puts more emphasis on the craftsmanship of the performer, so it's usually performed in live concerts.

Funk puts more weight on the rhythm and groove, while Jazz puts more emphasis on complex chords that change several times in a tune.

Metal music puts more weight on fast guitar solos and anthemic choruses. Rappers and Hip-Hop performers focus on the flow of music and lyrics. The performers are able to deliver words fast without getting tongue-tied.

Purpose of Playing Music

Music is played for various purposes, including religious, ceremonial, aesthetic pleasure, or entertainment purposes.

In the past, music performances were exclusive to churches, temples, and courts of royalties. Some religious practices involve the creation and performances of music pieces.

During the Classical era, music was directly related to a higher cultural and socioeconomic status. People learned to compose and perform music to become members of the elite community in Medieval Europe.

As a result, people tried to get music sheets to perform their favorite music pieces at home. Later on, the phonograph made records of popular songs more available and accessible.

The invention of the tape recorder and digital devices allowed people to create customized playlists of their favorite music genre. Music became a crucial component of other entertainment performance arts as movies and theatre plays.

Amateur musicians can compose, perform, or teach music for their own pleasure. Professional musicians are employed by institutions, organizations, or even work as freelancers.

Music is considered the main source of income for millions of people who currently work in the music industry.

Music Composition

Music composition is the process of creating a music piece or a song.

In most Western music genres, the process of creating music also involves the creation of music notation, which the performers follow. In some genres, the performers rely on improvisation.

In Classical music, the composer does the orchestration, but in other genres like Pop music, an arranger does this job.

Some of the world's leading Jazz, Pop, and Rock musicians don't use notation and usually compose and play their music from memory.

Because in some cases, the notation doesn't specify all the elements of the music, the performer has some freedom to play or interpret the music according to their taste and vision.

The same music work can be differently interpreted by changing the tempo or playing style to create a unique piece.

Musical composition is usually the work of one artist but can also represent a collaboration of several composers.

This is more common in modern music genres like Metal and Blues, where one band member writes the melodies while another writes the lyrics.

In Avant-Garde and experimental genres of music, the computer adds digital effects to contribute to the process of music composition.

Music Notation

Music notation is using sheet music as a written representation of melodies using symbols. It also provides instructions on how the music should be performed by setting the tempo and genre.

First, notations were hand copied. The printing press made printed music easier to obtain. Nowadays, computer score writer programs are used to create music sheets.

In most music genres, the score is a comprehensive music notation that allows all the individual performers to work together on an ensemble piece. In Pop music, the notation is the lead sheet that states the melody, chords, and lyrics.

In Jazz music, musicians usually use several simple chord charts, which allow the rhythm section members to improvise.

Improvisation

Improvisation is the art of creating spontaneous music that's played within a pre-existing harmonic or chord progression. It's one of the main elements of several genres, including Jazz, Rock'n'roll, Blues, and Metal.

Performers add ornaments and use tones that aren't from the same scale. In Pre-Classical music, performers usually improvised ornaments, while soloists improvised preludes to their performances.

In more modern genres, most details were listed in the musical notation, leaving little room for improvisation. After the Classical period, some genres allowed for more improvisation, which played the evolution of genres like Hip-Hop and R&B.

Musical Performance

The musical performance is the physical expression of the music, which occurs when the melodies are played by an instrument or a song is sung. The musical performance itself focuses on the interpretation by the performing artist.

Cover songs are an example of interpretation in modern genres like Metal and Jazz. The performing artist or band can add an instrument, change the intro of the song, or change the orchestration to change the whole genre of the original piece.

Ornaments are made of added notes to decorate melodies. The details vary between genres and musical eras.

During the Baroque period, performers learned to add simple ornaments to make music more unique. Composers didn't describe in detail how a music piece should be played, allowing the performer to express the music individually.

In Classical music, the performance was usually rehearsed, and the rehearsal was led by the conductor. Interpretation is less common in the Classical music genre.

In Rock, Blues, R&B, and Jazz performances, the performer's improvisation is usually based on the pre-existing chord progression. The music piece still maintains its original structure but might sound different every time it's played.

Many genres like Blues were originally memorized by the performers and not written in music sheets. They were either handed down orally or aurally.

Once the name of the composer is no longer remembered or known, the piece is usually classified as folk or traditional music.

Folk music was used to pass on the history of a culture or a community. This is clear in genres like Blues, Jazz, and Country music.

The expressiveness of the music involved the use of tempo and pauses to make music more appealing. In the 20th century, music notation became more specific, and composers specify how the performer should play or sing the piece.

Other genres like Heavy Metal and Hip-Hop involved the extensive use of ornaments, especially during live performances. In Pop music solos, some performers recreate a famous version of other solos.

IV. SUPPLY THE APPROPRIATE RUSSIAN EQUIVALENTS FOR THE FOLLOWING ENGLISH WORDS, WORD-COMBINATIONS AND SENTENCES:

music can name the unnameable and communicate the unknowable
words fall short of conveying the meaning
throughout history

the art of combining and organizing sounds along with other elements in time
distinctive characteristics
to be incorporated (with)
basslines, chords, and vocals
a series of pitches or notes played in succession
a system or scale
to arrange sounds and silence periods in time
texture
heterophony
timbre (or color)
to adjust control
to put more weight upon something
craftsmanship of a performer
groove
anthemic chorus
to get tongue-tied
available and accessible
customized playlists of favorite music genre
a crucial component
to play music from memory
improvisation is usually based on the pre-existing chord progression
to pass on the history of a culture or a community

V. Answer the questions on the text.

1. Where can one find and see music?
2. What is music according to Leonard Bernstein? What can it do?
3. What kind of art is music?
4. What elements does music include? Which of them are considered fundamental?
5. What is music used to express?
6. In what way can music genres create a new style with distinctive characteristics?
7. Characterize such music elements as pitch and melody, harmony and chords, rhythm, texture, color expression and style.
8. What is the purpose of playing music?
9. What did people do to become members of the elite community in Medieval Europe?
10. What allowed people to create customized playlists of their favorite music genre?
11. What may the process of creating a music piece or a song involve?

12. What musicians don't usually use notation? How do they play their music?
13. Can musical composition be the work of only one artist or represent a collaboration of several composers?
14. What does music notation provide?
15. What is used to create music sheets nowadays?
16. What is improvisation in music? What does it include?
17. What are the peculiarities of a musical performance?
18. In what case is a music piece usually classified as folk or traditional music?

VI. READ THE TEXT "UNDERSTANDING MUSIC".

If we were asked to explain the purpose of music, our immediate reply might be "to give pleasure". That would not be far from the truth, but there are other considerations.

We might also define music as "expression in sound", or "the expression of thought and feeling in an aesthetic form", and still not arrive at an understanding of its true purpose. We do know, however, even if we are not fully conscious of it that music is a part of living that it has the power to awaken, in us sensations and emotions of a spiritual kind.

Listening to music can be an emotional experience or an intellectual exercise. If we succeed in blending the two; without excess in either case, we are on the road to gaining the ultimate pleasure from music. Having mastered the gift of listening to, say, a Haydn symphony, the ear and mind should be ready to admit Mozart, then to absorb Beethoven, then Brahms. After that, the pathway to the works of later composers will be found to be less bramblestrewn than we at first imagined.

Music, like language, is a living, moving thing. In early times organised music belonged to the church; later it became the property of the privileged few. Noble families took the best composers and the most talented performers into their service.

While the status of professional musicians advanced, amateur musicians found in music a satisfying means of self-expression, and that form of expression broadened in scope to embrace forms and styles more readily digested by the masses.

It is noteworthy that operas at first were performed privately, that the first "commercial" operatic venture took place early in the seventeenth century, this leading to the opening of opera houses for the general public in many cities.

By the middle of the nineteenth century, composers were finding more and more inspiration of their heritage. The time had come to emancipate the music of their country from the domination of "foreign" concepts and conventions.

One of the first countries to raise the banner was Russia, which had various sources of material as bases of an independent musical repertory, Russian folk songs and the music of the old Russian Church.

The composer to champion this cause was Glinka, who submerged Western-European influences by establishing a new national school.

Glinka's immediate successor was Dargomizhsky, then Balakirev. His own creative output was comparatively small; he is best remembered as the driving force in establishing "The Mogenschaya Kuchka", a group which included Borodin, Cui, Moussorgsky and Rimsky-Korsakov.

Tchaikovsky (1840-1893) worked independently and was the first Russian composer to win widespread international recognition.

It is a narrow line that divides Operetta from Musical Comedy, both blending music and the spoken word. When we think of operetta, such titles come to mind as *The Gipsy Baron* (Johann Strauss), *The Merry Widow* and *The Count of Luxembourg* (Lehar). Of recent years these have been replaced in popular favour by "Musicals" which placed more emphasis on unity and theatrical realism, such as *Oklahoma*, *My Fair Lady*, *The Sound of Music* and *West Side Story*.

In early times instrumental music broke away from occasion associated sacred worship into secular channels. In succeeding generations instrumental players were engaged to provide music for various public functions. Humble bands of players developed into small orchestras, these in time to symphony orchestras. Later, orchestras of the cafe type assumed increased numerical strength and more artistic responsibility, while "giving the public what it wants".

For many generations Band Music – music played by military bands, brass bands, and pipe bands on the march, in public parks, and in concert halls – has held its place in public favour, especially in Great Britain.

At the turn of the present century American popular music was still clinging to established European forms and conventions. Then a new stimulus arrived by way of the Afro-Americans who injected into their music-making African chants and rhythms which were the bases of their spirituals and work songs.

One of the first widespread Afro-American influences was Ragtime, essentially a style of syncopated piano-playing that reached its peak about 1910. Ragtime music provided the stimulus for the spontaneous development of jazz, a specialized style in music which by the year 1920 had become a dominating force in popular music, and New Orleans, one of the first cities to foster it.

In the early twenties America became caught up in a whirl of post-war gaiety. The hectic period would later be known as the Jazz Era. Soon jazz had begun its insistent migration across the world, while Black musicians of America were recognised as the true experts in the jazz field, the idiom attracted white musicians, who found it stimulating and profitable to form bands to play in the jazz style. Prominent among these white band-leaders were Paul Whiteman and George Gershwin, whose 1924 *Rhapsody in Blue* was the first popular jazz concerto.

While many self-appointed prophets were condemning jazz as vulgar, and others smugly foretelling its early death, some notable European composers attempted to weave the jazz idiom into their musical works. These included Debussy, Ravel, Stravinsky, Shostakovich.

(Here one is reminded of several composers, including Debussy, Ravel, Liszt, Bizet and Richard Strauss, befriended the much-maligned saxophone, invented about the middle of the nineteenth century, and introduced it into the concert-hall).

Before we leave George Gershwin, we should mention his *Porgy and Bess* which brought something daringly different to opera: the music, Gershwin's own, sounds so authentically Afro-American, that it is surprising that this rich score was written by a white American.

We are forced to contemplate the fact, that notwithstanding the achievements of Debussy, Stravinsky and many others, the experience of music in the western art tradition remains essentially unchanged. It's still composed by highly trained specialists and played by professional musicians in concert halls.

There was a time in the sixties when it looked as if the situation was about to be broken up by a new and revolutionary popular music of unprecedented and unexpected power. The so-called "Rock Revolution" began in fact in the mid-fifties, and was based firmly on the discontent of the younger generation who were in revolt against the values of their elders; naturally they exposed new musical values, and equally naturally these values represented a negation of everything in the musical world their elders inhabited – the virtual elimination of harmony, or at least its reduction to the few conventional progressions of the blues, an emphasis on the beat, new type of voice production owing much to sophisticated use of amplification and simplification of instrumental technique.

There followed rapidly an extraordinary musical eruption based on the percussive sound of the electric guitar, the rock'n'roll beat and blues harmony.

We should remember that the Beatles, the Rolling Stones, and many other leading groups and individual performers from the early sixties onward based their music on the sound of electric guitars and percussion.

Now what? In this technological age it is not surprising that electronics should have invaded the field of music. This new phase has brought experiments intended to give music of the popular genre a new sound. Though many may be alarmed at such explorative tampering with sound, it must be admitted that the possibilities of electronically-produced music are immense. Never before has music – all kinds of music – been so popular. Never before has the world had greater need of its stimulation and comfort. We find the ultimate satisfaction in music, be it "classical" or "popular", when we have learnt how to reject the spurious and accept the genuine; when we have learnt how to listen.

VII. AS YOU READ THE TEXT.

a) look for the answers to these questions:

1. What is the purpose of music in your opinion? Can music be defined in only one way?
2. In what genres did the music develop?
3. What was the Russian contribution to the art of music?
4. In what way did instrumental music become engaged for various functions?
5. What created the development of jazz and who facilitated the development?
6. How did the youth of the 60-s respond to the highly trained specialist and professional music?
7. In your opinion should musicians have musical training?
8. What do you know about the Beatles and their contribution to the pop-music world?
9. In-your opinion how will the technological age through radio, television and video influence the world of music ?

b) Find in the text the facts the author gives to illustrate the following:

1. Music like language is a living moving thing.
2. Music may be used as the lines of communication between people.
3. Jazz does not cling to dance rhythms any longer, as the 20th century European music reflects African rhythms.

c) Summarize the text in five paragraphs specifying the development of

- 1) opera,
- 2) operetta and musicals,
- 3) instrumental music,
- 4) Jazz and rock.

VIII. USE THE TOPICAL VOCABULARY IN ANSWERING THE FOLLOWING QUESTIONS.

1. What musical genres do you know and what role does folk music play in all of them?
2. What is meant by the terms classical or serious music, pop, rock, jazz and contemporary music?
3. Do you think the different musical genres named above are strictly separated or do they overlap in some ways? In what ways? What genre do you prefer?
4. What role does music play in your life? Do you want music just to make you happy or does the music that you prefer vary with your mood? How does it vary?

5. Do you think that at school music should be given the same emphasis as subjects such as maths, literature, etc.?

6. Of which instruments does a symphony/chamber orchestra consist? What are the most popular instruments of pop groups, jazz or rock?

7. Why has the guitar become a very popular instrument in recent years? Do you prefer V. Vysotsky's performances with an entire orchestra or simply with a guitar? Why?

8. What is your favourite instrument? Can you play it? Does it help you to understand music?

9. The human voice is regarded as a most refined instrument the proper use of which requires a great deal of training. How do you feel about this characterization? Who are your favourite singers?

10. Do you like opera? Do you agree with the opinion that operas are hard to follow while musicals are more up-to-date and easier to understand? What other forms have appeared of late?

11. How can you account for the large scale popularity of rock? Is it only an entertainment to young people or does rock music represent their values? What values?

12. Why are some rock fans less interested in the music of the past? Can you think of any similar examples when people attracted by a new style of music forget about the past?

13. What do you know about video clips? How do they affect music?

14. What do you know about the International Tchaikovsky Competitions? How often are they held and on what instruments, do contestants perform? Can you give some names of prize winners or laureates of the Tchaikovsky Competitions? What do you know about their subsequent careers?

IX. GIVE YOUR IMPRESSIONS OF A CONCERT (RECITAL) YOU HAVE RECENTLY ATTENDED. USE THE TOPICAL VOCABULARY. OUTLINE FOR GIVING IMPRESSIONS.

1. Type of event. 2. What orchestra, group performed? 3. Programme. Were the musical pieces well-known, popular, new, avant-guard, etc.? 4. Who was the conductor? 5. Was the event interesting and enjoyable in your opinion? 6. Name the soloists. 7. What did critics say about the event? Do you share their points of view? 8. What impression did the event make on you? Did you take a solemn oath never to attend one again?

X. BRUSH UP AND TRY TO MEMORIZE THE FOLLOWING EXPRESSIONS OF AGREEMENT AND DISAGREEMENT.

Agreeing. Neutral: Yes, I agree. True enough. That's right I can't help thinking the same. Hour true. I couldn't agree more. How right that is. Oh, definitely.

Informal: Well, that's the thing. Well, this is it (isn't it) ? Yes, right. Dead right. Too true. I'd go along with you there. I'm with you there.

Formal: Oh, I agree entirely. I agree absolutely with... My own view/opinion exactly. I'm of exactly the same opinion. I don't think anyone could/would disagree with...

Disagreeing. Neutral: (Oh,) I don't agree... I'm not (at all) sure, actually/in fact. Not really. Oh, I don't know. No, I don't think... I disagree (I'm afraid). That's not right, surely. That's not the way I see it. I can't agree with... I can't help thinking... But isn't it more a matter/question of... ? Do you really think...?

Informal: (Oh) surely not I don't see why. I can't go along with... (Oh,) come off it. Nonsense! Rubbish! No way! You must be joking. You can't mean that!

Formal: I really must take issue with you (there). (I'm afraid) I can't accept... I can't say that I share that/your view. I'm not at all convinced... I see things rather differently myself.

Saying you partly agree. Neutral: I don't entirely agree with... I see your point, but... I see what you mean, but.. To a certain extent, yes, but... There's a lot in what you say, but... Yes, maybe/perhaps, but.. I couldn't agree more, but... That's one way of looking at it, but... Yes, but on the other hand, ... Yes, but we shouldn't forget... Yes, but don't you think... That's all very well, but...

Informal: Could be, but... OK, but... Yes, but... Mm, but... I'd go along with most of that, but...

Formal: Well, while I agree with you on the whole, ... There's some/a lot of truth in what you say. Still/however, ... I agree in principle, but... That may be so, but... Granted, but... Personally, I wouldn't go so far as (to say) that

XI. PAIR WORK. MAKE UP AND ACT OUT A DIALOGUE. USE THE EXPRESSIONS OF AGREEMENT OR DISAGREEMENT.

1. You are at a concert of contemporary music, about which you are not very knowledgeable. Your friend tries to initiate you in it.

2. Your father/mother cannot stand rock music and he/she never listens to it. You try to convince him/her that rock music is important in your life.

3. You are talking on the telephone with your friend who wants you to accompany her to a piano recital. You are reluctant to join her.

4. You are an accomplished jazz musician. But you never participated in jazz sessions. Your friend urges you to be more daring and try your hand at it.

5. Your sister has just come back from the Bolshoi Theatre where she heard Glinka's *Ruslan and Ludmila*. She tries to describe how much she enjoyed the opera, but you, being no great lover of opera music, turn a deaf ear.

6. You are fond of Tchaikovsky's music and always ready to talk about it. Your friend asks you to tell him/her more.

XII. BELOW ARE OPINIONS ON THE DEVELOPMENT OF MUSIC.

a) Spend a few minutes individually thinking of further arguments you will use to back up one of the opinions:

1. The line between serious music and jazz grows less and less clear.
2. A certain amount of so-called avant-garde music in our modern art tries to shock and be original for originality's sake.
3. In any age the advanced of today in music may become the commonplace of tomorrow.
4. Soviet composers have contributed as much as Russian composers to the World of Music.
5. Radio, television, cinema and video bring "new sounds" into our homes.

b) Now discuss the opinions with your partner. One of the students is supposed to play the role of a student who is not knowledgeable in music. The other – to present a student whose hobby is music. Keep interrupting each other with questions. Use the topical vocabulary and the expressions of agreement or disagreement.

XIII. Group work. Split into buzz groups of 3-4 students each. Discuss the following, using the expressions of agreement or disagreement.

1. "Some people prefer only classical music and find contemporary music to be cacophony". "Stop being conservative," say others. "We need something 'far out' to shock the audience". Which side do you agree? Composer A. Ribnikov says: "Ours is an age of great technological progress and accompanying emotional stress, which requires new forms of expression in music". Can his opinion help you formulate your answer?

2. As you know composers sometimes arrange (transcribe) music which is written for one group of instruments and apply it to another. One brilliant transcription is R. Schedrin's approach to G. Bizet *Carmen* in which he uses only string and percussion groups, thus adding to

the music the incomparable colour range and bringing the 19th century music into the present day. What other examples of transcription do you know and what is your opinion of this art?

3. Many modern composers and performers change the sound of live instruments by making technical adjustment (for example “prepared piano”¹) a) What other examples of changing instruments do you know and do you find such change necessary? b) Will musicians have to sell their instruments in order to pay for tuition as engineers?

4. In the opinion of D. Kabalevski there are two kinds of beauty in the world. One is passed on from generation to generation, the other is temporary. The most important thing is to differentiate between them. In order to do this one needs to develop taste which is acquired first of all through the study of established classics. How is your opinion different from that of D. Kabalevski?

XIV. WHEN YOU CRITICIZE YOU NORMALLY TRY TO FIND FAULTS RATHER THAN VIRTUES, BUT IT CERTAINLY DOES NOT EXCLUDE THE EXPRESSIONS OF VIRTUE. READ THE FOLLOWING DIALOGUE WHERE THE CHARACTERS MAKE COMMENTS ABOUT THEMSELVES AND OTHERS. NOTE DOWN THE EXPRESSIONS IN BOLD TYPE. BE READY TO USE THEM IN DIALOGUES IN CLASS.

Liz and Michael on the way home from a jazz concert.

Michael: **Perhaps you might consider me a bit of a fanatic about jazz** ... but that was a fantastic concert, wasn't it?

Liz: **I'm not exactly – how shall I say? I suppose I'm not crazy about jazz**, and the melodies were hard to follow. Could you perhaps help me to understand it better? Michael: **I've tried to help** many people... **I've done my best** to open a jazz club, so I've become quite good at interpreting jazz, **though I had no one to rely on**. Anyway, in the first place there are two elements in jazz. One is the playing of instruments so that they sound like the half-shouted, half-sung blues of Negro folksong. The other is the steady, unchanging 1-2-3-4 beat initiated from the French military marching music the blacks heard in New Orleans where jazz was born around 1900.

Liz: **Well, I'm an easy-going person really unless of course you start discussing jazz. Then I'm a bit vicious**. Basically **I'm receptive to** any music that has harmony and melody. **That's me**. But I didn't even recognize any of the tunes, though I have heard some jazz music before.

Michael: Well, that's riot surprising, since another important feature of jazz is “improvisation” or “making it up as you go along”, therefore tunes can sound different each time you hear them.

Liz: **Well, I think I've kept myself – yes, I've kept myself respectable – that's the word I'd use – respectable and dignified on** my appreciation of jazz. The musicians played with great skill and speed. And when they improvised they played a completely new variation of the basic tune every time.

Michael: Absolutely. That's one of the greatest thrills of a jazz session. Tunes are not the most important feature of jazz. It's not the composer but the performer who makes a good piece of jazz. In fact it's almost impossible to write down much of a jazz in musical notes!

Liz: In that case jazz is rather elitist and separate from other kinds of music, if only the performer knows what's being played. I say, **get rid of** these thugs who call themselves professional musicians – get rid of them.

Michael: Professional or not, you leave the musician out of it for a while/As for jazz, it has influenced many kinds of music, particularly pop which still borrows from jazz its beat, its singing style and its improvisation.

Liz: **You shouldn't be asking me what I think of jazz... But what I think of rock music... this music is a mess.**

Michael: But how do you explain the fact that hundreds and thousands of young people simply go mad over rock music? For example, I listened to Schubert's masses. **I'm not saying that I didn't understand them.** As a matter of fact I enjoyed listening to them. But music like that isn't able to give me anything new, whereas rock music feels a thousand times nearer, more immediate.

Liz: No, Michael, **I'm unable to understand it. And that's probably my main fault, I should say. Then...** Professional musicians are always neatly dressed... But heavy metal rock players! **Well... you'd have to see them to believe it. There is only one hope for it – a special section (department) for rock music at the Composer's Union that will do something about the situation.**

Michael: **So you're the sort of ordinary decent person who wants** to restore the position of classical music.

Liz: Yes and no... But I'll let you have the last word on jazz and I'll stick to my own opinion on rock.

1. Have you ever been to a live jazz concert/rock music concert? What is your impression of them?

2. Do you agree with all that is said in the dialogue? In what statements concerning jazz or rock music do you find the criticism appropriate?

XV. BRUSH UP AND TRY TO MEMORIZE THE FOLLOWING EXPRESSIONS SHOWING CRITICISM AND VIRTUES.

XVI. WHEN CRITICISING SOMEONE, DESCRIBE, DON'T JUDGE. ALWAYS FOCUS ON, AND CONFINE CRITICISM TO OBSERVABLE BEHAVIOUR. FOR INSTANCE, TELLING YOUR PUPIL WHO IS NOT PRACTISING HIS MUSIC "OF LATE YOU'VE BEEN PRACTISING LESS THAN USUAL AND WE NEED YOU IN THE CONCERT" IS MORE LIKELY TO ENCOURAGE PRACTICE THAN SNAPPING "YOU ARE IRRESPONSIBLE AND LAZY. PRACTISE MORE FROM NOW ON".

a) Below are statements about music which express different opinions. Imagine that they are your opinions and change them into subjective arguments. (Use the expressions showing criticism).

1. "There is only one way to come to understand music by learning to play a musical instrument whether an external one like the piano or flute or by training the human voice to become an instrument".

2. "However good recorded music might be, it can never really take the place of a live performance. To be present at an actual performance is half the enjoyment of music".

3. "I find I have to defend jazz to those who say it is low class. As a matter of fact all music has low class origin, since it comes from folk music, which is necessarily earthly. After all Haydn minuets are only a refinement of simple, rustic German dances, and so are Beethoven scherzos. An aria from a Verdi opera can often be traced back to the simplest Neapolitan fisherman".

b) Team up with your partner who will be ready to give critical remarks on the statements given above. Use the cliches expressing criticism.

c) As a group, now decide which event you will all attend together. When giving your criticism try to be honest, but tactful.

XVII. GROUP WORK. DISCUSS THE EFFECT OF ROCK MUSIC ON YOUNG PEOPLE. AFTER A PROPER DISCUSSION EACH GROUP PRESENTS ITS CRITICAL REMARKS. FIRST READ THIS.

There are world-wide complaints about the effect of rock. Psychologists say that listening to rock music results in "escapism" (abandoning social responsibilities). They also add that some rock music (for example certain heavy metal songs) affect young people like drugs. There

are well-known cases of antisocial and amoral behaviour on the part of young “music addicts”. How do you feel about this opinion?

XVIII. MOST OF THE EXPRESSIONS WHICH YOU FOUND IN THE DIALOGUE (EX. XII) ARE USED TO CRITICISE SOMETHING OR SOMEBODY.

Below is a review of the Russian Festival of Music in which a Scottish journalist extolls the virtues of Russian music.

a) Read the text and note down any useful expressions in giving a positive appraisal of music.

b) Discuss the text with your partner.

A Feast of Russian Arts

The strong and impressive Russian theme at this year’s Edinburgh Festival commemorates the 70th anniversary of the Russian Revolution.

The festival opened on August 9 with three giant companies, the Orchestra of the Bolshoi Theatre in Moscow and Leningrad’s Gorky Drama Theatre, and the spectacular young traditional folk music and dance group Siverko, from the arctic city of Arkhangelsk.

Other musicians in the first week included the Bolshoi Sextet, and the final week sees the arrival of the Shostakovich Quartet.

The first of the four programmes by the Orchestra of the Bolshoi Theatre, in an Usher Hall draped with garlands, was a fascinating demonstration of Russian tone quality and Russian interpretation. After the two national anthems the rustling, atmospheric opening movement of the suite from Rimsky-Korsakov’s Invisible City of Kitezh, with some particularly expressive strands of oboe tone, was sufficiently promising to make the thought of even a familiar piece of Tchaikovsky seem exciting.

Nobody, at any rate, could have called the Rimsky familiar. Though it was performed in an arrangement by Maximilian Steinberg, this did not prevent the brazen battle scene, with its ferocious side-drum, from being a sensational display of Russian strength, or the woodwind passages in other movements from being an exquisite display of Russian sweetness.

The account of the symphony was quite remarkable. It was played with thrilling velocity (yet with sufficient breathing-space where Tchaikovsky asked for it), with beautifully characterized woodwind, keenly defined textures and a penchant for highlighting inner parts, especially

if they happened to involve the horns. The conductor, Mark Ermler was more in his element in Tchaikovsky's fifth symphony.

Whether or not one actually liked the horn tune was beside the point. It was authentically Russian, and though, at the start of the slow movement, it sounded like an amplified saxophone, its eloquence was not to be gainsaid. In small details – such as the effect of the cellos and basses doing entirely different things at points in the finale – just as in the symphony's grand design, this was a stunning performance and perhaps, after all, a Festival event.

What one did expect and received was a performance of massive vocal integrity and a grand convincing enunciation of the music by Irina Arkhipova, with a recurring arm movement – hand stretched towards the audience.

In the event, the curtains of the Playhouse Theatre opened to reveal a company that were the epitome of everything we have come to expect from a Russian folk dance group – vast numbers, and endless variety of colourful and beautifully-embroidered costumes, and – most important of all – boundless energy and infectious enthusiasm. The musicians, all extremely accomplished, performed on zither and some remarkable varieties of shawm. It all finished with the entire company lined up in front of the stage singing Auld Lang Syne – a characteristically warmhearted gesture to end a programme that was irresistibly goodnatured, impeccably presented, skilfully performed, entertaining and enjoyable – and which left the audience clamouring insatiably for more.

(From: "The Scotsman," August 11, 1987.)

XIX. GROUP DISCUSSION. DISCUSS THE ROLE OF MUSIC IN RUSSIA. AFTER A PROPER DISCUSSION EACH GROUP PRESENTS BRIEF INFORMATION ON MUSIC LIFE IN RUSSIA. CONSIDER THE FOLLOWING:

1. Russian music of the 18th and 19th centuries.
2. Music of the 30s-40s.
3. Contemporary music.

XX. DO SOME LIBRARY RESEARCH AND WRITE AN ESSAY ON: THE DEVELOPMENT OF MUSIC IN THE MULTINATIONAL COUNTRIES (RUSSIA, THE USA, CANADA).

MASS MEDIA



I. WARM-UP.

1. What images spring to mind when you hear the word 'media'?
2. What is the media?
3. Do you think the media have too much power?
4. Is media coverage of world events today instantaneous and extensive?
5. Should there be any censorship of the media?
6. Do you think the media tries to manipulate people or change their views?
7. Do you trust the media?
8. Does the media care more about truth or profits?
9. Should media outlets be punished for false information?
10. How can the media be helpful to people?
11. How can the media harm people?
12. How important are newspapers? What is their future in the age of the internet?

II. READ PART ONE OF THE TEXT “MASS MEDIA” (BY JENNIFER AKIN).

Definition

“Mass media” is a deceptively simple term encompassing a countless array of institutions and individuals who differ in purpose, scope, method, and cultural context. Mass media include all forms of information communicated to large groups of people, from a handmade sign to an international news network. There is no standard for how large the audience needs to be before communication becomes “mass” communication. There are also no constraints on the type of information being presented. A car advertisement and a UN resolution are both examples of mass media.

Because “media” is such a broad term, it will be helpful in this discussion to focus on a limited definition. In general usage, the term has been taken to refer to only “the group of corporate entities, publishers, journalists, and others who constitute the communications industry and profession”. This definition includes both the entertainment and news industries. Another common term, especially in talking about conflict, is “news media”. News media include only the news industry. It is often used interchangeably with “the press” or the group of people who write and report the news.

The distinction between news and entertainment can at times be fuzzy, but news is technically facts and interpretation of facts, including editorial opinions, expressed by journalism professionals. Which facts are included, how they are reported, how much interpretation is given, and how much space or time is devoted to a news event is determined by journalists and management and will depend on a variety of factors ranging from the editorial judgment of the reporters and editors, to other news events competing for the same time or space, to corporate policies that reflect management’s biases.

Importance

Mass communicated media saturate the industrialized world. The television in the living room, the newspaper on the doorstep, the radio in the car, the computer at work, and the fliers in the mailbox are just a few of the media channels daily delivering advertisements, news, opinion, music, and other forms of mass communication.

Because the media are so prevalent in industrialized countries, they have a powerful impact on how those populations view the world. Nearly all of the news in the United States comes from a major network or newspaper. It is only the most local and personal events that are experienced first-hand. Events in the larger community, the state, the country, and the rest of the world are experienced through the eyes of a journalist.

Not only do the media report the news, they create the news by deciding what to report. The “top story” of the day has to be picked from the millions of things that happened that particular day. After something is deemed newsworthy, there are decisions on how much time or space to give it, whom to interview, what pictures to use, and how to frame it. Often considered by editors, but seldom discussed, is how the biases and interests of management will impact these determinations. All of these decisions add up to the audience’s view of the world, and those who influence the decisions influence the audience.

The media, therefore, have enormous importance to conflict resolution because they are the primary – and frequently only – source of information regarding conflicts. If a situation doesn’t make the news, it simply does not exist for most people. When peaceful options such as negotiation and other collaborative problem – solving techniques are not covered, or their successes are not reported, they become invisible and are not likely to be considered or even understood as possible options in the management of a conflict.

Negatives

The news media thrive on conflict. The lead story for most news programs is typically the most recent and extreme crime or disaster. Conflict attracts viewers, listeners, and readers to the media; the greater the conflict the greater the audience, and large audiences are imperative to the financial success of media outlets. Therefore, it is often in the media’s interest to not only report conflict, but to play it up, making it seem more intense than it really is. Long-term, on-going conflict-resolution processes such as mediation are not dramatic and are often difficult to understand and report, especially since the proceedings are almost always closed to the media. Thus conflict resolution stories are easily pushed aside in favor of the most recent, the most colorful, and the most shocking aspects of a conflict. Groups that understand this dynamic can cater to it in order to gain media attention. Common criteria for terrorist attacks include timing them to coincide with significant dates, targeting elites, choosing sites with easy media access, and aiming for large numbers of casualties. Protesters will hoist their placards and start chanting when the television cameras come into view. It is not unusual for camera crews or reporters to encourage demonstrators into these actions so they can return to their studios with exciting footage. The resulting media coverage can bestow status and even legitimacy on marginal opposition groups, so television coverage naturally becomes one of their planned strategies and top priorities. The “30-second sound bite” has become a familiar phrase in television and radio news and alert public figures strategize to use it to their advantage.

In most parts of the industrialized world, the news has to “sell”, because the handful of giant media conglomerates that control most of the press (media outlets) place a high priority on profitable operations. Their CEOs are under relentless pressure to generate high returns on their shareholders’ investments. Media companies face tight budgets and fierce

competition, which often translate into fewer foreign correspondents, heavy reliance on sensationalism, space and time constraints, and a constant need for new stories. Reporters with pressing deadlines may not have time to find and verify new sources. Instead they tend to rely on government reports, press releases, and a stable of vetted sources, which are usually drawn from “reliable” companies and organizations. Most overseas bureaus have been replaced by “parachute journalism”, where a small news crew spends a few days or less in the latest hotspot. These same media outlets are also dependent upon advertisement revenue, and that dependence can compromise their impartiality. Many newspapers and television stations think twice before reporting a story that might be damaging to their advertisers, and will choose to avoid the story, if possible. According to a survey taken in 2000, “...about one in five (20 percent) of local and 17 percent of national reporters say they have faced criticism or pressure from their bosses after producing or writing a piece that was seen as damaging to their company’s financial interests”. The drive to increase advertising revenue has led many local news shows to measure out world news in seconds to accommodate longer weather and sports reports.

The news that is reported in the West comes from an increasingly concentrated group of corporate- and individually-owned conglomerates. Currently, the majority of all media outlets in the United States and a large share of those internationally are owned by a handful of corporations: Vivendi/Universal, AOL / Time Warner (CNN), The Walt Disney Co. (ABC), News Corporation (FOX), Viacom (CBS), General Electric (NBC) and Bertelsmann. These companies’ holdings include international news outlets, magazines, television, books, music, and movies as well as large commercial subsidiaries that are not part of the media. Many of these companies are the result of recent mergers and acquisitions. The US Federal Communications Commission (FCC) is currently considering revising media-ownership rules that would encourage even further consolidation in the future.

In addition to the control exercised by owners, there are also government controls and self-censorship. The United States, governed by a constitution where the First Amendment guarantees freedom of the press, has arguably one of the most free presses in the world, and is one of the few countries where the right to free speech is expressly written into the constitution. Yet even the US government exerts control over the media, particularly during times of war or crisis. In many other countries around the world, especially emerging nations and dictatorships, governments impose tight restrictions on journalists, including penalties ranging from fines to imprisonment and execution. In these environments, rigorous self-censorship is necessary for survival. In a major survey of 287 US journalists, “about a quarter of those polled have personally avoided pursuing newsworthy stories”.

III. PROVIDE RUSSIAN EQUIVALENTS FOR THE FOLLOWING:

to encompass a countless array of institutions and individuals

to differ in purpose, scope, method, and cultural context

constraints on the type of information being presented

corporate entity

news media

to use interchangeably (with)

to be fuzzy

editorial judgment

bias

to saturate

to have a powerful impact

to experience first-hand

to deem newsworthy

conflict resolution

collaborative problem-solving techniques

to thrive (on smth)

media outlet

to play (smth) up

mediation

to cater (to smth)

footage

to bestow status/legitimacy (on)

sound bite

a stable of vetted sources

advertisement revenue

impartiality

to measure out

subsidiary

arguably one of the most free presses in the world

to exert control (over)

IV. ANSWER THE FOLLOWING QUESTIONS.

1. What does the term “mass media” mean?
2. Who determines which facts are included, how they are reported, how much interpretation is given, and how much space or time is devoted to a news event? What does it depend on?
3. What media channels daily deliver advertisements, news, opinion, music, and other forms of mass communication?
4. Why do mass media have a powerful impact on how people view the world?
5. In what way do the media create the news?
6. Why do the media have enormous importance to conflict resolution?
7. What do news media thrive on? Do they only report conflict?
8. What are the consequences of the necessity to sell the news?
9. Are media outlets dependent upon advertisement revenue?
10. Who are the majority of all media outlets in the United States owned by?
11. Are there also government controls and self-censorship?
12. What can be said about the right to free speech in the USA and other countries?

V. READ PART TWO OF THE TEXT “MASS MEDIA” (BY JENNIFER AKIN).

Positives

Without the media, most people would know little of events beyond their immediate neighborhood. The further one goes outside of one’s circle of friends and family, the more time-consuming and expensive it becomes to get information. Very few, if any, individuals have the resources to stay independently informed of world events. With the news, however, all one has to do is turn on a television or turn to the Internet. Even when it is biased or limited, it is a picture of what is happening around the world.

The more sources one compares, the more accurate the picture that can be put together. In addition to the media conglomerates, there are also a range of independent news outlets, though they have a much smaller audience. Some of these provide an alternative view of events and often strive to publish stories that cannot be found in the mainstream media. Technological advances in many industrialized (primarily Western) countries make it possible to read papers and watch broadcasts from around the globe. While language skills can be a barrier, it is possible to live in the United States and watch Arab-language broadcasts from the Middle East, or to get on the Internet and read scores of Chinese newspapers. Having access to these alternative voices limits the power of monopolies over information.

Another important benefit of a functioning mass news media is that information can be relayed quickly in times of crisis. Tornado and hurricane announcement can give large populations advance warning and allow them to take precautions and move out of harm's way. In a country suffering war, a radio broadcast outlining where the latest fighting is can alert people to areas to avoid. In quieter times, the media can publish other useful announcements, from traffic reports to how to avoid getting HIV. It is a stabilizing and civilizing force.

Along the same lines, the news media allow elected and other officials to communicate with their constituents. Frequently, the delegates at a negotiation will find they understand each other much better over the course of their discussions, but that understanding will not reach the larger populations they represent without a concerted communications effort. If constituents are not aware of these new understandings (and subsequent compromises) during the course of negotiations, they will almost certainly feel cheated when a final agreement falls far short of their expectations. To achieve ratification, delegates must justify the agreement by discussing it with and explaining it to their constituents throughout the entire process and the media is often used for this purpose.

“CNN Effect”

A recent media phenomenon dubbed the “CNN effect” occurs when powerful news media (i.e. CNN) seem to be creating the news by reporting it. It has been argued that CNN, with its vast international reach, sets the agenda by deciding which items are newsworthy and require the attention of government leaders. Traditionally, agenda-setting has been seen as the prerogative of government. It is also argued that emotionally-charged footage of people suffering, such as mass starvation, bombed-out markets, and burning houses, arouse the public to demand immediate action. This gives leaders little time to think through an appropriate response and can force them to take valuable resources from more urgent, less photogenic issues.

This use of sensational imagery is cited as being responsible for the United States' ill-fated involvement in Somalia: “In the words of one US congressman, “Pictures of starving children, not policy objectives, got us into Somalia in 1992. Pictures of U.S. casualties, not the completion of our objectives, led us to exit Somalia”. On the other hand, failure of the media to fully report on the genocide that claimed an estimated 800,000 lives in Rwanda during a 100-day period in 1994, made it easy for Western governments to ignore the crisis that they preferred not to acknowledge until long after it ended.

The CNN effect also brings up issues of accuracy. The New York Times, with its vast resources, has long been known as “the newspaper of record”; once something is reported by this leading news outlet it is accepted as fact (unverified) and carried by other outlets, even when errors creep into the Times' account.

Some observers argue that the CNN effect is overrated, if not complete myth. Warren Strobel and Susan Carruthers, for example, argue that the US government has not been forced into doing anything; rather, it used reaction over media stories to introduce policies that it already desired. Strobel also argues that any action a politician undertakes as a result of this pressure will be merely a “minimalist response” – a limited action that suggests a greater response than has taken place.

Theories of Journalism

Any discussion of media and conflict eventually leads to the purpose and responsibilities of journalists. A Western audience expects objectivity of its news reporters. While most citizens take this for granted, objective reporting has not been the historical norm. The concept of objectivity itself has often been the focus of debate. As Susan Carruthers states, “... news can never be value-free, from nobody’s point of view”. It is a sentiment voiced by numerous journalism professionals and teachers.

Deciding what the news is requires a value judgment. In the Western news media there is a consensus that news is something unusual which departs from everyday life and is quantifiable. For example, the outbreak of war is news, but any fighting thereafter might not be. As the war continues, its newsworthiness depends on whether the news agency’s home troops are involved, whether the troops of close allies are involved, how many casualties are reported, how photogenic the victims are, whether reporters have access to the fighting and information about it, and what other stories occur at the same time. Western news consists of events, not processes. This bias can result in news reports where events seem to have no context.

In response to the drawbacks of “objective” journalism”, some journalists have begun advocating for alternative models, such as “peace journalism” and “public journalism”. Peace journalism advocates the belief that journalists should use the power of the media to help resolve conflict rather than report it from a distance. Its detractors argue that “once a journalist has set himself the goal of stopping or influencing wars, it is a short step to accepting that any means to achieve that end are justified. ... There can be no greater betrayal of journalistic standards”. Public journalism seeks to explore issues affecting a community and stay with those issues long enough to give the community enough information to understand the conflict and get involved. This, however, often requires a long-term commitment by the journalist and news media to follow a story over the course of the conflict. If the story is of continuing high importance to the readers – such as a war that involves local troops, such coverage is common. If the story is not deemed continuously “newsworthy”, however, it takes a committed journalist to continue to write about it.

VI. PROVIDE RUSSIAN EQUIVALENTS FOR THE FOLLOWING:

beyond immediate neighborhood
time-consuming
strive to publish stories that cannot be found in the mainstream media
benefit
to alert people to areas to avoid
HIV
constituents
a concerted communications effort
to fall short of expectations
dubbed
to set the agenda
a bombed-out market
to take valuable resources from more urgent, less photogenic issues
sensational imagery
ill-fated involvement in Somalia
policy objectives
casualties
completion of objectives
genocide
to claim
to acknowledge
to bring up issues of accuracy
errors creep into the Times' account
to overrate
to introduce policies
take for granted
be value-free from nobody's point of view
something unusual which departs from everyday life and is quantifiable
allies
to advocate for alternative models
to resolve conflict
detractors
a long-term commitment

VII. ANSWER THE FOLLOWING QUESTIONS.

1. What is the role of mass media?
2. Comment on the following “The more sources one compares, the more accurate the picture that can be put together”.
3. What is another important benefit of a functioning mass news media?
4. What is the essence of the “CNN effect”?
5. Is agenda-setting the prerogative of government?
6. What can be said about the United States’ ill-fated involvement in Somalia?
7. How accurate are news outlets?
8. What does Western audience expect of its news reporters?
9. What are alternative models to ‘objective journalism’?

VIII. READ PART THREE OF THE TEXT “MASS MEDIA”(BY JENNIFER AKIN).

Mind Control Theories and Techniques used by Mass Media

Mass media is the most powerful tool used by the ruling class to manipulate the masses. It shapes and molds opinions and attitudes and defines what is normal and acceptable. This article looks at the workings of mass media through the theories of its major thinkers, its power structure and the techniques it uses, in order to understand its true role in society.

Most of the articles on this site discuss occult symbolism found in objects of popular culture. From these articles arise many legitimate questions relating to the purpose of those symbols and the motivations of those who place them there, but it is impossible for me to provide satisfactory answers to these questions without mentioning many other concepts and facts. I’ve therefore decided to write this article to supply the theoretical and methodological background of the analyzes presented on this site as well as introducing the main scholars of the field of mass communications. Some people read my articles and think I’m saying “Lady Gaga wants to control our minds”. That is not the case. She is simply a small part of the huge system that is the mass media.

Programming Through Mass Media

Mass media are media forms designed to reach the largest audience possible. They include television, movies, radio, newspapers, magazines, books, records, video games and the internet. Many studies have been conducted in the past century to measure the effects of mass media on the population in order to discover the best techniques to influence it. From those

studies emerged the science of Communications, which is used in marketing, public relations and politics. Mass communication is a necessary tool to insure the functionality of a large democracy; it is also a necessary tool for a dictatorship. It all depends on its usage.

In the 1958 preface for *A Brave New World*, Aldous Huxley paints a rather grim portrait of society. He believes it is controlled by an 'impersonal force', a ruling elite, which manipulates the population using various methods.

"Impersonal forces over which we have almost no control seem to be pushing us all in the direction of the Brave New Worldian nightmare; and this impersonal pushing is being consciously accelerated by representatives of commercial and political organizations who have developed a number of new techniques for manipulating, in the interest of some minority, the thoughts and feelings of the masses" (Aldous Huxley, Preface to *A Brave New World*).

His bleak outlook is not a simple hypothesis or a paranoid delusion. It is a documented fact, present in the world's most important studies on mass media.

The Standardization of Human Thought

The merger of media companies in the last decades generated a small oligarchy of media conglomerates. The TV shows we follow, the music we listen to, the movies we watch and the newspapers we read are all produced by FIVE corporations. The owners of those conglomerates have close ties with the world's elite and, in many ways, they ARE the elite. By owning all of the possible outlets having the potential to reach the masses, these conglomerates have the power to create in the minds of the people a single and cohesive world view, engendering a 'standardization of human thought'.

Even movements or styles that are considered marginal are, in fact, extensions of mainstream thinking. Mass medias produce their own rebels who definitely look the part but are still part of the establishment and do not question any of it. Artists, creations and ideas that do not fit the mainstream way of thinking are mercilessly rejected and forgotten by the conglomerates, which in turn makes them virtually disappear from society itself. However, ideas that are deemed to be valid and desirable to be accepted by society are skillfully marketed to the masses in order to make them become self-evident norm.

In 1928, Edward Bernays already saw the immense potential of motion pictures to standardize thought: "The American motion picture is the greatest unconscious carrier of propaganda in the world today. It is a great distributor for ideas and opinions. The motion picture can standardize the ideas and habits of a nation. Because pictures are made to meet market demands, they reflect, emphasize and even exaggerate broad popular tendencies, rather than stimulate new ideas and opinions. The motion picture avails itself only of ideas and facts which are in vogue. As the newspaper seeks to purvey news, it seeks to purvey entertainment" (Edward Bernays, *Propaganda*).

These facts were flagged as dangers to human freedom in the 1930s by thinkers of the school of Frankfurt such as Theodor Adorno and Herbert Marcuse. They identified three main problems with the cultural industry. The industry can:

1. reduce human beings to the state of mass by hindering the development of emancipated individuals, who are capable of making rational decisions;
2. replace the legitimate drive for autonomy and self-awareness by the safe laziness of conformism and passivity; and
3. validate the idea that men actually seek to escape the absurd and cruel world in which they live by losing themselves in a hypnotic state self-satisfaction.

The notion of escapism is even more relevant today with advent of online video games, 3D movies and home theaters. The masses, constantly seeking state-of-the-art entertainment, will resort to high-budget products that can only be produced by the biggest media corporations of the world. These products contain carefully calculated messages and symbols which are nothing more and nothing less than entertaining propaganda. The public have been trained to LOVE its propaganda to the extent that it spends its hard-earned money to be exposed to it. Propaganda (used in both political, cultural and commercial sense) is no longer the coercive or authoritative communication form found in dictatorships: it has become the synonym of entertainment and pleasure.

“In regard to propaganda the early advocates of universal literacy and a free press envisaged only two possibilities: the propaganda might be true, or it might be false. They did not foresee what in fact has happened, above all in our Western capitalist democracies – the development of a vast mass communications industry, concerned in the main neither with the true nor the false, but with the unreal, the more or less totally irrelevant. In a word, they failed to take into account man’s almost infinite appetite for distractions” (Aldous Huxley, Preface to *A Brave New World*).

A single piece of media often does not have a lasting effect on the human psyche. Mass media, however, by its omnipresent nature, creates a living environment we evolve in on a daily basis. It defines the norm and excludes the undesirable. The same way carriage horses wear blinders so they can only see what is right in front of them, the masses can only see where they are supposed to go.

“It is the emergence of mass media which makes possible the use of propaganda techniques on a societal scale. The orchestration of press, radio and television to create a continuous, lasting and total environment renders the influence of propaganda virtually unnoticed precisely because it creates a constant environment. Mass media provides the essential link between the individual and the demands of the technological society” (Jacques Ellul).

One of the reasons mass media successfully influences society is due to the extensive amount of research on cognitive sciences and human nature that has been applied to it.

Manipulation Techniques

“Publicity is the deliberate attempt to manage the public’s perception of a subject. The subjects of publicity include people (for example, politicians and performing artists), goods and services, organizations of all kinds, and works of art or entertainment”.

The drive to sell products and ideas to the masses has led to an unprecedented amount of research on human behavior and on the human psyche. Cognitive sciences, psychology, sociology, semiotics, linguistics and other related fields were and still are extensively researched through well-funded studies.

“No group of sociologists can approximate the ad teams in the gathering and processing of exploitable social data. The ad teams have billions to spend annually on research and testing of reactions, and their products are magnificent accumulations of material about the shared experience and feelings of the entire community” (Marshal McLuhan, *The Extensions of Man*).

The results of those studies are applied to advertisements, movies, music videos and other media in order to make them as influential as possible. The art of marketing is highly calculated and scientific because it must reach both the individual and the collective consciousness. In high-budget cultural products, a video is never “just a video”. Images, symbols and meanings are strategically placed in order to generate a desired effect.

“It is with knowledge of the human being, his tendencies, his desires, his needs, his psychic mechanisms, his automatisms as well as knowledge of social psychology and analytical psychology that propaganda refines its techniques” (*Propagandes*, Jacques Ellul).

Today’s propaganda almost never uses rational or logical arguments. It directly taps into a human’s most primal needs and instincts in order to generate an emotional and irrational response. If we always thought rationally, we probably wouldn’t buy 50% of what we own. Babies and children are constantly found in advertisements targeting women for a specific reason: studies have shown that images of children trigger in women an instinctual need to nurture, to care and to protect, ultimately leading to a sympathetic bias towards the advertisement.

IX. PROVIDE RUSSIAN EQUIVALENTS FOR THE FOLLOWING:

mind control theory
to shape and mold opinions and attitudes
workings of mass media
major thinkers
occult symbolism
public relations
a grim portrait of society
an impersonal force

bleak outlook
a paranoid delusion
to look the part
to be mercilessly rejected
to be deemed to be valid and to be accepted by society
to be marketed (to)
to avail (of smth.)
to purvey
to be flagged as dangers
state-of-the-art entertainment
coercive (authoritative) form
universal literacy
to envisage possibilities
in the main
irrelevant
omnipresent nature
cognitive sciences
publicity
to approximate
to tap (into)
to trigger
to nurture

X. ANSWER THE FOLLOWING QUESTIONS.

1. What kind of tool is mass media?
2. In what way does the article look at the workings of mass media?
3. How are mass media designed to reach the largest audience possible?
4. What can mass communications insure?
5. What is the society controlled by, judging by Aldous Huxley?
6. What are the results of the merger of media companies in the last decades?
7. Do mass medias produce their own rebels and in what way do they differ from the mainstream representatives?
8. How can you explain the potential of motion pictures to standardize thought?
9. What are the three main problems with the cultural industry?
10. Why is the notion of escapism even more relevant today?
11. Is propaganda a coercive or authoritative communication form found in dictatorships?

12. Is mass communications industry concerned in the main with the true or the false?
13. Why does the emergence of mass media make possible the use of propaganda techniques on a societal scale?
14. How can you explain that one of the reasons mass media successfully influences society is due to the extensive amount of research on cognitive sciences and human nature that has been applied to it?
15. What does today's propaganda use instead of rational or logical arguments?

XI. TRANSLATE THE FOLLOWING SENTENCES FROM RUSSIAN INTO ENGLISH.

1. СМИ включают все виды информации, сообщаемой большим группам людей.
2. Не существует стандарта, касающегося количества получателей информации, с которого коммуникация становится массовой.
3. Также нет ограничений типа передаваемой информации.
4. Медиа – это широкий термин, обозначающий корпоративные структуры, издателей, журналистов и пр., составляющих индустрию коммуникации.
5. Термин «новостные медиа» часто употребляется как синоним слова «пресса» в значении «группа людей, пишущих и сообщающих новости».
6. Новости – это факты и их интерпретация, включая и мнение редакции, выражаемые профессиональными журналистами.
7. Какие факты включать, как их сообщать и сколько времени и места им уделять, определяют журналисты и редакционное руководство.
8. Телевидение, газеты, радио, компьютер – это некоторые из медиаканалов, распространяющих новости, мнения, музыку и другие формы массовой коммуникации.
9. СМИ имеют огромное влияние на то, как люди воспринимают мир.
10. Люди узнают из первых уст только о событиях, происходящих в непосредственной близости от них. О событиях иного масштаба сообщают журналисты.
11. СМИ не только сообщают новости, но и создают их, определяя, что сообщать из всех событий, произошедших в конкретный день.
12. СМИ имеют огромное значение в урегулировании конфликтов, потому что они являются первичным, а то и единственным источником информации, касающейся конфликта.
13. В индустриальном мире новости необходимо «продать», т.к. кучка медиагигантов, контролирующая большинство новостных агентств, придает большое внимание операциям, приносящим выгоду.
14. Новостные агентства зависят и от доходов от рекламы, что влияет на их «беспристрастность».

15. Многие газеты и телестудии тщательно взвешивают все «за» и «против», прежде чем сообщить новость, которая может нанести вред их рекламодателям.

16. В дополнение к контролю владельцев СМИ существует правительственный контроль и самоцензура.

17. В США, пожалуй, самая свободная пресса в мире. Но даже в этой стране правительство осуществляет контроль над СМИ во времена войн и кризисов.

18. Во многих других странах мира, особенно развивающихся, правительства вводят строгие ограничения на работу журналистов и даже наказания, включая не только штрафы, но и тюремное заключение.

19. Чем больше источников информации ты сравниваешь, тем точнее можешь представить картину происходящего. Некоторые агентства представляют альтернативную точку зрения на события и стремятся публиковать репортажи о событиях, не освещаемых ключевыми агентствами.

20. Еще одно преимущество СМИ состоит в том, что во времена кризиса информация может быть передана быстро.

21. Мощные новостные агентства устанавливают повестку дня, решая, какие события достойны освещения и внимания правительства. В этой связи большое значение имеет точность сообщаемой информации. Проблема состоит в том, что, если сообщение исходит от ведущего агентства, событие воспринимается как факт даже без подтверждения, хотя в сообщении может вкрасться ошибка.

22. Большинство граждан считают объективность информации, сообщаемой СМИ, очевидным фактом.

23. СМИ – мощнейший инструмент манипуляции массами. СМИ формируют мнения и отношения к событиям и определяют, что приемлемо и нормально.

24. СМИ – необходимый инструмент обеспечения функционирования как демократии, так и диктатуры.

XII. READ THE TEXT “MASS MEDIA: A DOUBLE-EDGED WEAPON”.

We live in a world crowded with people who are more connected, than ever before, thanks to the mass media, including TV, the internet, radio and newspapers. These tools play a very significant role in our modern life. In fact, they have changed our life tremendously. It goes without saying that mass media have a great influence on shaping people’s ideas to the better or to the worse. That’s the main reason why they are also called “the fourth power”.

First, no one can deny that the mass media have a great contribution to shaping our ways of thinking. What we watch on TV, listen to on the radio, what we read in newspapers and magazines affect, without our awareness, our thinking. Does what Donald Trump or

Bill Gates say on TV mean anything to you? Does what your music idols wear affect your taste of fashion? I definitely believe the answer will be “yes” for most of us. When choosing what to wear, most of us have a tendency to choose what is said or shown to be fashionable by famous people.

Second, the mass media have become one of the main instruments of political change. For example, the two most famous TV channels in the Arab world, namely Al-Jazeera and Al-Arabiya have contributed to a great extent to the success of what is now called “the Arab spring”. But there are two big questions here to raise. The first question is: ‘How far are news channels trustworthy and objective in the way they bring us the news?’. The second is: “Since any news channel claims that it is the one which owns the truth or the full picture of the events, which one can we trust most?”

In conclusion, we have absolutely no control over the media. However we do have the final word to decide which path to choose (which TV programme to watch, which radio station to listen to, which newspaper to read and which website to visit). We shouldn’t be so stupid and naïve to accept whatever displayed on the screen or written in the newspaper. Mass media have no power to influence the way of life we are convinced in and the cultural heritage we are proud of unless we are careless about our identity. Mass media is just a tool that can be used positively or negatively but it is our responsibility to choose for ourselves, in terms of our principles and convictions, the safe, right and useful direction to follow.

XIII. PROVIDE RUSSIAN EQUIVALENTS FOR THE FOLLOWING:

a double-edged weapon

it goes without saying

to the better or to the worse

a great contribution (to)

without our awareness

one of the main instruments of political change

there are two big questions here to raise

to be trustworthy and objective

to have the final word to decide

to accept whatever displayed on the screen or written in the newspaper

to be careless about identity

in terms of principles and convictions

XIV. ARE THESE STATEMENTS TRUE OR FALSE?

1. Mass media are not at all capable of shaping the way we think.
2. Mass media are considered as a tool for making a social change.
3. We are doomed to be affected by anything coming from media.

XV. ANSWER THE QUESTIONS ON THE TEXT.

1. Why do we call mass media “the fourth power”?
2. How do mass media influence our way of thinking?
3. Can we control the media?
4. What are advantages and disadvantages of mass media?

XVI. ANSWER THE FOLLOWING GENERAL QUESTIONS ABOUT MASS MEDIA.

1. What do you think about countries that ban or restrict the media?
2. Do you always believe the media?
3. Should the media show violence? Why or why not?
4. Would you like to work for the media?
5. Where do you usually get the news from? Why do you choose that medium?
6. What applications do you use to read news?
7. Do you think that news channels control how people think and view the world?
8. Do you regularly read any magazines? Newspapers? What kinds of topics do they cover?
9. What is the most important medium for people in your country? What about people your age?
10. What can be done to make the media better quality?

XVII. READ THE TEXT “MEDIA AND THE INTERNET”.

In the mid-1990s some observers saw the internet as a liberating cyberspace that would promote a sense of community among its users. For example, in 1997, one computer scientist at the Massachusetts Institute of Technology wrote of the possibility of computer aided peace. In both cases, a kind of magical thinking about the benign powers of technology overwhelmed more balanced perspectives about the consequences of a dramatic technological innovation.

As we will see later in this section, early utopian visions of the internet and its potential for doing good have given way to increasingly dystopian views of the internet and its effects.

This pessimism includes doubts about mass communications as a potential vehicle of mutual understanding across national and cultural borders. It is not surprising that disillusion about the peace promoting powers of the cyber sphere appeared after the destruction of the World Trade Towers by terrorists in September of 2001. The dramatic appearance of an apparently implacable hostility between Christian and Muslim worlds portended a clash of civilizations against which mass media alone could not possibly prevail. George Packer wrote in 2002 that the utopian community promised by the boosters of globalization had failed to appear. That, as he put it, togetherness has not created the human bonds that were promised. In some ways, global satellite TV and internet access have actually made the world a less understanding, a less tolerant place. What the media provide, he says, is superficial familiarity, images without context, indignation without remedy. The problem isn't just the content of the media, but the fact that while images become international, people's lives remain parochial in the Arab world and everywhere else including here. In Packer's view, mass media contact between politically or culturally estranged populations appeared to be doing more harm than good.

The American journalist Thomas Friedman, who has written extensively on globalization, expressed a similar viewpoint on the limited value of media contact in 2002. Friedman argued that technological connectivity could accomplish nothing of value in the absence of social, political, and cultural connections that created some real understanding across these boundaries. And he too detected a kind of magical thinking about technological innovations. Because, he says, the internet has an aura of technology surrounding it, the uneducated believe information from it even more. They don't realize that the internet at its ugliest is just an open sewer, an electronic conduit of untreated, unfiltered information.

What America exports to poor countries through the ubiquitous media- pictures of glittering abundance and national self-absorption-enrages, those whom it doesn't depress. In Sierra Leone, a teenage rebel in a disarmament camp tried to explain to me why he had joined one of the modern world's most brutal insurgencies: "I see on television you have motorbikes, cars. I see some of your kids on TV, they have bikes for themselves, but we in Sierra Leone have nothing". Unable to possess what he saw in images beamed from halfway around the world, the teenager picked up an automatic rifle and turned his anger on his countrymen. The fantasies of such boy fighters were stoked with Rambo movies. To most of the world, America looks like a cross between a heavily armed action hero and a Lexus ad.

Looking back over the two decades that have passed since the world wide web went online in 1991, it is clear that what George Packer called the utopian community promised by the boosters of globalization was wishful thinking. There was no good reason to believe that the human condition in its entirety complete with racial hatreds and criminal ambitions would not be uploaded to the cybersphere. But we should also recognize that it is not just technology that inspires magical thinking.

XVIII. DISCUSS IN GROUPS THE QUESTIONS:

1. Has the Internet created a sense of world community?
2. Does the “global village”, created by the Internet, actually resemble a real one?
3. What examples of implacable hostility caused by the Internet can you think about?
4. As you see the Internet is difficult to regulate. But what are the ways it can be controlled? And how is it working?
5. In what way is the Internet making the world smaller by bringing people together?
6. What are the advantages and disadvantages of people getting the news from the internet?

XIX. READ THE TEXT “PODCAST”.

“Podcast” is a portmanteau, a combination of “iPod” and “broadcast”. Some sources have suggested the backronym “portable on demand” for POD to avoid the loose reference to the iPod.

A podcast is an episodic series of digital audio files that a user can download to a personal device for easy listening. Streaming applications and podcasting services provide a convenient and integrated way to manage a personal consumption queue across many podcast sources and playback devices.

A podcast series usually features one or more recurring hosts engaged in a discussion about a particular topic or current event. Discussion and content within a podcast can range from carefully scripted to completely improvised. Podcasts combine elaborate and artistic sound production with thematic concerns ranging from scientific research to slice-of-life journalism. Many podcast series provide an associated website with links and show notes, guest biographies, transcripts, additional resources, commentary, and even a community forum dedicated to discussing the show’s content.

The cost to the consumer is low, with many podcasts free to download. Some are sponsored by corporations with the inclusion of commercial advertisements. In other cases, a podcast could be a business venture supported by some combination of a paid subscription model, advertising or product delivered after sale. Because podcast content is often free, podcasting is often classified as a disruptive medium (creates a new market), adverse to the maintenance of traditional revenue models (a framework for generating financial income).

An enhanced podcast (a slidecast) is a type of podcast that combines audio with a slide show presentation. It is similar to a video podcast in that it combines dynamically-generated

imagery with audio synchronization, but it is different in that it uses presentation software to create the imagery and the sequence of display separately from the time of the original audio podcast recording.

A fiction podcast (also referred to as a “scripted podcast” or “narrative podcast”) is similar to a radio drama, but in podcast form. They deliver a fictional story, usually told over multiple episodes and seasons, using multiple voice actors, dialogue, sound effects, and music to enrich the story.

A podcast novel (also known as a “serialized audiobook” or “podcast audiobook”) is a literary form that combines the concepts of a podcast and an audiobook. Like a traditional novel, a podcast novel is a work of literary fiction; however, it is recorded into episodes that are delivered online over a period of time.

A video podcast or vodcast is a podcast that contains video content. Web television series are often distributed as video podcasts.

XX. ANSWER THE FOLLOWING QUESTIONS.

1. What’s a podcast?
2. Do you listen to podcasts?
3. Do you have any favorite podcast show?
4. Do you prefer podcasts over radio shows?
5. Do you think that radio shows are slowly dying?
6. What are your favorite podcast applications?

XXI. TRANSLATE THE TEXT FROM RUSSIAN INTO ENGLISH.

СМИ

СМИ – это социальные институты, занятые сбором, обработкой, анализом и распространением информации в массовом масштабе. С точки зрения политологии, средства массовой информации – это еще и способ политической пропаганды, агитации и политической манипуляции.

Первые СМИ появились еще в древности, когда глашатай выходил на центральную площадь оглашать новый королевский указ и сообщать о последних событиях королевства. С развитием современных технологий развились и средства массовой информации. У классической прессы (газет, журналов и другой периодики) появились конкуренты: радио, телевидение, а затем и интернет.

К видам средств массовой информации относятся: пресса (газеты, журналы); книжные издательства; информационные агентства; радиовещание; телевидение; кино-, видео-,

звукозапись; интернет. С точки зрения некоторых исследователей, развитие отдельных социальных сетей (ВКонтакте, Facebook, Одноклассники, Twitter) позволяет добавить их как еще один отдельный вид СМИ.

Суть средств массовой информации заключается в том, что их информация предназначена не для одного человека, а для всего общества.

Принято различать следующие функции средств массовой информации.

1. Информационная функция – сбор и передача населению каких-либо сведений, касающихся любой из сфер общественной жизни (экономической, социальной, политической, духовной).

2. Функция формирования общественного мнения к различным явлениям из любой сферы общества.

3. Образовательная функция – донесение знаний, расширение познавательных способностей человека.

4. Управленческая функция – средство мобилизации масс для решения конкретных социальных, экономических, политических задач.

5. Функция политического маркетинга - представляет из себя «продажу» политического товара (политических идей, политических программ кандидатов на выборах и т.д.

Долгое время сказанное по радио или увиденное по телевидению воспринималось как истина, не требующая доказательств. Политики пользовались этим в пропаганде и политической агитации, а бизнесмены – в рекламе своего продукта.

В эпоху развития научных технологий (особенно интернета), когда люди имеют возможность всесторонне изучать информацию, получать ее из разных источников с разными точками зрения, такое влияние пропаганды, агитации и рекламы должно бы снизиться, но это не так. Многие люди не хотят искать информацию, другие не знают, что существуют альтернативные точки зрения, а некоторые осознанно идут на поводу рекламы или пропаганды. Пропагандистский уклон имеют и российские, и западные СМИ, но и те, и другие редко скатываются в откровенную ложь.

Развитие отношений общества, СМИ и власти продолжается, и, к чему оно приведет, неизвестно. Пока можно только согласиться с Оноре де Бальзаком, что средства массовой информации – это «четвертая власть» государства после законодательной, исполнительной и судебной.

XXII. SPEAK ON THE TOPIC “MASS MEDIA”.

FAMILY RELATIONS



I. WARM-UP.

Some proverbs advocate love and romance as the prelude to marriage, others advise when getting married to be most prudent. What do the proverbs mean? Which of the proverbs below appeal to you? Why?

1. He that marries for wealth, sells his liberty.
2. "Sweet-heart" and "honey-bird" keeps no house.
3. In wiving and thriving a man should take counsel of all the world.
4. Marry first, and love will follow.
5. Like blood, like good and like age make the happiest marriage.

II. READ THE TEXT “WHAT’S WRONG WITH MARRYING FOR LOVE”.

Falling in love is the expected and proper prelude to marriage. As presently interpreted, this means that you marry for love and that you work at it after marriage. A successful marriage is the final realization of a romantic attraction.

A good marriage is one that contributes freely and fully to personality development; a poor marriage is one that hinders it. Getting married is primarily a romantic adventure with an emphasis upon individual rights and freedom from parental control, rather than a carefully reasoned choice involving a prudent weighing of other factors important for a lifelong union. Passionate attachment and anticipated happiness outweigh such considerations as companionship, cultural similarities and common social experience. We proudly announce that we no longer marry for convenience, to promote a career or to please our families but to establish a personally desirable relationship that is voluntary, rests on personal choice, and aims at individual happiness and personality development.

Romance is beautiful. Wonderful. But as the primary basis for selection of matrimonial mates? On which to build a lifelong union? Many things must be considered. This is the verdict of other centuries. Young people need the counsel of their elders.

Parents do know something about the nature and needs of their own children. They can judge their mates through the eyes of their greater age and experience. And they do seek the happiness of their children.

Does modern research throw any light on the validity of romance as a basis for mate selection? What are the findings of recent studies of marital problems? Romance according to some researchers is a process of fantasy formation, usually adolescent when one idealizes another person, ignoring the faults and magnifying the virtues of the loved one. (After marriage there is usually an emotional return to reality.) Other students of the problem see it as a striving for emotional security, so lacking in casual relations of our everyday life.

Whatever the facts may be in each of these interpretations, it should be noted that all see romantic love as some form of compensating emotion, personally satisfying, idealizing someone else but unrelated to reality.

Studies of marital failure and success show quite clearly that the longer the period of acquaintance before marriage, the greater the chances of marital success.

Perhaps most essential is the importance of similarity of social background for marital success. This means that like should marry like. “Marriage,” writes a well-known family sociologist, “involves living with a person, not merely loving him”. It is this prosaic fact that places romantic love in its proper proportions as a basis for marriage. Romance must be termed the prelude to the more sober and realistic consideration of a mate, but romance alone is not enough (*From Charm*).

III. SUPPLY THE APPROPRIATE ENGLISH EQUIVALENTS FOR THE FOLLOWING RUSSIAN WORDS AND WORD-COMBINATIONS:

влюбиться / влюбляться
жениться / выйти замуж по любви / по расчету
успешный брак
неудачный брак
способствовать чему-либо
препятствовать чему-либо
права личности и свобода от контроля родителей
тщательно обдуманный выбор
расчетливое взвешивание
пожизненный союз
страстная привязанность
ожидаемое (предвкушаемое) счастье
дружеские отношения
социальное происхождение
делать карьеру/продвигаться по службе
устанавливать отношения
добровольный
основываться на собственном выборе
совет старших
оценивать кого-либо с высоты собственного возраста и опыта
искать счастье
проливать свет на что-либо
не обращать внимания на недостатки и преувеличивать достоинства
не имеющий отношения к действительности

IV. SCANNING. GLANCE AT THE TEXT FOR INFORMATION, THEN EYES UP, GIVE A RESPONSE.

1. How does marriage influence a personality?
2. Is marriage to be regarded as a carefully reasoned choice of a matrimonial mate? Do people marry to promote their careers nowadays? What does marriage rest on today?
3. How can a poor marriage hinder personality development?

4. Why does the narrator think that young people need their parents' counsel to select their matrimonial mate?
5. What are the findings of modern research of romance and marital problems? Which conclusions of modern researchers would you like to join? Can a sociological research into matrimonial problems be efficient?
6. Do people live in a fool's paradise after marriage?
7. Is romantic love based on reality?
8. What is romantic love as the author himself sees it?
9. Which is more reliable according to the studies of marital problems: marriages based on romantic attraction or on similarity of social background?
10. What does the author mean by 'the proper prelude to marriage'?

V. COMPLETE THE SENTENCES USING SUITABLE WORDS AND EXPRESSIONS FROM THE TEXT.

1. A successful marriage is the final realization of ...
2. A successful marriage contributes freely and fully to ...
3. A successful marriage is a romantic adventure with an emphasis on ...
4. A successful marriage involves a prudent weighing of ...
5. A successful marriage is built upon more comradely ...
6. The longer the period of acquaintance before marriage the greater ...
7. Marriages based on romantic attraction do not turn out as well as ...
8. Romance must be termed the prelude to ...
9. Romance is a process of ...
10. Romance is a striving for ...
11. Passionate attachment and anticipated happiness outweigh such considerations as ...
12. We marry to establish a personally desirable ...
13. Marriage is aimed at ...

VI. SAY WHAT CAN SECURE A HAPPY MARRIAGE:

- matchmaking;
 - a long period of acquaintance before marriage;
 - passionate attachment, romantic attraction;
 - parental advice in choosing a matrimonial mate;
 - computerized choice of a marital mate;
 - common social background and cultural similarities.
- Do you have any other ideas?

VII. COMMENT ON THE ADVICE THE FOLLOWING PROVERBS AND SAYINGS GIVE TO THOSE WHO ARE CHOOSING THEIR SPOUSE:

1. Keep your eyes wide open before marriage, and half shut afterwards.
2. Take a vine of a good soil, and the daughter of a good mother.
3. Choose wife by your ear rather than by your eye.
4. It's better to marry a shrew than a sheep.
5. An ugly wife and a lean piece of ground protect the house.
6. Chumps always make the best husbands. All the unhappy marriages come from the husbands having brains.

VIII. READ THE TEXT "ON MARRIAGE".

Marriage is different from love. It is a good institution but I must add that a lot depends on the person you are married to.

There is no such thing as a good wife and a good husband – there is only a good wife to Mr. A. or a good husband to Mrs. B.

If a credulous and gullible woman marries a pathological liar, they may live together happily to the end of their days – one telling lies, the other believing them.

A man who cannot live without constant admiration should marry a "God, you are wonderful" type of woman. If he is unable to make up his mind, he is right in wedding a dictator. One dictator may prosper in a marriage: two are too many.

The way to matrimonial happiness is barred to no one. It is all a matter of choice. One should not look for perfection, one should look for the complementary half of a very imperfect other half.

If someone buys a refrigerator, it never occurs to him that it is a bad refrigerator because he cannot play gramophone records on it; nor does he blame his hat for not being suitable for use as a flower – vase. But many people who are very fond of their stomach marry their cook or a cook – and then blame her for being less radiantly intelligent and witty than George Sand. Or a man may be anxious to show off his wife's beauty and elegance, marry a mannequin and be surprised to discover in six months that she has no balanced views on the international situation. Another marries a girl only and exclusively because she is seventeen and is much surprised fifteen years later to find that she is not seventeen any more. Or again if you marry a female book-worm who knows all about the gold standard, Praxiteles and Kepler's laws of planetary motions, you must not blame her for being somewhat less beautiful and temperamental than Marilyn Monroe. And if ladies marry a title or a bank account, they must not blame their husbands for not being romantic heroes of the Errol Flynn type.

You should know what you are buying. And as long as you do not play records on your refrigerator and do not put bunches of chrysanthemums into your hat, you have a reasonable chance of so-called happiness (*By G. Mikes*).

IX. THERE ARE A NUMBER OF UNFINISHED STATEMENTS ABOUT THE TEXT ABOVE, EACH WITH THREE SUGGESTED ANSWERS. GIVE ONE ANSWER ONLY TO COMPLETE THE STATEMENTS.

1. A happy marriage depends on
 - a. the bridal party;
 - b. the person you are married to;
 - c. whether it was a civil or a church marriage.
2. A good wife (or a good husband)
 - a. does not exist in the abstract;
 - b. is a midwife;
 - c. is a great talker.
3. To live together happily, a pathological liar should marry
 - a. his like;
 - b. a scolding woman;
 - c. a credulous woman.
4. A man who cannot live without constant admiration should marry
 - a. a woman who finds everything he does or says wonderful;
 - b. a widow and two children;
 - c. a she-devil.
5. If a man is unable to make up his mind, he is right in wedding
 - a. a mamma's pet
 - b. a woman of character, who commands her husband;
 - c. in haste.
6. The way to matrimonial happiness
 - a. is barred to everyone;

- b. is barred to no one;
- c. lies through long misery.

7. When you make your choice you should

- a. look for perfection;
- b. find your ideal half;
- c. look for the complementary half of a very imperfect other half.

8. People who are fond of their stomach usually marry.

- a. a cook;
- b. a mannequin;
- c. a female book-worm.

9. People who marry a mannequin usually blame her for

- a. being as radiantly intelligent and witty as George Sand;
- b. knowing all about Kepler's laws of planetary motions;
- c. having no balanced views on the international situation.

10. If ladies marry a title or a bank account, they mustn't blame their husbands for

- a. being romantic heroes;
- b. not being romantic heroes;
- c. not playing gramophone records on a refrigerator.

X. ANSWER THE QUESTIONS ON THE TEXT "ON MARRIAGE".

1. Why does the author think that marriage is different from love?
2. What happens if a credulous and gullible woman marries a liar?
3. Give other examples of compatibility in married life.
4. What surprises people after marriage?
5. What makes the author think that people have a reasonable chance of matrimonial happiness?

XI. READ THE TEXT "HISTORY OF MARRIAGE".

Moonstruck partners pledging eternal love may be the current definition of marriage, but this starry-eyed picture has relatively modern origins. Though marriage has ancient roots, until

recently love had little to do with it. “What marriage had in common was that it really was not about the relationship between the man and the woman,” said Stephanie Coontz, the author of “Marriage, a History: How Love Conquered Marriage,” (Penguin Books, 2006). “It was a way of getting in-laws, of making alliances and expanding the family labor force”. But as family plots of land gave way to market economies and Kings ceded power to democracies, the notion of marriage transformed. Now, most Americans see marriage as a bond between equals that’s all about love and companionship.

That changing definition has paved the way for same-sex marriage and Wednesday’s (June 26) Supreme Court rulings, which struck down the Defense of Marriage Act (DOMA) and dismissed a case concerning Proposition 8. From polygamy to same-sex marriage, here are 13 milestones in the history of marriage.

1. Arranged alliances

Marriage is a truly ancient institution that predates recorded history. But early marriage was seen as a strategic alliance between families, with the youngsters often having no say in the matter. In some cultures, parents even married one child to the spirit of a deceased child in order to strengthen familial bonds, Coontz said.

2. Family ties

Keeping alliances within the family was also quite common. In the Bible, the forefathers Isaac and Jacob married cousins and Abraham married his half-sister. Cousin marriages remain common throughout the world, particularly in the Middle East. In fact, Rutgers anthropologist Robin Fox has estimated that the majority of all marriages throughout history were between first and second cousins.

3. Polygamy preferred

Monogamy may seem central to marriage now, but in fact, polygamy was common throughout history. From Jacob, to Kings David and Solomon, Biblical men often had anywhere from two to thousands of wives. (Of course, though polygamy may have been an ideal that high-status men aspired to, for purely mathematical reasons most men likely had at most one wife.) In a few cultures, one woman married multiple men, and there have even been some rare instances of group marriages.

4. Babies optional

In many early cultures, men could dissolve a marriage or take another wife if a woman was infertile. However, the early Christian church was a trailblazer in arguing that marriage was not contingent on producing offspring. “The early Christian church held the position that if you can procreate you must not refuse to procreate. But they always took the position that they would

annul a marriage if a man could not have sex with his wife, but not if they could not conceive”, Coontz told Live Science.

5. Monogamy established

Monogamy became the guiding principle for Western marriages sometime between the sixth and the ninth centuries, Coontz said. ‘There was a protracted battle between the Catholic Church and the old nobility and kings who wanted to say “I can take a second wife,” Coontz said. The Church eventually prevailed, with monogamy becoming central to the notion of marriage by the ninth century.

6. Monogamy lite

Still, monogamous marriage was very different from the modern conception of mutual fidelity. Though marriage was legally or sacramentally recognized between just one man and one woman, until the 19th century, men had wide latitude to engage in extramarital affairs, Coontz said. Any children resulting from those trysts, however, would be illegitimate, with no claim to the man’s inheritance. “Men’s promiscuity was quite protected by the dual laws of legal monogamy but tolerance – basically enabling – of informal promiscuity”, Coontz said. Women caught stepping out, by contrast, faced serious risk and censure.

7. State or church?

Marriages in the West were originally contracts between the families of two partners, with the Catholic Church and the state staying out of it. In 1215, the Catholic Church decreed that partners had to publicly post banns, or notices of an impending marriage in a local parish, to cut down on the frequency of invalid marriages (the Church eliminated that requirement in the 1980s). Still, until the 1500s, the Church accepted a couple’s word that they had exchanged marriage vows, with no witnesses or corroborating evidence needed.

8. Civil marriage

In the last several hundred years, the state has played a greater role in marriage. For instance, Massachusetts began requiring marriage licenses in 1639, and by the 19th-century marriage licenses were common in the United States.

9. Love matches

“By about 250 years ago, the notion of love matches gained traction”, Coontz said, meaning marriage was based on love and possibly sexual desire. But mutual attraction in marriage wasn’t important until about a century ago. “In fact, in Victorian England, many held that women didn’t have strong sexual urges at all”, Coontz said.

10. Market economics

Around the world, family-arranged alliances have gradually given way to love matches, and a transition from an agricultural to a market economy plays a big role in that transition, Coontz said. Parents historically controlled access to inheritance of agricultural land. But with the spread of a market economy, “it’s less important for people to have permission of their parents to wait to give them an inheritance or to work on their parents’ land”, Coontz said. “So it’s more possible for young people to say, ‘heck, I’m going to marry who I want”.

Modern markets also allow women to play a greater economic role, which lead to their greater independence. And the expansion of democracy, with its emphasis on liberty and individual choice, may also have stacked the deck for love matches.

11. Different spheres

Still, marriage wasn’t about equality until about 50 years ago. At that time, women and men had unique rights and responsibilities within marriage. For instance, in the United States, “marital rape was legal in many states until the 1970s, and women often could not open credit cards in their own names”, Coontz said. Women were entitled to support from their husbands, but didn’t have the right to decide on the distribution of community property. And if a wife was injured or killed, “a man could sue the responsible party for depriving him of ‘services around the home’, whereas women didn’t have the same option”, Coontz said.

12. Partnership of equals

By about 50 years ago, the notion that men and women had identical obligations within marriage began to take root. Instead of being about unique, gender-based roles, most partners conceived of their unions in terms of flexible divisions of labor, companionship, and mutual sexual attraction.

13. Gay marriage gains ground

Changes in straight marriage paved the way for gay marriage. Once marriage was not legally based on complementary, gender-based roles, gay marriage seemed like a logical next step. “One of the reasons for the stunningly rapid increase in acceptance of same sex marriage is because heterosexuals have completely changed their notion of what marriage is between a man and a woman”, Coontz said. “We now believe it is based on love, mutual sexual attraction, equality and a flexible division of labor”.

XII. FIND THE RUSSIAN EQUIVALENTS OF THE FOLLOWING WORDS AND PHRASES:

to pledge eternal love
to get in-laws
to give way to something
to cede power to somebody or something
to pave the way for something
same-sex marriage
a milestone
to predate
to have no say
a half-sister
a second cousin
to aspire to something
to dissolve a marriage
infertile
a trailblazer
to be contingent on something
an offspring
to procreate
(mutual) fidelity
to have wide latitude
to engage in extramarital affairs
tryst
illegitimate
with no claim to inheritance
promiscuity
to face risk and censure
to post a ban/notice of an impending marriage
parish
a marriage license
to gain traction
to stack the deck (for)
to be entitled
flexible division of labour
straight marriage

XIII. ANSWER THE QUESTIONS ON THE TEXT “HISTORY OF MARRIAGE”.

1. What was marriage like at the early age of its existence?
2. Did the youngsters have their say in the matter?
3. Was keeping alliances within the family common?
4. Which was more common throughout history – monogamy or polygamy?
5. Was marriage contingent on producing offsprings?
6. When did monogamy become the guiding principle for (Western) marriages?
7. In what way was monogamous marriage different from the modern conception of mutual fidelity? Which of the matrimonial partners had wide latitude to engage in extramarital affairs?
8. What can be said about children resulting from such trysts?
9. What was the role of Church in the medieval times?
10. When did the State start to play a greater role in marriage? When did marriage license become common?
11. What kind of notion gained traction about 250 years ago?
12. How did market economy transform the notion of marriage?
13. Did marriage imply equality even 50 years ago?
14. When did the notion that men and women had identical obligations within marriage begin to take root?
15. What is modern marriage supposed to be based on?

XIV. COMMENT ON THE FOLLOWING.

1. Romance according to some researchers is a process of fantasy formation, usually adolescent when one idealizes another person, ignoring the faults and magnifying the virtues of the loved one.
2. The longer the period of acquaintance before marriage, the greater the chances of marital success.
3. Like should marry like.
4. Marriage involves living with a person, not merely loving him.

XV. READ THE TEXT “LUCY’S RIVAL” (BY G. HENDERSON), PART I.

When Lucy married Nicholas, she was well aware of the fact that there were pitfalls in marriage. Her mother had told Lucy that it wasn't at all a bed of roses. Men's eyes wandered, and men saw holes in their socks, then men demanded cooked meals even on hot days and sometimes men shouted even when there wasn't much to shout about. Well, at least Lucy's

father had been like that and it was only common case to assume that most men were the same. Lucy, having been warned, made up her mind in the very beginning that she was going to be such a good wife that none of these pitfalls would occur.

Then there was this business of men looking at other women. Now every bright girl knows that if she comes to her breakfast table in curlers and a sloppy dressing-gown, her husband is bound to begin comparing her with the chic young things he sees going to work, good-looking girls with their hair combed perfectly and wearing pretty freshly-ironed dresses. It sounded rather depressing to Lucy who didn't like ironing dresses that creased as soon as she wore them, but she did what she was supposed to do. She combed her hair as soon as she got up, brushed her teeth, put on lipstick and an attractive dress which was a terrible nuisance on the days when she wanted to go back to bed. But Lucy wasn't one to do things by half.

As for socks and cooked meals, Lucy darned the holes as soon as they appeared and she liked cooking meals, so that was no problem.

And Lucy and Nicholas never shouted at each other. Her mother said no man could stand a wife who shouted. Women, if they honestly wanted their marriage to work, kept all their temper inside themselves until they could, perhaps, take it out on the paper-boy if he delivered the papers late. No intelligent girl told her husband off. Lucy's mother said so, and after 28 years of married life she ought to know.

There had been a few times when Lucy had been tempted almost beyond her strength to protest loudly over some little things, but she had always bitten her tongue hard and swallowed the words and, for all Nicholas knew, she had a perfect disposition which of course was exactly what she wanted him to think.

So it really looked with all the advice Lucy had received and the careful way she had followed it, as if hers was the marriage that couldn't be shaken. Lucy used to look at some of the couples she knew and listen to some of the girls complaining about the way their husbands behaved and she felt rather smug. Sometimes she felt she couldn't bear to be so happy and she wondered what she had done to deserve someone like Nicholas, who kissed her so hard every morning that he took off all her lipstick.

Then it happened. Lucy met her first big setback and all her smugness was shattered. And it wasn't another woman who did it. It was, of all the absurd things in the world, a television set. It had all started the only time Nicholas came home from work with his eyes shining.

– Guess what, – he said after he had kissed Lucy, – guess what.

– You've got a rise? – guessed Lucy.

– Nothing like that. This is exciting.

– So a rise wouldn't be exciting, – Lucy thought but she didn't say it. Men didn't care for sarcasm, her mother had often reminded her.

– Well. Tell me, – she said. – Don't just stand there grinning.

– You know Peter Brennan, – Nicholas began.

– Did Peter get a rise? – Lucy suggested.

– Don't try to be funny, – Nicholas said. – This has nothing to do with money.

She began to feel relieved which, probably, began to show in her face because he hastily amended his statement.

– Well, anyway not much, – he said.

– What is it then?

– Peter won a television set, – Nicholas announced jubilantly.

– Good for him! – Lucy murmured and started for the kitchen. Nicholas grabbed her arm.

– No, wait! – he said. – That's not the exciting part. The exciting part has to do with us.

– Us? Is Peter going to give us the set? – Nicholas's face fell a little and all the glow went out of his eyes. Lucy instantly repented.

– I was only joking, darling, – she said. – But tell me, I can't guess.

– Well, of course, Peter isn't going to give us the set he's won. That would be ridiculous. But he'll sell his old one. Cheap!

– How cheap?

– Really cheap! It's a very good set, only 2 years old and he'll let us have it for 20 pounds as a favour.

– What's wrong with it? – Lucy asked.

– Oh, really! You are so suspicious. Nothing is wrong with it. He's a friend of mine. He has a stroke of luck, so he's very kindly letting me share in it.

– 20 pounds is 20 pounds, Lucy said, but she knew she was weakening. Nicholas looked so eager and so happy that she hadn't the heart to refuse him.

– All right, – she said, and he kissed her long and hard. Suddenly from the kitchen came the smell of burning fat. She broke away from him and just managed to save the chops.

XVI. SUPPLY THE ENGLISH EQUIVALENTS FOR THE FOLLOWING FROM THE TEXT ABOVE:

вполне сознавать, что ...

неприятные неожиданности

легкая жизнь, одни удовольствия

блуждать (о глазах), смотреть по сторонам

здравый смысл

предположить

неряшливый

неизбежно начинать сравнивать

элегантные молодые девушки

свеже-выглаженный

казаться печальным для к.-л., действовать на к.-л. угнетающе

мяться

ужасно надоедать, мешать

делать что-либо кое-как, не доделывая

кричать друг на друга

удаваться, выходить

владеть собой, не выходить из себя

срывать раздражение на к.-л.

доставлять газеты, почту

отчитывать, ругать к.-л.

едва устоять перед желанием

насколько к.-л. известно
иметь прекрасный характер
чувствовать себя на высоте, быть довольным собой
заслуживать
быть поколебленным, поколебаться
получить прибавку
не особенно любить к.-л.
усмехаться
не иметь отношения к ч.-л.
Молодец!
вытянуться (о лице)
раскаяться
Ему повезло.
поделиться чем-либо с кем-либо
не иметь духу сделать что-либо
вырваться от кого-либо

**XVII. COMMENT ON THE MEANING OF THE FOLLOWING PHRASES AND SENTENCES
FROM THE TEXT ABOVE.**

1. Lucy was well aware of the fact that there were pitfalls in marriage.
2. Marriage wasn't at all a bed of roses.
3. A terrible nuisance.
4. Lucy wasn't one to do things by half.
5. Women kept all their temper inside themselves.
6. No intelligent girl told her husband off.
7. She had always bitten her tongue hard and swallowed the words.
8. For all Nicholas knew, she had a perfect disposition.
9. She felt rather smug.

10. Lucy met her first big setback.
11. Men didn't care for sarcasm.
12. Nicholas hastily amended his statement.
13. Nicholas's face fell a little and all the glow went out of his eyes.
14. He has a stroke of luck, so he's very kindly letting me share in it.
15. Nicholas looked so eager and so happy that she hadn't the heart to refuse him.

XVIII. ANSWER THE FOLLOWING QUESTIONS ON THE TEXT ABOVE.

1. Was Lucy aware of the fact that there were pitfalls in marriage?
2. Describe an ideal wife that Lucy was going to make.
3. What did Lucy do when she was tempted almost beyond her strength to protest loudly over some little things?
4. What did she do to make her marriage work?
5. In what way did the TV set appear in the house?
6. What did Nicholas feel when a friend of his suggested him buying his old TV set?
7. What was Lucy's reaction towards the idea of buying a TV set?
8. Why didn't she object?

XIX. ANSWER THE QUESTIONS USING THE ACTIVE VOCABULARY OF PART ONE.

1. What will you do if somebody is holding you while you are anxious to get away?
2. How do you sometimes feel if you think you are doing better than anyone else?
3. In what other way can you say: 'If I knew of the danger, I would have never done it'.
4. What do you say of one who won a car in lottery?
5. What do you say of a person whose qualities of mind and character are:
a) kind, b) perfect, c) cruel, d) selfish, e) changeable?
6. What happens to a cotton dress if you lie in it?
7. What do you say of an experiment that has proved successful?
8. What do you say of one who is indifferent to sports, music, art?
9. How does one's disappointment sometimes show on one's face?
10. What do you usually say of mosquitoes in summer?
11. What are you supposed to do if there appears a hole in a sock?
12. Why does it sometimes happen that one shouts at others when he is tired or nervous?
How does he feel afterwards?
13. What do you say when someone has had a stroke of luck?
14. How does one sometimes smile to express his contempt or satisfaction?

15. What do you say of one whose salary has become higher?
16. What do you say when your plans or hopes have been ruined?
17. What should one do when he is tempted almost beyond his strength to say something rude?
18. Why do parents sometimes abstain from punishing their children for their misbehavior?

XX. TRANSLATE THE FOLLOWING SENTENCES INTO ENGLISH USING THE ACTIVE VOCABULARY OF PART ONE.

1. То, что дела приняли худший оборот, кажется довольно грустным.
2. Его лицо вытянулось, когда он услышал новость.
3. Она едва устояла перед желанием раскрыть секрет своей подруге.
4. Насколько мне известно, она способна владеть собой.
5. Она раскаивалась, что отчитала его, но у нее не хватило духу сказать ему об этом.
6. Что касается Люси, то она считала Ника расточительным. Они не могли позволить себе купить телевизор, пока Ник не получит прибавку.
7. Он старался сосредоточить свое внимание, но мысли его блуждали.
8. У нее далеко не идеальный характер, судя по тому, как она кричит на мужа.
9. В конце концов Ваш план обязательно удастся.
10. Я отказываюсь иметь какое-либо отношение к этому.
11. Я вполне сознаю, что в семейной жизни много неприятных неожиданностей.
12. По его широкой улыбке было видно, что он очень доволен собой.
13. Он стоял в дверях и усмехался, наблюдая за компанией.
14. Он почувствовал себя на высоте, когда получил прибавку.
15. Свежевыглаженное платье помялось, как только она села.
16. Ей повезло, и она вполне довольна собой.
17. Насколько я знаю, она не очень интересуется искусством.
18. Глаза его блуждали по сторонам, и он ни разу не взглянул на нее.

XXI. COMMENT ON THE FOLLOWING.

1. Lucy and Nicholas's financial status.
2. The qualities and character of Lucy's mother and her role in Lucy's life.
3. Lucy's and Nicholas's attitude towards buying a TV set.

XXII. MAKE UP DIALOGUES.

1. Between Lucy and her mother about married life.
2. Between Lucy and a friend of hers about married life (Lucy feels smug).
3. Between Nicholas and his friend Peter who suggests Nicholas buying his TV set.
4. Between Nicholas and Lucy when Nicholas came home from work with the idea of buying a TV set.

XXIII. READ THE TEXT “LUCY’S RIVAL”, PART II.

Two weeks later she’d have let the meat burn because by that time the TV set had been installed in the living-room and Nicholas had simply faded out of her life.

Where once there had been conversation and laughter and discussions over a thousand and one different things or visiting friends or having friends in, now there was a television. Nicholas was its complete and utter slave. He drank his tea in front of the set, spilling it in his absorption with the screen. He came home in the evenings and switched on the set before he had even spoken to Lucy. The only reason why they didn’t eat supper in the living-room was because Lucy put her foot down on account of the growing number of spots on the rug.

Not that eating in the kitchen helped the situation at all. Nicholas just turned the set up louder and sat with an ear cocked towards the living-room to hear every word. But if there came a silence, he jumped up and ran in to see what was happening. If Lucy attempted conversation, he said “shh” and glared at her. The way he bolted his food, Lucy felt sure she could offer him bread and milk every single night and he’d never notice the difference. The horrible part was that he wasn’t the slightest bit fussy about what programmes he watched – sport, plays, cowboy films – they were all grist for his mill. He sat glued to his chair entranced with the action on the screen, moving only when a long interval allowed him to race to the kitchen for something to eat.

“Watch television with him”, – Lucy’s mother advised, “share your husband’s interests”. So Lucy tried, but she finally decided that she’d rather be alone than watch one more game or one more film show.

It was easier just to go to bed and leave Nicholas alone. After several weeks of this Lucy’s mother came one day to find Lucy in tears. “Nicholas is taking out another woman”, Lucy’s mother suspected immediately and said so. Lucy wiped her eyes and blew her nose. “I wish he were”, – she said. “What?!” – her mother didn’t exactly shout, but her voice was anything but gentle. It was all right to raise your voice with your daughter evidently.

“I could fight a woman”, – Lucy said ignoring her mother’s protest. “I could tear her hair out and cook a wonderful meal and wear some exotic perfume and have Nicholas back in 5 minutes, but I can’t fight a football match on television”.

“Oh, come, Lucy”, – her mother said, – “you are making a mountain out of a molehill. It isn’t as bad as that”. Lucy started to cry again. “It’s worse. I think if I dropped dead and my body would not obstruct the screen, I doubt if Nicholas would ever know it”.

“You are being very foolish”, – her mother said in a firm voice. “You are so used to Nicholas acting affectionately all the time that you can’t leave the idea that he’s getting rather settled”.

“Settled? Nothing”, – Lucy muttered rebelliously. “It’s just simply a choice between me and the TV set and I’ve run a very poor second”.

“Nonsense”, – the old woman said flatly. “You are just not trying. Tonight put on something, well, pretty and wear one of that perfume you are always talking about, then walk slowly between him and the set and see what happens”.

“He’ll, probably, just tell me to move out of the way”, – Lucy said, but in spite of herself her hopes rose a little.

The early part of the evening went by as usual. Nicholas sat immobile in front of the TV set. Lucy washed up and read the evening newspaper and watched one or two of the programmes herself. Then she felt it was time to make her attempt and she remembered what her mother had suggested.

It seemed like rather a low way to get a man to look at a girl, but Lucy was getting desperate. So she went to the bedroom and put on her negligee that had been part of her trousseau and was still practically new. She freshened her lipstick, put perfume behind each ear and feeling very much like a combination of Mata Hari and Salome, walked slowly towards the living-room.

For a second Lucy stood in the doorway gathering her courage, then took a deep breath and walked between Nicholas and the television set. He glanced up at her, she caught her lower lip in her teeth and her heart was actually pounding.

“Lucy”, – he said and his voice was mild, “you are in the way. I can’t see the screen if you stand there”.

For just a moment she couldn’t even move. “Well, excuse me”, – she managed to say at last and her voice was cold enough to hang icicles on the chandelier. But Nicholas did not seem to notice. He just moved his head a little so that the screen was visible. Lucy was hot and cold and shaking and furious and crushed. This had been the final test, the very final test and from it had come nothing.

What was the use of cooking and darning socks or dressing nicely or keeping home or doing anything else? Her marriage was simply a complete and utter failure.

She ran into the bedroom, took off her negligee and threw it across the room with violence. Then she put on the cotton pyjamas she usually wore and marched into the other bedroom which contained only a camp bed and a few boxes.

At least it offered her privacy but in her present frame of mind that was what she needed. She thought she'd never sleep, she thought she'd lie there all night long crying and hating Nicholas and wishing she was dead, but eventually she did sleep even before the television play was over.

XXIV. SUPPLY THE ENGLISH EQUIVALENTS FOR THE FOLLOWING FROM THE TEXT ABOVE:

установить телевизор

постепенно исчезать (из ...)

множество различных вещей

принимать у себя друзей

проливать, разливать ч.-л.

поглощенный ч.-л.

решительно воспротивиться, положить конец ч.-л.

не то, чтобы

настраивать телевизор погромче

пытаться завязать разговор

сердито смотреть на к.-л.

быть неразборчивым

лить воду на ч.-л. мельницу (здесь: из всего извлекать удовольствие)

сидеть безотрывно у ч.-л., неотлучно находиться при ч.-л.

зачарованный ч.-л.

делать из мухи слона

загораживать, заслонять

остепениться

бормотать

занимать второстепенное положение, быть на втором месте

сказать решительно, категорически

быть доведенным до отчаяния

собраться с мужеством, отважиться

сильно биться (о сердце)

мешать, препятствовать

быть уничтоженной

потерпеть полную неудачу

уединение

настроение

в конечном счете, в конце концов

XXV. COMMENT ON THE MEANING OF THE FOLLOWING PHRASES AND SENTENCES FROM THE TEXT ABOVE.

1. Nicholas sat with an ear cocked towards the living-room to hear every word.
2. The way he bolted his food, Lucy felt sure she could offer him bread and milk every single night and he'd never notice the difference.
3. "Nicholas is taking out another woman", Lucy's mother suspected immediately and said so.
4. "What?!" – her mother didn't exactly shout, but her voice was anything but gentle.
5. "Settled? Nothing", – Lucy muttered rebelliously.
6. Nicholas sat immobile in front of the TV set.
7. So she went to the bedroom and put on her negligee that had been part of her trousseau and was still practically new.
8. Lucy's voice was cold enough to hang icicles on the chandelier

XXVI. ANSWER THE FOLLOWING QUESTIONS ON THE TEXT ABOVE:

1. What was Lucy and Nicholas's life like after the TV set had been installed in the living-room?
2. Was Nicholas particular about the TV programmes he watched?
3. Did Lucy's mother interfere? What was her advice?
4. What made Lucy's hopes rise a little?
5. Did the plan work?
6. Give your account of Lucy's attempt to act on her mother's advice.

XXVII. ANSWER THE QUESTIONS USING THE ACTIVE VOCABULARY OF PART TWO:

1. What do you say of one who takes a subordinate position in the family or office?
2. What does one do after buying a TV set?
3. What does one usually need when he is tired and doesn't want to talk to anyone?
4. What do you say to one who obstructs the view?
5. How does one look at a person he is very cross with?
6. What do you say of one who says something in a low indistinct voice?
7. What do you say of one whose plans have proved unsuccessful in every respect?
8. What do you do if you are determined to put an end to something you are very much opposed to?
9. What will happen if you spill some milk on a dress?
10. What do you say of one who is in the habit of exaggerating things?
11. How does one sometimes feel when all his efforts turn out to be useless?
12. What do you say of an object or person that makes it impossible for you to pass ahead?
13. What do you say if you can hardly hear what is said on TV?
14. What happens if the TV show you are watching is quite absorbing?
15. How does one sometimes eat when in a hurry?
16. How does one usually feel if he has got nobody to talk to?
17. What does one have to do if he is afraid of doing something and there is no getting away from it?
18. What other word do you know for "in the end" or "at last"?

XXVIII. TRANSLATE THE FOLLOWING SENTENCES INTO ENGLISH USING THE ACTIVE VOCABULARY OF PART TWO:

1. Ее сердце забилося от волнения, когда ее представили известному писателю.
2. Настрой телевизор погромче, сейчас передают последние известия.
3. Он обязательно остепенится теперь, когда ему придется заботиться о своей семье.
4. Она подозревала, что занимает в его жизни только второстепенное место.
5. Люси привыкла принимать у себя гостей и сейчас чувствовала себя одинокой.
6. Он ничего не сказал и только сердито посмотрел на нее.
7. Раньше она разделяла интересы мужа, но теперь все забыла в своем увлечении искусством.
8. Не то чтобы она потерпела полную неудачу, просто пока ее план не удался.
9. Находясь в таком душевном состоянии, она искала уединения.
10. Дела не так уж плохи. Не преувеличивайте!
11. Люси попыталась начать разговор, но Николас сердито посмотрел на нее.

XXIX. MAKE UP A DIALOGUE BETWEEN LUCY AND HER MOTHER ABOUT LUCY'S FIRST BIG SETBACK IN MARRIED LIFE.

XXX. TRANSLATE INTO ENGLISH THE TEXTS ABOUT MATA HARI AND SALOME AND EXPLAIN WHAT G. HENDERSON MEANS BY SAYING THAT LUCY FELT "VERY MUCH LIKE A COMBINATION OF MATA HARI AND SALOME". WHAT IS THERE IN COMMON BETWEEN THESE THREE WOMEN?

Мата Хари

Мáта Хáри (7 августа 1876, Леуварден, Нидерланды – 15 октября 1917 года, Венсен, пригород Парижа), настоящее имя – Маргарета Гертруда Зелле, – исполнительница экзотических танцев и куртизанка, подданная Нидерландов. В первое десятилетие XX века стала широко известна в Европе как танцовщица «восточного стиля». Во время Первой мировой войны предположительно занималась шпионской деятельностью в пользу Германии. Расстреляна по приговору французского суда за шпионаж в пользу противника в военное время. Многие исследователи считают, что улики против Маты Хари были сфальсифицированы, а сама она была скорее всего невиновна.

Саломея

Саломея – иудейская царевна, дочь Иродиады, падчерица Ирода Антипы. Мать Саломеи, Иродиада, состояла в связи с Иродом Антипой, братом своего мужа (и отца Саломеи) Филиппа, за что публично осуждалась Иоанном Крестителем. Осуждение, вероятно, и послужило причиной заключения, а в дальнейшем и казни Иоанна Крестителя. Ирод Антипа был против казни Иоанна, «зная, что он муж праведный и святой», и согласился на неё лишь потому, что пообещал дочери Иродиады выполнить любое её желание. Танец юной Саломеи на праздновании дня рождения Ирода Антипы привёл к тому, что Антипа согласился выполнить любое её желание, и, будучи научена своей матерью, Саломея потребовала убить пророка Иоанна Крестителя. После казни ей была принесена на блюде его голова.

XXXI. READ THE TEXT “LUCY’S RIVAL”, PART III.

She was woken by the light snapping on. Nicholas was standing in the doorway staring at her. “What are you doing here?” – he said. The habit of keeping everything calm was very strong and she almost said that she had a sore throat and let it go at that.

The words were forming in her mind when Nicholas spoke again. “Are you angry about something?” – he said innocence all over his face. “Have I done anything wrong?”

Something broke inside Lucy. All the self-control she had practiced during their marriage dissolved in a fraction of an instant.

“Do!” – she shouted and her voice was as shrill as a siren and just as penetrating. “Do! You don’t do anything but sit and watch that wretched television set night after night!” Lucy pummelled on the pillow so hard with her fists that she almost split it wide open. Then she hurled it away with all her might.

The innocence on Nicholas’s face turned to a distinct shock. “Is that a crime?” – he said.

Lucy sat up (in bed). “Yes, it is”, she said and the volume of her voice did not in any way decrease. “You are so right, it is ... You don’t talk to me any more. You don’t pay attention to what I say or think or do. You just sit glued to that stupid set”.

“How can I talk?” – Nicholas asked and his voice was not as quiet, as when he had started. – “When you are always going away!”

“Well, if you think I’m going to sit up night after night to watch some stupid programme to “You sound like a fish-wife”, – Nicholas observed.

“Well, I ought to!” – Lucy screamed. – “I’m married to a poor fish!”

Nicholas’s face began to turn deep dark red and Lucy saw him clench his fists.

“Go ahead! Hit me!” – she taunted. – “You are just the type to do it”.

Nicholas didn't say anything for a minute. And then he loosened his hands and took a deep breath. "You are being hysterical," – he said trying to smile, – "let's sit down and talk this thing over. Let's be calm about it. You don't have to shout".

"No, – Lucy shouted. – I won't be calm. I've always been calm before. And where did it get me? Where? Nowhere. That's where".

"Where did you want to get to?" – Nicholas shouted back.

"Somewhere where you'd notice me", – Lucy said and her voice began to shake.

"I've always noticed you", – Nicholas said.

"Not for the past four weeks", – Lucy answered. "I came into the bedroom tonight in my sheerest blue negligee and you didn't even see me".

"You did", – Nicholas said and the blank look on his face was the finishing touch.

"That does it! – Lucy howled. That does it. You admit I mean nothing to you and after the way I worked to make this a perfect marriage".

"The way you worked!" It was like dropping a match into petrol. Lucy felt herself exploding in 17 different directions at once. Only the fact that Nicholas was so much bigger than she was kept her from trying to tear him from limb to limb.

"And who else do you suppose has worked at it?" – she demanded.

"Me".

"You? Ha. You haven't done a thing but eat food. I worked so hard to prepare food and I worked so hard to darn and you don't even tell me the food is good and you wear holes in the socks faster than I can darn".

"Yes, and the darns are lumpy, if you ask me, – Nicholas retorted. – I hate darned socks. I always have. I only never said anything because I didn't want to hurt your feelings".

"Aren't you noble? – Lucy sneered. – Big heavy meals night after night".

"My mother used to have lots of salads and stuff and you never have anything but gravy and mashed potatoes and more gravy till I have indigestion half the time".

This time Lucy simply stared at him. That he would dare to talk to her like this was bad enough but that he should be tearing all the things that her mother had taught her and that she had believed in was almost too much.

"And another thing", – Nicholas went on and he was roaring now. Even his neck was red. "You are too damned fussy around the house. You are always dressed up. Why? A man can't even take his tie off for fear it wouldn't suit you. Why don't you ever lie around in slacks or something like other women do? Why do you have to behave as if you were a queen or something".

"Because my mother told me how to keep a man happy", Lucy said and the words sounded wobbly.

Nicholas exploded. "Your mother. She bosses you around all the time and you are so obedient and soft. Tonight was the first time in my life I ever knew you have any spirit at all".

"If I had shouted at you all the time, you would have left me", – Lucy cried.

“Perhaps, I would have walloped you now and again, but not left you. I love you, darling”. It sounded absolutely ridiculous to hear him say that when he was angry and shouting so loud.

“I can tell, – she said with as much sarcasm in her voice as possible, I can tell how much you love me by the way you watch the TV”.

“What’s that got to do with it?” – he shouted and he sounded honestly bewildered this time.

“A great deal! I told you. You don’t love me or look at me or talk to me or anything. You are absolutely stupid so far as this wretched thing is concerned!”

“I like TV”, – he said sounding stubborn.

“And why, so do I, – she said. But I’d like to have a little rest from it sometimes”.

“You never told me”, – he said.

“Well, you never told me you hated my cooking and my darning and the way I dress and my mother and how I talk (and) ... “ As the memory of what he had said came sweeping over her, she was filled with a sharp new anger. “I’m surprised if you ever loved me a week. All those things about me you hated”.

“Yes, but not you yourself, – he said and his voice was suddenly soft and persuasive. – Not you, darling”. He pulled her into his arms. “There, – Nicholas said at last with large satisfaction. – Now that we’ve had a row I feel as if we are really married”.

Lucy looked at him and took sudden and instinctive advantage of the warm reckless look on his face. “Won’t you ... “ – she said.

“You mean no TV at all”, – Nicholas asked.

“I mean none of this sitting up all night. I mean now and again turning it off. And that we can talk”.

Nicholas grinned. “No more darned socks”, – he demanded.

“What shall I do if you get holes?” – she asked.

“Throw them away, – he said sweepingly. – Well, salad sometimes instead of meat and potatoes”.

She felt a smile creeping up on her face.

“All right, salads and a row once in a while”.

“If you like”, – she conceded.

All the ideas of what makes a perfect marriage tumbled in a heap.

“I’ll try if you will, – he promised. – And I won’t watch TV so much”.

This time she went into his arms and clung to him feeling a strange excitement inside. Perhaps a good row now and then did clear the air and everything was going to be better now that they had expressed themselves and straightened things out. She still had a perfect marriage.

“Let’s have a cup of coffee”, – Nicholas suggested and his eyes were shining. He walked towards the kitchen and Lucy followed obediently feeling warm and smug. As they passed

through the living-room Nicholas's hand reached out automatically, it seemed, and snapped on the TV set. "Might just get the latest news", – he said over his shoulder smiling innocently at Lucy.

XXXII. SUPPLY THE ENGLISH EQUIVALENTS FOR THE FOLLOWING FROM THE TEXT ABOVE:

щелкнуть (выключателем), включить (свет, радио)

оставить все как есть, без изменений

делать что-либо не так

самообладание

испариться, растаять

несчастный, отвратительный (перен.)

не ложиться спать

до самого конца, до последней возможности

никчемный, бесхарактерный человек

сжать кулаки

Продолжайте! Действуйте!

насмехаться, говорить колкости

обсудить что-либо подробно

Чего я добилась (достигла) этим?

озадаченный вид

заключительный аккорд, последний штрих

в том-то и дело

ничего не значить для кого-либо

помешать кому-либо сделать что-либо

ничего не делать, кроме как ... , только и делать, что ...

если хочешь знать

возразить
обижать кого-либо, задевать чьи-либо чувства
большая часть времени
верить во что-либо
суетиться по дому, возиться с хозяйством
из-за боязни
или что-то в этом роде
командовать, помыкать кем-либо
Какое это имеет отношение к ... ?
казаться совершенно нелепым
быть искренне озадаченным
поссориться
воспользоваться чем-либо
время от времени
уступать
рушиться (о надеждах, планах)
разрядить атмосферу
привести все в порядок, уладить все недоразумения

XXXIII. COMMENT ON THE MEANING OF THE FOLLOWING PHRASES AND SENTENCES FROM THE TEXT ABOVE:

1. The habit of keeping everything calm was very strong and she almost said that she had a sore throat and let it go at that.
2. Her voice was as shrill as a siren and just as penetrating.
3. Lucy pummelled on the pillow so hard with her fists that she almost split it wide open. Then she hurled it away with all her might.
4. "You sound like a fish-wife", – Nicholas observed.

5. "That does it! – Lucy howled. – That does it".
6. It was like dropping a match into petrol. Lucy felt herself exploding in 17 different directions at once.
7. "Perhaps, I would have walloped you now and again, but not left you. I love you, darling".
8. "Because my mother told me how to keep a man happy", Lucy said and the words sounded wobbly.

XXXIV. ANSWER THE FOLLOWING QUESTIONS ON THE TEXT ABOVE:

1. What caused the row between Nicholas and Lucy?
2. Who kicked up the row?
3. When was it that Nicholas lost his temper?
4. Did the row clear the air after all?
5. Do you think their life changed after that?
6. What do you think about 'Lucy's Rival' in general? What may affect the quiet family atmosphere?
7. What is the last phrase suggestive of?

XXXV. ANSWER THE QUESTIONS USING THE ACTIVE VOCABULARY OF PART THREE:

1. What does a painter usually do when his picture is practically finished?
2. What do you say when it hurts you to swallow?
3. How do you urge somebody to go on with what he is doing?
4. What happens sometimes when people don't get along and can't keep their temper inside?
5. What advice would you give a heavy smoker who complains of a cough?
6. What kind of person would you call bossy?
7. What do you do if there is something you don't approve of but you are unable to alter anything?
8. What do you call mastery of expression, words and behaviour?
9. What does one say to a person who spends most of his time finding fault with everybody?
10. What happens to salt or sugar if you put them in water?
11. What do you call a sound that is sharp and piercing in tone?
12. What do boys usually do when starting a fight?
13. What do you do if you want to settle some question with the members of your family?
14. How does one usually look when he fails to understand what is going on?
15. What do you call a thing or person that causes unhappiness or misery?

XXXVI. TRANSLATE THE FOLLOWING SENTENCES INTO ENGLISH USING THE ACTIVE VOCABULARY OF PART THREE:

1. Она пользовалась любой возможностью говорить по-английски.
2. По тому, как он сердито смотрел на меня, я понял(а), что сделал(а) что-то не так.
3. Ее муж бесхарактерный человек и в семье занимает второстепенное положение.
4. Он не отчитал сына, а оставил все как есть.
5. Я не могу не вмешаться в это дело. Я этому положу конец. – Действуй!
6. Именно то, что она насмеялась над ним, в конце концов довершило дело.
7. Она еще верила в то, что это недоразумение можно уладить.
8. Ему приходилось сидеть ночами, чтобы подготовиться к экзаменам.
9. Он, казалось, был так искренне удивлен, что у нее не хватило духу отчитать его.
10. Он потерял самообладание и начал кричать на всех, но ничего этим на добился.
11. Ее решительный тон задел его самолюбие. Это было последней каплей.
12. Ты ничего не делал, только и командовал всеми. Как насчет того, чтобы взяться за работу?
13. Если хочешь знать мое мнение, ты ведешь себя глупо.
14. После этих слов ее решимость испарилась в одно мгновение, и она уступила уговорам подруг.
15. Ее мечта стать балериной рухнула после этого несчастного случая.
16. Было уже поздно, но он решил дождаться возвращения сына и долго не ложился спать.
17. Единственное, что она хотела, – это обсудить с ним все спокойно. Но чего она этим достигла? Ничего.
18. Меня удивляет, что она не интересуется искусством.

XXXVII. MAKE UP A DIALOGUE BETWEEN LUCY AND HER MOTHER ABOUT THE INCIDENT THAT “CLEARED THE AIR”.

XXXVIII. LISTEN TO THE INTERVIEW OF A DIVORCE LAWYER.

I – Interviewer. S – Jane Simpson.

I: Mrs. Simpson, could you tell me who most often starts divorce proceedings, the man or the woman?

S: The woman.

I: And what is the most common reason for divorce?

S: Well, the legal reason most commonly stated in the courts is adultery, but this is a symptom, really, rather than the real reason. I think there are 2 real reasons: one – the couple have grown apart with time, and two – either the husband or wife has found the courage eventually to bring to an end an intolerable situation. More specifically, the woman's reasons are that she doesn't have to put up with it any longer, and she has grown up, become more mature, as it were, and is perhaps making an important decision for herself for the first time in her life. The man's reasons are that he is growing away, perhaps because of business, and his wife who's left at home doesn't come with him either physically on business trips, but more important, doesn't develop with him spiritually.

I: You have said that adultery is often the symptom of divorce, not the cause. Could you say a little more about that, do you think?

S: Yes. Adultery is not often the reason why a marriage breaks down. It's really an event that brings out the reason why a marriage has already broken down. Adultery, you see, is a tangible fact. Many of us find it difficult to know our true feelings, our emotions, and it can be even more difficult to talk about them. Well, adultery is something you can actually point at, and say "That's why".

I: I see.

S: People by nature, you see, are conservative. We are afraid of change, we are afraid of the unknown, and so people put up with the most intolerable circumstances for years before coming to the decision.

I: Oh, after all your years of experience in the most unpleasant side of marriage, what's your opinion of it?

S: Well, I'm in favour of it. I think there are many good marriages. They do work, but they need a lot of work to keep them going. I think this is something, unfortunately, that most people just don't realize. Marriages need effort to be invested in them, just as for instance flowers need water and attention, or they die. I must say, I think it's better to end a relationship that doesn't work, rather than stay together in misery for year after year.

I: Yes.

S: So my advice to divorcees is "Think long and hard about what went wrong with that marriage, and so avoid making the same mistake twice". Too many people rush into another marriage too quickly. And for example a woman who thinks she needs a dominating man, but then hates being dominated, will marry another dominating man, and of course it all happens all over again.

I: Mmm, yes. Do you think divorce should be made easier or more difficult, or in your opinion is the situation acceptable as it is?

S: Yes, it's OK. I personally think the grounds for divorce should be simplified. I think the only reason required for divorce should be one year's separation. At the moment, as you probably know, the fundamental reason is "irretrievable breakdown", and a number of signs that might

prove that. But what actually happens is that a couple knows their marriage is over, and has to find one of the accepted labels to explain it. So the present system is a bit dishonest, you might say.

I: And is it true that children are the ones that suffer most?

S: Oh yes, they suffer more than we care to realize. Parents need to talk honestly to the children, preferably together.

I: Do you think then that having children is a reason for staying together?

S: No, not if the parents can't behave in an adult way. Children are a very good reason for working harder at a marriage, however, and so stopping a bad situation starting in the first place. But if the atmosphere is already tense, there will be a lot of relief when the parents divorce.

I: Uhm, tell me how you find your job? Doesn't it depress you sometimes, that you are dealing with couples who, perhaps, hate each other, or who have lied and hurt other people, and are now, perhaps, fighting selfishly to get the most for themselves?

S: Oh yes, sometimes I think "Why can't you sort out your own problems?" about a particular client. "Be honest with yourself and the others in your life, that's all you've got to do". But of course that's something we find very difficult. What I wish most is that they would realize just how well off they were, and I don't mean money by the way. But when I have the client in front of me, well I just have a job to do, and I must do it to the best of my abilities.

I: Thank you very much, Mrs. Simpson.

XXXIX. SUPPLY THE APPROPRIATE RUSSIAN EQUIVALENTS FOR THE FOLLOWING ENGLISH WORDS AND WORD-COMBINATIONS:

to start divorce proceedings

the most common reason for divorce

adultery

to grow apart, to grow away

to find courage (eventually) to bring to an end an intolerable situation

to put up (with sth)

mature

to make an important decision

a business – trip (on business – trip)

to develop spiritually

to bring out the reason

a tangible fact

to put up with intolerable circumstances

unpleasant side of marriage

to keep sth going
to invest effort
misery
divorcees
to avoid making the same mistake twice
to rush into another marriage
a dominating man
the situation is acceptable as it is
to simplify the grounds for divorce
one year's separation
irretrievable breakdown
to find an accepted label to explain sth
to suffer more than we care to realize
to stay together
to behave in an adult way
relief
to sort out problems
well-off
to do sth to the best of someone's abilities

XL. ANSWER THE FOLLOWING QUESTIONS:

1. Who most often starts divorce proceedings?
2. What is the most common reason for divorce?
3. Why is adultery considered to be the symptom of divorce not the cause?
4. What does Mrs. Simpson mean by saying that people are conservative by nature?
5. What is Mrs. Simpson's opinion of marriage?
6. What is her advice to divorcees?
7. What does Mrs. Simpson think about the grounds for divorce?
8. Who suffers most when the couple decide to get divorced?
9. Is having children a reason for staying together?

XLI. SPEAK ABOUT MARITAL FAILURES AND THE MOST COMMON REASONS FOR DIVORCE.

XLII. TRANSLATE THE FOLLOWING TEXTS INTO ENGLISH.

Где и какие диковинные свадебные обычаи?

Россия

Друзья вместе с женихом выкупают невесту. Подружки и родственники невесты «держат оборону»: дверь закрывают на ключ, ключ прячут в шариках, которые вешают над дверью. Жених и его друзья не сразу догадаются лопнуть шарики. Подружки невесты выманивают из карманов жениха и его друзей побольше денег, те кладут купюры на четыре угла стола и в середину. Как только жених или его друзья смогут дотронуться до невесты, выкуп состоялся.

Чечня

Во время свадьбы столы накрывают отдельно для мужчин и женщин. Невеста, прикрыв лицо фатой, весь день стоит в углу. Тот, кто хочет поздравить невесту, просит ее принести воды. Когда невеста выполняет просьбу, поздравляющий выпивает глоток и опускает в кружку деньги.

Нигерия

Юноша по пути к своей избраннице должен пройти сквозь строй ее родственников, вооруженных палками, каждый из которых норовит побольнее ударить будущего зятя, проверяя его готовность к трудностям на новом посту.

Германия

Претендент на руку и сердце должен тщательно подмести ступени старинной городской ратуши. Невеста, придирчиво проверяя качество уборки, оценивает, насколько трудолюбив и аккуратен муж.

Македония

Молодожены, запертые в устланном хвоей подвале, отчаянно борются за свадебные призы – шапку и ботинки. Захватит шапку жена – будет счастлива в замужестве. А если еще и ботинки в придачу получит, мужа всю жизнь под каблуком продержит.

Великобритания

Невеста должна поднять одной рукой тяжелую крышку старинного церковного сундука. Тоже проверка на выносливость, только на женскую.

XLIII. TRANSLATE THE FOLLOWING TEXTS INTO ENGLISH.

Как проходит свадьба в разных странах

Греция

Греческая невеста в день свадьбы кладет в перчатку маленький кусочек сахара, чтобы любовь всегда была сладкой. Голову гречанки украшают ниспадающие до колен золотые нити, лицо закрывает длинная вуаль. Один из братьев новобрачной завязывает ей вокруг талии пояс на три прочных узла. Супругу придется потрудиться, чтобы развязать их в первую брачную ночь.

Вступая в дом мужа, юная жена кланяется свекру и свекрови и целует им руки. Родители держат во рту золотую монету, которую она должна вынуть своими губами в знак того, что отныне из уст новоиспеченных родителей будут исходить только «золотые» слова.

Япония

В храме молодые по очереди делают по девять глотков саке, после чего невеста в присутствии родственников дает клятву верности мужу и семье. Завершают торжество нескончаемые приветственные речи. Сохранить к концу дня бодрость духа молодоженам помогает японская выдержка и мысль о том, что подарков всегда бывает так же много, как и гостей.

Марокко

За пять дней до свадьбы марокканка принимает церемониальную ванну, ноги и руки ей расписывают хной. Затем украшенная драгоценностями девушка должна три раза обойти вокруг дома, в котором будет жить с мужем. В день свадьбы новобрачная в многослойном, расшитом золотом платье торжественно переступает порог своего нового жилища. Невесты меняют свои тяжелые наряды не менее шести раз за вечер.

Шотландия

Как только отзвучат обеты, жених накидывает на плечи невесте клетчатый, цветов своего родного клана, платок и закалывает его серебряной булавкой. Чем крепче его любовь к молодой жене, тем сильнее затягивает он на ее талии фамильный ремень.

Германия

Чтобы злые духи не помешали юной девушке стать счастливой женой, друзья новобрачной накануне свадьбы бьют посуду на пороге ее дома. Сама же невеста подметает осколки и вносит их внутрь жилища. На выходе их церкви гости натягивают простыню. Новобрачные должны маленькими ножницами прорезать в ней проход в виде сердца, через который молодой муж пронесет любимую на руках.

Испания

В букете испанской невесты обязательно должны быть оранжевые цветы, ведь апельсин – вечно зеленое дерево, значит «апельсиновая» невеста надолго останется молодой и цветущей.

Италия

По старинному обычаю новобрачная выпускает из клетки белых голубей. Птицы обретают свободу, а у невесты начинается новая жизнь.

XLIV. TRANSLATE THE FOLLOWING TEXT INTO ENGLISH.

Конечно, лучше вообще не знать, что такое развод. Но, увы, бывает и такое, причем достаточно часто. И, оказывается, разводятся люди (как, впрочем и женятся) в разных странах по-разному. Некоторые законы и обычаи известны еще с древнейших времен и благополучно дожили до наших дней.

В Индии, например, во втором тысячелетии до нашей эры право на развод имели только мужчины. Согласно существовавшему тогда закону, жена, не рожавшая детей, может быть переименована на восьмом году, рожаящая только девочек – на одиннадцатом, но сварливая – немедленно.

В Древнем Китае муж имел право изгнать жену за измену, непослушание, сплетничество и чрезмерную ревность.

В Турции, согласно шариату, если женщина открыла свое лицо чужому мужчине, ее брак аннулировался.

У шиитов, проживающих в Ираке, существуют два вида разводов: окончательный и развод, который можно взять обратно, если в течение года супруги помирятся. Но по истечении этого срока развод считается окончательным, к тому же муж должен выплатить жене определенную сумму.

В Японии поводом для развода может послужить жалоба мужа на то, что его жена спит в некрасивой позе.

В Англии развод не разрешен, если его требуют сразу оба супруга, – по здешнему законодательству только один из супругов может возбудить дело о разводе.

Абориген Австралии становится холостяком, если скажет своей жене единственное слово: «Уходи!». Женщина же, чтобы получить развод, должна иметь веские доказательства, что муж – неисправимый донжуан.

У мальгашей, коренных жителей Мадагаскара, существуют временные разводы – по их понятиям, это предотвращает более сложные семейные конфликты. Развод берется, например, если муж уезжает в длительную командировку. Когда муж возвращается, происходит торжественное возобновление брака. Любопытно, что при этом ни один из супругов не должен интересоваться, что происходило в его отсутствие.

В Италии до сих пор муж вправе требовать развода, если жена заставляет его мыть посуду или делать другую домашнюю работу. Одна миланка уже в наши дни позволила себе не согласиться с такой причиной, но суд счел действия жены «серьезным оскорблением закона» и удовлетворил просьбу мужа о разводе.

Джон Фитцджеральд Гленн, судья из американского штата Невада, специализируется на «коллективных» бракоразводных процессах. Когда в его канцелярии набирается 400 прошений, он приглашает всех во двор суда и выстраивает разводящихся полукругом, а потом спрашивает, согласны ли они расторгнуть брак. Когда в ответ получает единодушное «да» сразу из 800 ртов, Гленн считает процедуру законченной. Необходимые документы выдает канцелярия.

XLV. TRANSLATE THE FOLLOWING TEXT INTO ENGLISH.

Ритуалы и обычаи развода

В разных странах существует свои ритуалы и обычаи развода. Так, например, у жителей одного из островов у западного побережья Африки самая простая процедура развода. Инициатором всегда выступает женщина. Все, что ей нужно для развода, – это выкинуть вещи мужа из дома.

В СССР развод производился публично. Чтобы развестись, надо было заплатить 100 рублей, подать заявление, вызвать второго супруга в суд и опубликовать в газете объявление о возбуждении дела.

В Черногории брак считался расторгнутым, если супруги в присутствии свидетелей брались за разные концы пояса и рассекали его пополам.

В провинциальном английском городке существовал забавный обычай. По прошествии года, прожитого в браке, надо было прийти в церковь и поклясться на Библии в том, что за это время молодые супруги ни разу не пожалели о вступлении в брак. В награду за это они получали большой окорок. К сожалению, за 530 лет почетный приз получило всего 8 претендентов.

На острове Ява каждый, кто хотел бы развестись, согласно постановлению правительства, должен сначала посадить пять деревьев.

SPORT



I. WARM-UP.

1. Do you go in for sports? If not, how do you get exercise?
2. Which sports do you enjoy watching on TV? How much time do you spend watching them?
3. Have you watched any sports live at a sports ground or stadium? How was the experience? Was it better than watching on TV?
4. Are there any sports you can't stand to see on TV? What are they and why don't you like them?
5. Which is the most dangerous sport? What kind of injuries occur when people play it?
6. Your country is best at which sports? Why is it strong at these?
7. What sports did you play as a child? What was your proudest moment?
8. Is sport an important part of education? What does it teach people?
9. Who is your all-time favourite sports person?
10. Do you like to wear clothes with a team's emblem or player's name?
11. What do you think about sports fans that paint their faces or wear costumes?

12. If the Olympics could only be one event, what should that event be?
13. People compete in sports, games and many other areas of life. What is good and bad about competition?
14. Is there too much money in sport? Are athletes paid too much or too little?
15. What are extreme sports? Have you tried any of these?
16. How are sports and esports different?

II. READ THE TEXT "ANCIENT OLYMPIC GAMES".

Ancient Greece can truly be considered the birthplace of competitive sports as we know them. The origin of such sports goes back several thousand years. Long before the first Olympic Games were staged at Olympia in 776 BC, the Greek people had developed a taste for sports that elevated athletic games to a prominent place in their ceremonial life and the education of the young. Sporting contests of those early times are glorified in Homer's "Iliad". In general, the Greek literature of antiquity suggests that sports enjoyed a popularity very much like that in our own day and that then as now champion athletes were taken to the hearts of the people more enthusiastically than philosophers or statesmen.

Sports competitions among the Greeks began with a religious orientation, as is still the case among many primitive peoples today. Contests of physical strength and skill were believed to invigorate and renew the youth of the participants, to activate the powers of gods and, by inspiration, to restore to the dead some of their lost powers. Funeral ceremonies were therefore featured by athletic games (a practice that persisted to Roman times). The Greeks soon developed rational foundations for their games, however. As philosophers and as warriors they came to cultivate physical exercise for its health-giving value and its preparation for combat.

Above all, sports had a special appeal for the Greek people because of their singular philosophy and life ideal. The corner stone of this philosophy was the love of perfection and of beauty – beauty of both mind and body. With an intense desire to approach the ideal of a well-rounded man they made gymnastics and athletics a central part of their system of education of children.

The urge to perfection also instilled in the Greeks an incandescent desire for victory in every endeavor to explain not only the Greeks' extraordinary interest in competitive sports but also the spirit with which they approached games. The goal was always victory – at any cost.

The Panhellenic games, bringing together athletes and spectators from the various independent cities of ancient Greece, were staged at the sites of the principal temples and particularly at Olympia. The games were held in honour of Zeus and Hera and they were always opened and closed with religious ceremonies. Concerts, readings by poets and orations formed

part of the celebration. For the Greeks who were not a single nation but a loose fraternity of rival cities united only by a common language and religious traditions, the games served as an instrument of pacification and friendly communication. Their advent was announced by sacred heralds carrying the message from city to city whereupon any hostilities would promptly be suspended and people from all over the Greek world would flock to the site of the games. Any person, free, slave or barbarian, could attend as a spectator – with the curious exception of married women.

The participating athletes went into intensive training for a month beforehand. Participation was not limited to adults, there were many special events for children. For the adult athletes there was a standard schedule of events: chariot and horseback races in a hippodrome and contests in the stadium that included footraces at various distances, boxing, wrestling and hurling the discus and the javelin. Hurling the discus and the javelin, due to their popularity, are still recognized as symbols of the ancient games.

The pancratium of the Greek Olympics was a combination of boxing and wrestling that contained brutal aspects of both exercises. Any kind of blow with the fists or the feet was permissible, and every part of the adversary's body was a legitimate target. The only maneuver that was barred was poking one's fingers into the eyes or orifices of the opponent's face. The combat ended only when one of the combatants was reduced to helpless surrender. Needless to say, since there were no weight restrictions, a lightweight had no chance to win in this sport.

The Olympic Games began in 776 BC and were held at four year intervals until AD 393. They were characterized by pure amateurism and immeasurable rewards of honour. The winner of each event received a crown of olive leaves. His homecoming was triumphant. At Olympia a winner could have a statue of himself erected in the sacred grove where the temples stood. If he could afford the expense, he might also ask a poet to compose an ode in his honour.

The tradition and spirit of the Greek Olympic Games carried over to the beginning of the Roman era. As the glory of classical Greece faded, so did the brilliance of the games. In Rome they became mere circuses and were dropped after AD 393, not to be revived for nearly 1500 years. Renewal of the games came in 1896, when the first modern Olympic meet was held in Athens through the efforts of the French educator Baron Pierre de Coubertin. The modern Olympic Games have gone far beyond the ancient meets in the magnitude and diversity of their events, covering nearly the entire range of modern sports.

Fortunately, the 20-th century Olympics have also maintained thus far the original Greek ideal expressed in 1894 by Baron Pierre de Coubertin: "Before all things it is necessary that we should preserve in sport those characteristics of nobility and chivalry that have distinguished it in the past, so it may continue to play the same part in the education of the people of today as it played so admirably in the days of ancient Greece".

III. PROVIDE EQUIVALENTS FOR THE FOLLOWING:

проводить Олимпийские игры
всесторонне развитый человек
сделать гимнастику и атлетику центральной частью системы воспитания детей
стремление к совершенству
вселить желание побеждать в любом деле
победа любой ценой
Всегреческие игры
собрать вместе спортсменов
инструмент примирения и дружеского общения
единая нация
в играх участвовали не только взрослые
специальные виды спорта для детей
программа соревнований всегда оставалась неизменной
гонки на колесницах
соревнования по верховой езде
ипподром
соревнования, проводившиеся на стадионе
бег на разные дистанции
противник
спортсмен легкого веса
по размаху и разнообразию состязаний

IV. ANSWER THE FOLLOWING QUESTIONS:

1. When and where were the first Olympic Games staged?
2. What sports can be called competitive?
3. Why were the Greeks fond of athletic games?
4. Do you agree that nowadays champion athletes are taken to the hearts of the people more enthusiastically than philosophers or statesmen?
5. How did the first sports competitions begin in ancient Greece?
6. What place did sports occupy in the education of children in ancient Greece?
7. What was the purpose of the ancient Olympic Games?
8. What did the Panhellenic games consist in?

9. Who was allowed to attend the games?
10. What constituted the standard schedule of events?
11. What was the pancratium like?
12. What were the basic features of the Olympic games held in ancient Greece?
13. When and why were the ancient Olympic games dropped?
14. When did the modern Olympic meets begin?
15. What original features of the ancient Greek games have been maintained by the 20-th century Olympics?

V. READ THE TEXT “MODERN OLYMPIC GAMES”.

The remarkable fact about the Games of the first Olympiad held in Athens in 1896 was that the pattern set has required almost no change. Events, ceremonies, and the inclusion of women have been added and also the series of winter sports, otherwise, the skeleton framework elaborated for the First Games has stood the test of time.

The Greeks themselves were so enthusiastic that they demanded that Athens should be the permanent home of the Games, as Olympia had been of old.

This was understandable, for they had spent what for them was a huge sum of money, but Coubertin was adamant since internationalism was his major objective.

The participation was relatively small, but the Games were a success and they received world probation. There were 42 events in 10 categories of sports, although the performances of the winners would not even bring qualification for participation today.

One of the features of the Games was the inclusion of the marathon race, for which a special prize was donated by an enthusiastic Frenchman and friend of Coubertin, Breal, a member of the Institute de France. It also caused much discussion because many insisted that the distance was totally unreasonable.

The marathon race was won by a Greek, Spyros Louys and he entered the stadium to win among frenzied acclamation. He was carried on the shoulder of the younger princes to the king in the royal stand.

The Games of the II Olympiad in 1900 were held in Paris, to coincide with the stupendous International Exhibition, which attracted all the public attention and completely diverted interest from the Games. The Games were anything but properly conceived or carried out and extended over many weeks. Coubertin was disgusted with them. The III Olympiad was held in St. Louis, Missouri and the results were even more disappointing for apart from another international exhibition that also stole the show, the European amateur athletes who had to pay their own fare, found the venue too far and the journey too expensive.

Greece was in the meantime demanding that the Games be held in Athens again, and made a compromise suggestion that they be held every ten years in Athens in addition to the normal Olympiads. Games were therefore organized for Athens in 1906. The IOC however did not firmly recognize them as Olympiad and baptized them an "UN – Olympiad".

The London Games of the IV Olympiad in 1908 were the biggest success so far. Excellently organized, they received the enthusiastic support of the world press.

The Games of the V Olympiad were held in Stockholm in 1912. Some nationalistic susceptibility arose but Coubertin tackled the difficulties with diplomacy and finesse and matters were ironed out.

The Games of the VI Olympiad had been allotted to Berlin but because of World War I were not held. The Games of the VII Olympiad were held in Antwerp, but the Central European countries were not represented, not because they had been banned, but because the National Olympic Committees had not survived the ravages of the war, and it is these committees who are responsible for the representations that are ultimately sent to the Games.

In 1924, at the request of Coubertin, the Olympic Games were held in Paris. The entries for the Paris Games were a record numbering 3,092.

It should be noted that the I.O.C. makes the ultimate decision as to where the Games of the next Olympiad are to be held, and this is done a year or two before the previous Olympiad. It is never a question of allocating them to a country but to a city. Games were not for instance, allocated to Belgium, but to Antwerp. The I.O.C. takes into consideration many factors, and listens to the advice of the federations, but above all it wishes to see that there is a fair chronological allocation to the various continents, and that the various cultural aspects are included.

The IX Games were held in Amsterdam in 1928. The X Games were held in Los Angeles in 1932, where for the first time there was an important innovation, a significant one – the creation of an Olympic Village in which the contestants lived together. This was found to be most beneficial for the rapid promotion of a spirit of fraternity among the athletes. It was, in fact, a reversion to the ancient Olympic Games, where all the competitors lived together in neighboring place for one month previous to the Games.

The XI Games were held in Berlin. The entries exceeded four thousand for the first time, and here the ceremony of relaying the Olympic Flame from ancient Olympia, which was such a success, was first instituted. Torch runners brought the flame all the way from Olympia. It should be noted, however that a flame had been lit at the Amsterdam Games in 1928, though not originating in Olympia.

The XII and XIII Olympiads were bereft of Games, which were cancelled owing to World War II. In 1948 the first post-war Games were held in London, for the second time, at the newly constructed Wembley stadium. In 1952 the host city for the XV Olympiad Games was

Helsinki. In 1956 a new continent was chosen for the XVI Olympiad and the Games were held in Melbourne, Australia. In 1960 the Games were staged in Rome, while the 1964 Games were held for the first time in Asia. Tokyo did herself proud being the trail-blazer followed 24 years later by Seoul. Mexico City played host to the XIX Olympic Games at an altitude of about 2,500m above sea level. The rarefied air was responsible for some outstanding performances and mind-boggling records like Bob Beamon's long jump of 8.90 m, improved only 25 years later.

The 1972 Games in Munich were marked by a tragedy when a group of Palestinian terrorists attacked Israeli athletes killing some of them. The next three Olympiads staged in Montreal, Moscow, and Los Angeles respectively were marred by boycotts due to political reasons.

The XXV Olympics were held between July 25 and August 9, 1992. More than 14,000 athletes gathered in Barcelona. The athletes represented a record, 172 nations, 11 more than had participated in any previous Olympics, and competed for medals in 257 events. The 1992 Games will be remembered mostly for the appearance of the Dream Team—the US basketball team featuring for the first time the stars of the National Basketball Association. As expected, the team crushed all its opponents on the way to a gold medal. Other notable events at the games were the victory in the long jump of Carl Lewis, his third consecutive gold medal in the event; the successful defense in the heptathlon by Jackie Joyner-Kersey; and the domination in men's gymnastics of Vitaly Shcherbo of the Unified Team. Also notable was the appearance of South African athletes after missing 7 consecutive Olympiads.

The Unified Team, made up of athletes of 12 republics of the former Soviet Union, won the most gold medals, 45, and the most medals, 112.

The next Olympic Games were held in 1996 and 2000 in Atlanta and Sydney respectively.

In 1931 Coubertin stressed: "The Olympic Games are not international championships, but festivals, festivals of passionate endeavor, to spur an ambition, festivals of every form of the youthful urge to do great deeds". He in consequence attached the very highest importance to impressive if not reverent ceremony. The Olympic Flag was not raised at the Games till 1920, and that was also the first Games at which the Olympic oath was given, though nowadays it has been changed to a "promise".

At the opening of the Games the IOC appears as host, the president of the IOC conducts the head of state of the country in which the Games are being held to the seat of honour and presents him to the other members of the IOC who are present.

The national anthem of the host country is then played and all the participants march past, with the Greek athletes at the head and these of the host country in the rear, with the athletes of the other countries in between in alphabetical order. Then they form up and face the Lodge of Honour. The President of the IOC asks the head of state to declare the Games open. As he does so, the Olympic Flag is raised, pigeons are released, guns boom and the Olympic Hymn, composed for the 1896 Games, is sung.

Then comes the great moment for which all have been tensely waiting. It has caught imagination. Its course has been followed for many days if not weeks, more especially in the host country but also by all the world. The last of the torch runners enters the stadium and runs right across it to light the flame that will bum till the end of the Games. The first torch runner has taken the Olympic Flame from the hands of the Priestess lit by the light of the sun in the Sacred Altis in distant Olympia, by means of a concave magnifying reflector. From Olympia it is carried by torch bearers, one for each kilometer, about 340 in all. In Athens it passes by the Panathenian Stadium and thence to the port of Piraeus, or to the aerodrome. If the Games are to be held in Europe the torch speeds its way to its destination completely by runners overland.

After the lighting of the Flame the "Oath" or rather nowadays the "Promise" is spoken. The parade of the athletes is then concluded and with it the opening ceremony terminates.

The closing ceremony is simpler and is performed by the President of the IOC. The Olympic Flag is lowered and there is a salute of five guns, presumably for the five continents and the five rings in the flag. Since Melbourne there has been no march past in the closing ceremony, the idea being that they are now all of one Olympic family without any nationalistic rivalries.

VI. SUPPLY THE APPROPRIATE RUSSIAN EQUIVALENTS FOR THE FOLLOWING ENGLISH WORDS, WORD-COMBINATIONS AND SENTENCES:

the pattern set for the Olympics

the series of winter sports

otherwise the skeleton framework elaborated for the first Games stood the test of time to be adamant

internationalism was his major objective

to be the permanent home of the Games

to receive world probation

the performance of the winners would not even bring qualification

for participation today

to divert interest from the Games

the Games were anything but properly conceived or carried out

to steal the show

to baptize the 1906 Games as an "Un - Olympiad"

some nationalistic susceptibility arose

Coubertin tackled the difficulties with diplomacy and finesse

to survive the ravages of the war

the entries for the Paris Games were a record

to relay the Olympic Flame from ancient Olympia to the Olympic Games

to allocate the Games to a city
the host city
the rarefied air was responsible for some outstanding performances
and mind-boggling records
after missing seven consecutive Olympiads
to catch imagination

VII. ANSWER THE FOLLOWING QUESTIONS:

1. What innovations were introduced into the Modern Olympic Games held in 1896?
2. Why did the Greeks demand that Athens should be the permanent home of the Games?
3. What was the new feature of the 1896 Games?
4. Why were the II-nd and the III-rd Olympiads disappointing?
5. What bodies in participating countries are responsible for the representations that are ultimately sent to the Games?
6. Who makes the final decision as to where the Games of the next Olympiad are to be held? Is the decision taken long before the Games begin?
7. Are the Games allocated to a country or to a city?
8. What factors are taken into consideration by the IOC when choosing the venue for the Olympic Games? What Games saw the creation of the first Olympic Village?
9. When was the ceremony of relaying the Olympic Flame from Olympia introduced?
10. What importance did Coubertin attach to the Olympic Games?
11. When was the Olympic Flag raised and the Olympic Oath taken for the first time?
12. What are the opening and closing ceremonies like?
13. What was notable at the Olympic Games in Barcelona?
14. How many medals did the Unified Team win in Barcelona?
15. In what cities were the Games staged in 2021 and 2022?
16. In what cities will the Games be staged in 2024 and 2026?

VIII. SPEAK ABOUT ANCIENT AND MODERN OLYMPIC GAMES.

IX. READ THE TEXT "THE OLYMPICS: A VERY POLITICAL GAME" (BY JOE HAVELY, CNN).

Ask any member of the International Olympic Committee worth their salt and they'll tell you that politics and sport do not mix.

Of course, a lot depends on what people class as politics.

As for the sensitive subject of human rights people, on the one hand, argue the issue is simply not a political one. Instead they say it is a difference of culture, dressed up as a political stick.

On the other hand, politicians argue that the rights issue comes down to one of morality.

For the International Olympic Committee (IOC) violation of human rights includes widespread torture, detention without trial, political repression, summary execution and other denials of basic human rights.

Some advocates of the Olympic movement believe the games may help improve the human rights situation and hasten political and social change. It is an argument that will probably continue long.

Principles and practice

Under the Olympic charter, one of the objectives of the IOC is to oppose any political abuse of sport and athletes.

But through the history of the modern Olympic movement it is hard to find a Games that hasn't in some way or other been influenced by politics.

Even the original Olympics had their origins in the politics of the time, designed to bring together the competing and often warlike city-states of ancient Greece.

The modern Olympics too have been the stage for or been subject to wars, boycotts, protests, walkouts and terrorist attacks – all of which come under the broad banner of politics.

In 1920, Austria, Bulgaria, Germany, Hungary and Turkey were barred from competition because of their role in World War I. In the post – World War II Games of 1948, staged in London, Germany and Japan were both excluded.

Perhaps one of the most infamous examples of the politicization of the Games was in 1936, when Hitler's Nazi Germany played host to the 11-th Summer Olympiad.

Fanning the flame

Seizing the opportunity to showcase the Third Reich, Hitler poured vast resources into Berlin's sporting facilities and set about putting on a spectacular that would make Germany the envy of the world.

Until then the Games had been modest affairs, short on the pomp and ceremony that has come to characterize the event today.

The Berlin Games were very different – the first to feature a lavish opening ceremony with parades designed to show off Hitler's newly resurgent Germany.

It was also the first to feature the torch relay from the ruins of Olympia in Greece to the host city – a tradition which, despite its dubious origins, has been performed at every subsequent Games.

Nonetheless Hitler's efforts to use the Games as a demonstration of the superiority of the 'Aryan' race were famously scuppered by black American athlete Jesse Owens who scored a string of golds in the 100-meter, 200-meter, long jump and the 4 by 100-meter relay.

Thirty six years later, when the Games returned to what by then was West Germany, there was another more violent demonstration of the use of the Games as a political platform.

Black September

Few who were alive at the time can forget the stunned silence as the world watched events unfold on one day at the Munich 1972 Games.

Early in the morning of September 5, Palestinian gunmen claiming to be from the Black September guerrilla organization stormed into the Israeli quarters of Olympic village.

The gunmen demanded the release of 200 Arab prisoners from Israeli jails and safe passage or themselves and their hostages out of Germany.

By 11 p.m. on the same day, all 11 Israeli hostages, five of the gunmen and one German police officer were dead – all but two the result of a botched rescue attempt.

But most political use of the Olympic movement – and of sport in general - has tended to focus on boycotts or universally agreed bars on the participation of a specific nation.

South Africa, for example, was excluded from the Olympic movement from 1960 until the Barcelona Games of 1992 because of its apartheid laws.

In 1980, the Moscow Games were hit by a US-led Western boycott called in protest at the Soviet Union's invasion of Afghanistan a year earlier.

Four years later, in a tit-for-tat response characteristic of the Cold War, the Soviet Union then led a boycott of the Games held in Los Angeles, California.

High hopes

But there have also been occasions when, instead of protest, the Games have been used to send a message of political hope for the future.

In the Sydney 2000 Games, for example, teams from North and South Korea marched as one at the opening ceremony – although they competed as separate nations.

In the same Games, a hurriedly agreed compromise allowed the newly emergent nation of East Timor to compete under the Olympic flag.

Politics and sport might be uncomfortable bedfellows, but on past experience at least it seems they are inseparable.

X. SUPPLY THE APPROPRIATE RUSSIAN EQUIVALENTS FOR THE FOLLOWING ENGLISH WORDS, WORD-COMBINATIONS AND SENTENCES:

politics and sport do not mix

rights issue

violation of human rights

widespread torture

detention without trial

political repression

summary execution

denial of basic human rights

improve the human rights situation and hasten political and social change

one of the objectives of the IOC is to oppose any political abuse of sport and athletes

the stage for wars, boycotts, protests, walkouts and terrorist attacks

to be barred from competition

to play host (to)

to showcase

Hitler poured vast resources into Berlin's sporting facilities and set about putting on a spectacular that would make Germany the envy of the world.

modest affairs, short on the pomp and ceremony

The Berlin Games were the first to feature a lavish opening ceremony with parades designed to show off Hitler's newly resurgent Germany.

torch relay

to use the Games as a demonstration of the superiority of the 'Aryan' race

to be scuppered

to score a string of golds

demonstration of the use of the Games as a political platform

stunned silence

gunmen

release of prisoners from jails

hostages

a botched rescue attempt

a universally agreed bar on the participation of a specific nation

apartheid law(s)

a tit-for-tat response

to send a message of political hope for the future

Politics and sport might be uncomfortable bedfellows, but on past experience at least it seems they are inseparable.

XI. ANSWER THE FOLLOWING QUESTIONS.

1. What do people class as politics?
2. Is the issue of human rights political?
3. What does violation of human rights include?
4. What is the objective of IOC?
5. Is it true to say that 'it's hard to find a Games that hasn't in some way or other been influenced by politics'? Give examples.
6. Give examples of boycotts or bars on participation of a specific nation.
7. Are there examples of the Games used to send a message of political hope for the future?
8. What can you say about the bars on participation of Russian athletes?
9. Why does the author come to the conclusion that politics and sport seem to be inseparable?

XII. READ THE TEXT "INTERESTING OLYMPIC FACTS' AND SPEAK ABOUT CHARACTERISTIC FEATURES OF THE OLYMPIC GAMES".

The Official Olympic Flag

Created by Pierre de Coubertin in 1914, the Olympic flag contains five interconnected rings on a white background. The five rings symbolize the five significant continents and are interconnected to symbolize the friendship to be gained from these international competitions. The rings, from left to right, are blue, yellow, black, green, and red. The colors were chosen because at least one of them appeared on the flag of every country in the world. The Olympic flag was first flown during the 1920 Olympic Games.

The Olympic Motto

In 1921, Pierre de Coubertin, founder of the modern Olympic Games, borrowed a Latin phrase from his friend, Father Henri Didon, for the Olympic motto: Citius, Altius, Fortius ('Swifter, Higher, Stronger').

The Olympic Oath

Pierre de Coubertin wrote an oath for the athletes to recite at each Olympic Games. During the opening ceremonies, one athlete recites the oath on behalf of all the athletes. The Olympic

oath was first taken during the 1920 Olympic Games by Belgian fencer Victor Boin. The Olympic Oath states, 'In the name of all competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules that govern them, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams'.

The Olympic Creed

Pierre de Coubertin got the idea for this phrase from a speech given by Bishop Ethelbert Talbot at a service for Olympic champions during the 1908 Olympic Games. The Olympic Creed reads: "The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well".

The Olympic Flame

The Olympic flame is a practice continued from the ancient Olympic Games. In Olympia (Greece), a flame was ignited by the sun and then kept burning until the closing of the Olympic Games. The flame first appeared in the modern Olympics at the 1928 Olympic Games in Amsterdam. The flame itself represents a number of things, including purity and the endeavor for perfection. In 1936, the chairman of the organizing committee for the 1936 Olympic Games, Carl Diem, suggested what is now the modern Olympic Torch relay. The Olympic flame is lit at the ancient site of Olympia by women wearing ancient-style robes and using a curved mirror and the sun. The Olympic Torch is then passed from runner to runner from the ancient site of Olympia to the Olympic stadium in the hosting city. The flame is then kept alight until the Games have concluded. The Olympic Torch relay represents a continuation from the ancient Olympic Games to the modern Olympics.

The Olympic Hymn

The Olympic Hymn, played when the Olympic Flag is raised, was composed by Spyros Samaras and the words added by Kostis Palamas. The Olympic Hymn was first played at the 1896 Olympic Games in Athens but wasn't declared the official hymn by the IOC until 1957.

Real Gold Medals

The last Olympic gold medals that were made entirely out of gold were awarded in 1912.

The Medals

The Olympic medals are designed especially for each individual Olympic Games by the host city's organizing committee. Each medal must be at least three millimeters thick and 60 millimeters in diameter. Also, the gold and silver Olympic medals must be made out of 92.5 percent silver, with the gold medal covered in six grams of gold.

The First Opening Ceremonies

The first opening ceremonies were held during the 1908 Olympic Games in London.

Opening Ceremony Procession Order

During the opening ceremony of the Olympic Games, the procession of athletes is always led by the Greek team, followed by all the other teams in alphabetical order (in the language of the hosting country), except for the last team which is always the team of the hosting country.

A City, Not a Country

When choosing locations for the Olympic Games, the IOC specifically gives the honor of holding the Games to a city rather than a country.

IOC Diplomats

In order to make the IOC an independent organization, the members of the IOC are not considered diplomats from their countries to the IOC, but rather are diplomats from the IOC to their respective countries.

First Modern Champion

James B. Connolly (United States), winner of the hop, step, and jump (the first final event in the 1896 Olympics), was the first Olympic champion of the modern Olympic Games.

The First Marathon

In 490 BC, Pheidippides, a Greek soldier, ran from Marathon to Athens (about 25 miles) to inform the Athenians the outcome of the battle with invading Persians. The distance was filled with hills and other obstacles; thus Pheidippides arrived in Athens exhausted and with bleeding feet. After telling the townspeople of the Greeks' success in the battle, Pheidippides fell to the ground dead. In 1896, at the first modern Olympic Games, held a race of approximately the same length in commemoration of Pheidippides.

The Exact Length of a Marathon

During the first several modern Olympics, the marathon was always an approximate distance. In 1908, the British royal family requested that the marathon start at the Windsor Castle so that the royal children could witness its start. The distance from the Windsor Castle to the Olympic Stadium was 42,195 meters (or 26 miles and 385 yards). In 1924, this distance became the standardized length of a marathon.

Women

Women were first allowed to participate in 1900 at the second modern Olympic Games.

Winter Games Begun

The winter Olympic Games were first held in 1924, beginning a tradition of holding them a few months earlier and in a different city than the summer Olympic Games. Beginning in 1994, the winter Olympic Games were held in completely different years (two years apart) than the summer Games.

Cancelled Games

Because of World War I and World War II, there were no Olympic Games in 1916, 1940, or 1944.

Tennis Banned

Tennis was played at the Olympics until 1924, then reinstated in 1988.

Walt Disney

In 1960, the Winter Olympic Games were held in Squaw Valley, California (United States). In order to bedazzle and impress the spectators, Walt Disney was head of the committee that organized the opening day ceremonies. The 1960 Winter Games Opening Ceremony was filled with high school choirs and bands, releasing of thousands of balloons, fireworks, ice statues, releasing of 2,000 white doves, and national flags dropped by parachute.

Russia Not Present

Though Russia had sent a few athletes to compete in the 1908 and 1912 Olympic Games, they did not compete again until the 1952 Games.

Motor Boating

Motor boating was an official sport at the 1908 Olympics.

Polo, an Olympic Sport

Polo was played at the Olympics in 1900, 1908, 1920, 1924, and 1936.

Gymnasium

The word “gymnasium” comes from the Greek root “gymnos” meaning nude; the literal meaning of “gymnasium” is “school for naked exercise”. Athletes in the ancient Olympic Games would participate in the nude.

Stadium

The first recorded ancient Olympic Games were held in 776 BC with only one event – the stade. The stade was a unit of measurement (about 600 feet) that also became the name of the footrace because it was the distance run. Since the track for the stade (race) was a stade (length), the location of the race became the stadium.

Counting Olympiads

An Olympiad is a period of four successive years. The Olympic Games celebrate each Olympiad. For the modern Olympic Games, the first Olympiad celebration was in 1896. Every four years celebrates another Olympiad; thus, even the Games that were cancelled (1916, 1940, and 1944) count as Olympiads. The 2004 Olympic Games in Athens was called the Games of the XXVIII Olympiad.

Expansion

During the twentieth century, the Olympic Games greatly increased in size, and events now run over two weeks, with many being staged simultaneously at a number of purpose-built venues. The first Winter Olympics were staged in 1924, and are now held in the second year of each Olympiad.

Host cities

In order to allow a host city to adequately prepare for the events and the influx of participants and spectators, the International Olympic Committee allocates the venue for the Games up to 6 years before they are to be held. Even though the cost of hosting the Games is prohibitive, many cities vie for the honour of being selected as the site for the Games. The fact that several billion people now view the Games via a worldwide satellite television system is sufficient to ensure a host country receives immense exposure, and, provided all goes well, important international accolades.

Amateur v Professional

The strict amateur status of competition at the modern Olympic Games adhered to by the International Olympic Committee until quite recent times, was not inherited from the ancient

Games. By 450 BC, athletes competed for substantial prizes in money or kind at the Olympics. They were also given enough to enable them to train and compete on a full-time basis without requiring employment to survive.

XIII. LIST OF MODERN OLYMPIC GAMES.

Year	Summer Olympic Games	Winter Olympic Games
1	2	3
1896	Athens	–
1900	Paris	–
1904	St. Louis	–
1906	Athens ('Unofficial')	–
1908	London	–
1912	Stockholm	–
1916	Not held	–
1920	Antwerp	–
1924	Paris	Chamonix
1928	Amsterdam	St. Moritz
1932	Los Angeles	Lake Placid
1936	Berlin	Garmisch-Partenkirchen
1940	Not held	Not held
1944	Not held	Not held
1948	London	St. Moritz
1952	Helsinki	Oslo
1956	Melbourne	Cortina d'Ampezzo
1960	Rome	Squaw Valley
1964	Tokyo	Innsbruck
1968	Mexico City	Grenoble
1972	Munich	Sapporo

1	2	3
1976	Montreal	Innsbruck
1980	Moscow	Lake Placid
1984	Los Angeles	Sarajevo
1988	Seoul	Calgary
1992	Barcelona	Albertville
1994	–	Lillehammer
1996	Atlanta	–
1998	–	Nagano
2000	Sydney	–
2002	–	Salt Lake City
2004	Athens	–
2006	–	Turin
2008	Beijing	–
2010	–	Vancouver
2012	London	–
2014	–	Sochi
2016	Rio de Janeiro	–
2018	–	Pyeongchang
2020	Tokyo	–
2022	–	Beijing
2024	Paris	–
2026	–	Milan and Cortina d'Ampezzo

XIV. PROVIDE RUSSIAN EQUIVALENTS FOR TEAM AND INDIVIDUAL SPORTS:

Aerobics, acrobatics, Alpine skiing, archery, arm wrestling, athletics, badminton, bandy, baseball, basketball, biathlon, biathlon relay, bicycling, biking, billiards, bobsledding, bobsleigh, boxing, canoeing, cricket, cross country, curling, cycling, darts, decathlon, discus throwing, diving (springboard, platform), doubles

tennis, fencing, field hockey, figure skating, football, freestyle wrestling, footracing, golf, Greco-Roman wrestling, gymnastics (the balance beam, floor exercise, horizontal bar, parallel bar, rings, side horse, uneven bars, vault), hammer throw(ing), handball, heptathlon, high jump, (ice) hockey, horse racing, hurdling, javelin hurling, jogging, judo, karate, kung fu, long jump, luge, marathon, martial arts, mountaineering, Nordic skiing, (modern) pentathlon, ping pong, pole vault, racewalking, racing, rafting, relay, riding, rock climbing, roller skating, rowing, rugby, running, sailing, scuba diving, shooting, shot put (to heave the shot put), skateboarding, skeleton, skiing, ski jumping, slalom, sledding, snooker, snorkeling, snowboarding, soccer, softball, speed skating, squash, steeplechase, Sumo wrestling, surfing, swimming (backstroke, breaststroke, butterfly, freestyle, medley relay), synchronized swimming, table tennis, taekwondo, tennis, tobogganing, track and field, triathlon, triple jump (hop, step, and jump), tug of war, volley ball, water polo, waterskiing, weightlifting (jerk, snatch), windsurfing, wrestling, yachting.

XV. MAKE A PRESENTATION OF YOUR FAVORITE KIND OF SPORT. WHEN PLANNING YOUR PRESENTATION, YOU MIGHT LIKE TO CONSIDER THE FOLLOWING:

1. **Introduction.** Interesting opening comments to attract the audience's attention.
 2. **Basic information on the sport.** Is it an individual or team event? What equipment is needed? How and where is it played? What is the aim of the sport? Who controls its rules?
 3. **The sport's popularity.** Is the sport played by a lot of people and in many countries? Where can the sport be watched? Who watches it? Who/What are some famous players/teams/events? What kind or amount of support do they get from the fans?
 4. **The pleasures of the sport.** What makes it enjoyable? What skills does it call upon? If possible, be personal.
 5. **The dangers of the sport.** What sort of injuries (if any) may be risked? What abuses take place in relation to the sport?
 6. **Closing comments.** Encourage interest in the sport.
- Do not read from your script or it will sound unnatural.

XVI. USE “PLAY” WITH ANY COMPETITIVE GAME THAT YOU CAN PLAY, “GO” WITH ACTIVITIES THAT CAN BE DONE ALONE, AND “DO” WITH GROUPS OF RELATED ACTIVITIES. DECIDE BETWEEN “DO”, “GO” OR “PLAY”. SOMETIMES THE VERB NEEDS TO BE CONJUGATED OR PUT IN THE INFINITIVE OR GERUND FORM.

- He used to _____ jogging every day when he was at university.
- I love _____ a good game of chess from time to time.
- She _____ gymnastics for over five years now.
- This summer we _____ windsurfing every day on our vacation.
- He’s quite the athlete. He _____ basketball, baseball and hockey, too.
- My wife _____ horse riding twice a week.
- Why don’t we _____ a set of tennis?
- Some people think that _____ aerobics four times a week is the best possible way of keeping fit.
- His idea of the perfect summer holiday is to rent a sailboat and _____ sailing between the islands of the Tuscan archipelago.
- He _____ athletics for his local track club.

XVII. WE USE MANY VARIOUS TYPES OF EQUIPMENT AND CLOTHING TO PLAY DIFFERENT SPORTS. DECIDE WHETHER THE SPORT IS PLAYED WITH THE FOLLOWING TYPES OF EQUIPMENT AND CLOTHING. SOME OF THE WORDS ARE USED MORE THAN ONCE:

ball, puck, racket, stick, piece, paddle, gloves, board, bat, cleats, pads (knee-pad, shoulder-pad, etc.), clubs, saddle, suit.

- American Football:
- European Football:
- Tennis:
- Chess:
- Swimming:
- Horse Racing:
- Ice Hockey:
- Boxing:
- Volleyball:
- Athletics:
- Baseball:

- Ping Pong:
- Racketball:
- Squash:
- Golf:

XVIII. MAKE A PRESENTATION AND SPEAK ABOUT THE SUMMER OLYMPIC GAMES OF 2020 IN TOKYO AND 2024 IN PARIS.

XIX. MAKE A PRESENTATION AND SPEAK ABOUT THE WINTER OLYMPIC GAMES OF 2022 IN BEIJING.

XX. TRANSLATE THE FOLLOWING TEXT FROM RUSSIAN INTO ENGLISH.

Олимпийские игры Древней Греции

Олимпийские игры Древней Греции представляли собой религиозный и спортивный праздник, проводившийся в Олимпии. Сведения о происхождении Игр утеряны, но сохранилось несколько мифов, описывающих это событие. Из истории к нам дошло множество строений и скульптур того периода. Если к ним внимательно присмотреться, то заметим, что все статуи того периода изображают людей с красивыми телами. В тот период истории был распространен культ красивых тел. «В здоровом теле здоровый дух» – так можно описать одну из идей и причин появления таких скульптур.

Занятия спортом и спортивные соревнования начались уже в древнем периоде. Победителей соревнований почитали, как героев-воинов. Первое документально подтверждённое чествование победителей относится к 776 году до н. э. На время проведения Игр объявлялось священное перемирие, хотя оно неоднократно нарушалось. Олимпийские игры существенно потеряли свою значимость после того, как христианство стало официальной религией. Игры стали рассматриваться как проявление язычества, и в 393 году н. э. они были запрещены императором Феодосием I.

Олимпийская идея и после запрета античных состязаний не исчезла совсем. Например, в Англии в течение XVII века неоднократно проводились олимпийские соревнования и состязания. Позже похожие соревнования организовывались во Франции и Греции. Это были небольшие мероприятия, носившие местный характер. Первыми настоящими предшественниками современных Олимпийских игр являются Олимпии, которые проводились регулярно в период 1859–1888 годов.

В 1766 г. в результате археологических раскопок в Олимпии были обнаружены спортивные и храмовые сооружения. В 1875 году археологические исследования и раскопки продолжились под немецким руководством. Желание возродить олимпийское мышление и культуру распространилось довольно быстро по всей Европе. Французский барон Пьер де Кубертен, осмысливая впоследствии вклад Франции, сказал: «Германия раскопала то, что осталось от древней Олимпии. Почему Франция не может восстановить старое величие?»

По мнению Кубертена, именно слабое физическое состояние французских солдат стало одной из причин поражения французов в Франко-прусской войне 1870–1871. Он стремился улучшить физическую культуру французов. Одновременно с этим он хотел преодолеть национальный эгоизм и установить мир и международное взаимопонимание. Молодежь мира должна была мериться силами в спортивных состязаниях, а не на полях битв. Возрождение Олимпийских игр казалось в его глазах лучшим решением для достижения мира и взаимопонимания.

На конгрессе, проведённом 16–23 июня 1894 года в Сорбонне (Парижский университет), Пьер де Кубертен представил свои идеи международной публике. Было принято решение о том, что первые Олимпийские игры современности должны состояться в 1896 году в Афинах, в Греции – родоначальнице Игр. Чтобы организовать проведение Игр, был основан Международный олимпийский комитет (МОК). Первым президентом Комитета стал грек Деметриус Викелас, генеральным секретарём стал барон Пьер де Кубертен.

Первые Игры современности прошли с большим успехом. Несмотря на то, что участие в Играх принял всего 241 атлет (14 стран), Игры стали крупнейшим спортивным событием со времён Древней Греции. В заплыве на 100 м приняли участие военные моряки греческой армии. Греческие официальные лица были так довольны, что выдвинули предложение о «вечном» проведении Олимпиады на их родине, в Греции. Но МОК ввёл ротацию между разными государствами, чтобы каждые 4 года Игры меняли место проведения.

После первого успеха олимпийское движение испытало и первый кризис. II Олимпийские игры 1900 года в Париже (Франция) и III Олимпийские игры 1904 года в Сент-Луисе (штат Миссури, США) были совмещены со Всемирными выставками. Спортивные соревнования тянулись месяцами и почти не пользовались интересом у зрителей. На Олимпиаде–1900 в Париже впервые участвовали женщины и команда Российской Империи. На Олимпиаде–1904 в Сент-Луисе участвовали почти исключительно американские спортсмены, так как из Европы добраться через океан в те годы было очень сложно по техническим причинам.

На внеочередных Олимпийских играх 1906 года в Афинах (Греция) вновь вышли на первое место спортивные соревнования и достижения. Хотя МОК первоначально признавал и поддерживал проведение этих «промежуточных Игр» (всего через два года

после предыдущих), сейчас эти соревнования не признаются олимпийскими. Некоторые спортивные историки считают Игры 1906 спасением олимпийской идеи, так как они не дали Играм стать «бессмысленными и ненужными».

XXI. TRANSLATE THE FOLLOWING TEXT FROM RUSSIAN INTO ENGLISH.

Современные Олимпийские игры

Игры Олимпиад, известные как летние Олимпийские игры, проводятся один раз в четыре года. Счёт Олимпиадам ведётся с 1896 года, когда состоялись первые Олимпийские игры. Олимпиада получает свой номер и в тех случаях, когда Игры не проводятся (например, VI – в 1916, XII – в 1940, XIII – в 1944). С 1924 года стали проводить зимние Олимпийские игры, которые тоже получили свою нумерацию. В нумерации зимних Олимпийских игр пропущенные Игры не учитывают (за IV Играми 1936 года последовали V Игры 1948). Начиная с 1994 года сроки проведения зимних Олимпийских игр были сдвинуты на 2 года относительно летних.

Место проведения Олимпиады выбирает МОК, право их организации предоставляется городу, а не стране. Продолжительность Игр в среднем 16–18 дней. С учётом климатических особенностей разных стран, летние Игры могут быть проведены не только в летние месяцы. Так XXVII летние Олимпийские игры 2000 года в Сиднее (Австралия) по причине расположения Австралии в Южном Полушарии, где лето начинается в декабре, были проведены в сентябре, то есть осенью. XXXI летние Олимпийские игры 2016 года в Рио-де Жанейро проходили в Бразилии. Это были первые Олимпийские игры в Южной Америке.

Символ Олимпийских игр – пять скреплённых колец, символизирующих объединение пяти частей света в олимпийском движении. Цвета колец в верхнем ряду – голубой, чёрный и красный. В нижнем ряду – жёлтый и зелёный. Вопреки распространённой версии, каждое из колец не относится к какому-то конкретному континенту. Олимпийское движение имеет свои эмблему и флаг, утверждённые МОК по предложению Кубертена в 1913. Эмблема – олимпийские кольца. Девиз – *Citius, Altius, Fortius* (лат. «быстрее, выше, сильнее»). Флаг – белое полотнище с олимпийскими кольцами, поднимается на всех Играх, начиная с VII Олимпийских игр 1920 года в Антверпене (Бельгия), где также впервые была дана олимпийская клятва. Парад национальных команд под флагами при открытии Игр проводится начиная с IV Олимпийских игр 1908 года в Лондоне (Великобритания). С Олимпиады-1936 в Берлине (Германия) проводится эстафета олимпийского огня. Олимпийские талисманы впервые появились на летних и зимних Играх 1968 года неофициально, а утверждаются с Олимпиады 1972 года.

XXII. TRANSLATE THE FOLLOWING TEXTS FROM RUSSIAN INTO ENGLISH.

I. Игры в Олимпии существовали, видимо, уже во второй половине второго тысячелетия до н.э., но затем прекратились. Возобновление игр греческая традиция относит к IX в. до н. э. В это время Пелопоннес опустошали непрерывные войны, голод, болезни. Царь города Элиды Ифит обратился за советом в Дельфы, где в храме Аполлона жрица-пифия предсказывала волю богов. Она ответила, что для установления мира необходимо восстановить Олимпийские игры. Тогда правители трех городов Пелопоннеса заключили договор о проведении игр. Первые игры, засвидетельствованные древними историками, произошли в 776 г. до н. э. В VIII веке до н. э. в Олимпии стали выступать атлеты из всех городов Греции, а столетиями позже к ним присоединились представители греческих колоний.

II. Греческая атлетика, в отличие от современного спорта, вообще не знала понятия рекорда. Не сохранилось ни одного достоверного свидетельства о скорости древних бегунов на короткую дистанцию. Едва ли можно серьезно расценивать рассказ об атлете, которого зрители видели только на старте и финише, а посередине не успевали заметить. Поэтическим преувеличением является и сообщение о бегуне, который, пробегая по дорожке, покрытой песком, не оставлял следов. Один из писателей приводит любопытную историю о пастухе Полинегоре, победителе игр в 632 г. до н. э. Этот юноша мог догонять и ловить зайцев. Если учесть, что заяц бежит со скоростью 14 м в секунду, то несложный расчет показывает феноменальный результат: Полинегор пробежал 100 м за 7,2 сек. Напомним, что мировой рекорд в беге на 100 м среди мужчин, установленный 16 августа 2009 года уроженцем Ямайки Усэйном Болтом, составляет 9,58 секунды.

III. В музеях разных стран хранится 16 бронзовых дисков найденных при раскопках. Самый легкий из них относится к VI в. до н. э. и весит 1,2 кг, самый тяжелый (III в. до н. э.) весит 5,7 кг. Предполагают, что взрослые атлеты бросали четырехкилограммовые диски. Мифический герой Протесилам бросал диск, весивший чуть ли не 8 кг за 45 м. Знаменитый Фаилл из Кротона показал результат 28,18 м (вес диска, вероятно, 4 кг). Другой атлет, Флегий, перебрасывал диск с одного берега Алфея (*река* в Греции, на западе Пелопоннеса) на другой, что составляет 50 метров.

IV. До наших дней сохранилась глыба весом 143,5 кг, которую, судя по надписи на ней, поднял одной рукой над головой атлет Бибон. Невероятной силой обладал другой атлет – Евпаст. Он якобы оторвал от земли громадный блок, весивший 480 кг.

V. Состязания в прыжках, метании диска и копья шли под звуки музыки. Атлеты, занявшие первые три места в четырех состязаниях, получали право выступить в

борьбе. Жребий разбивал борцов на пары, а само соревнование шло по олимпийской системе: побежденный выбывал из дальнейшей борьбы. Правила пятиборья давали преимущество разносторонне развитым атлетам, которые в каждом виде спорта показывали хорошие результаты. Для победы в пятиборье достаточно было выиграть три состязания. Бывало, что один атлет побеждал в беге и прыжках, другой – в метании диска и копья, а третий – в борьбе. В этой ситуации первое место определяло дополнительное состязание по борьбе между первыми победителями. Более сложный путь избирали в случае, если в каждом состязании оказывался свой победитель. Тогда подсчитывали число вторых и третьих мест у каждого атлета, что несколько напоминает современную систему баллов.

VI. Бессмертной славой покрыл себя афинский юноша Фидиппид. В 490 г. до н. э. он пробежал от Марафона до Афин, чтобы сообщить о победе греков над персами и упал замертво на городской площади. В память о его подвиге в программу первых Олимпийских игр нашего времени в 1896 г. включили марафонский бег.

VII. За всю историю древних Олимпийских игр только одна женщина нарушила запрет и появилась в Олимпии во время соревнований. Её звали Ференика. Она была дочерью знаменитого кулачного бойца и руководила тренировками своего сына. Когда юноша отправился в Олимпию, Ференика, переодевшись в костюм учителя гимнастики, последовала за сыном. Её сын одержал победу в кулачном бою, и обрадованная мать, забыв об осторожности, бросилась ему на шею. Все поняли, что перед ними переодетая женщина. Ференике грозила смертная казнь, и только просьбы зрителей спасли её. Судьи помиловали женщину, но тут же постановили, что впредь тренеры, сопровождающие атлетов, должны во время игр сидеть обнаженными за особой оградой.

APPENDIX

This part of the textbook includes additional material to the texts and assignments above: English idioms for everyday use, popular phrases and short texts about some holidays popular in Russia and English-speaking countries.

APPENDIX I

IDIOMS FOR EVERYDAY USE

“Knowledge and Understanding”

I. Learn the following idioms.

1. **to know something to a T** – to know something thoroughly, exactly, perfectly, properly;
2. **to know someone or something like a book** – to be extremely familiar with or knowledgeable about; understand perfectly; thoroughly and completely understand someone’s emotions, motivations, etc., or how something works;
3. **to know something like one’s own pocket** – to know something thoroughly;
4. **to know something (somebody) like the palm of one’s hand** – to be extremely familiar with a particular subject, place, or piece of media;
5. **to know something backwards and forwards** – to know something completely; to be extremely familiar with a particular subject, field, or piece of writing, film, music, etc.;
6. **to know something inside out (informal)** – to know everything about someone or something; to be thoroughly familiar with someone or something;
7. **to have something at one’s fingertips** – to be so familiar with a subject that you can produce any facts about it easily and quickly;
8. **to know a thing or two** – to be knowledgeable about something; the phrase is usually used to indicate that one knows more about something than someone thinks; to know something unpleasant about somebody;
9. **to be in the know (slang)** – to be well-informed, especially about a topic that is not widely known. If you are in the know about something, especially something that is not known about or understood by many people, you have information about it;
10. **to be quick/slow on the uptake** – to understand things quickly/slowly;
11. **to know what is what** – to know the true facts or most fundamental information (about someone or something);
12. **to know on which side one’s bread is buttered** – to know how to act or how to treat others in order to get what one wants.

II. Paraphrase the following sentences using the idioms.

1. She knows every detail of the history of this town.
2. After 30 years of marriage, my wife and I know each other perfectly.
3. I've read this book so many times that I know *it* very well.
4. He knew the process thoroughly.
5. Rita knew the streets in her native town properly.
6. I know Greg very well – I'm sure he'll come.
7. John knew his part thoroughly.
8. Let's ask Jeff—he knows the security system perfectly.
9. Paul is well-informed about it, so if he says that's the best restaurant in town, we definitely have to go there.
10. The director was well prepared for the interview, he knew all the facts perfectly well.
11. He pretends to be impartial, but believe me, he knows what is advantageous for him.
12. Hey, I know a lot about art – I was an art history major in college.
13. Kid, I've been doing this job for longer than you've been alive, so trust me when I say that I know everything around here thoroughly.
14. I studied and studied for my driver's test until I knew the rules perfectly well.
15. He is not an intellectual, but he understands things quickly.
16. Elizabeth is a very selfish person; she certainly knows what is better for her.
17. "How much do you know about computers?" – "Oh, I know a lot".
18. You should ask Samantha about the issue—she knows car engines very well.
19. I just think you should know a person perfectly well before you decide to marry him.
20. Tom was so familiar with the proposal that he knew all the details thoroughly.
21. I know Greg and understand his emotions—I'm sure he'll come.
22. I can't hide anything from Linds. She knows me perfectly.
23. Anyone who know about what had really taken place, would have realised immediately that this was dangerous.
24. Carol was absent-minded and understood things slowly.
25. She knows the real situation. She's been here for years.
26. He pretends to be impartial, but believe me, he knows what to do to get what he wants.
27. I know something about Helen that will really shock you.
28. After ten years as a teacher, he know a lot about how children learn.
29. Mary is so naïve, he doesn't know the facts.
30. He will do it if his boss tells him to, He knows what is most advantageous for him.

III. Make up "flashes" of conversation using the idioms.

“Ignorance and Misunderstanding”

I. Learn the following idioms.

1. Admission of one’s ignorance (emphatic):

I haven’t got the slightest idea/notion (of) ...

I haven’t got the faintest idea/notion (of) ...

I haven’t got the remotest idea/notion (of) ...

I haven’t got the slightest idea/notion (of) ...

I haven’t got the foggiest idea/notion (of) ...

I haven’t got the vaguest idea/notion (of) ...

I haven’t got the least idea/notion (of) ...

2. **Search me! = Ask me another!** – admission of complete ignorance (colloquial).

3. **It’s beyond me** – admission of ignorance of technique (how to do something).

4. **It’s all Greek/double Dutch to me** – admission of ignorance.

5. **A fat lot you know!** – admission of somebody’s ignorance.

6. **I don’t know him from Adam/her from Eve** – to admit ignorance of people; to be unable to recognize.

7. **to talk through one’s hat** – to speak without authority, to talk nonsense;

8. **not know beans about something** – to know very little about something; to speak without authority;

9. **I can’t make head or tail of it** – I can’t understand it in the least.

10. **I can’t make it out** – I can’t understand it in the least.

11. **to get the wrong end of the stick** – to misunderstand something completely;

12. **to get it all wrong** – to misunderstand something completely.

II. Comment on the meaning of the following proverbs:

1. Where ignorance is bliss, it is folly to be wise.

2. A little knowledge is a dangerous thing.

III. Paraphrase the following sentences using the idioms.

1. I don’t know what you’re talking about.

2. Well, to be perfectly honest, I know nothing about it.

3. You know where this picture was taken? – I don’t.

4. And I know nothing of what it does or what it’s good for, but I want it.

5. A: Who is that woman Terry is talking to?

B: I don’t know.

6. I refused to lend that man money because I don't know him.
7. He doesn't know his cousin as they live in different cities.
8. I didn't know what all this was about.
9. Why would I let her stay in my house? I see her for the first time.
10. "You are talking nonsense! What's got into you, I wonder?"
11. Don't pay Jonathan any mind, Mary, he's just talking nonsense.
12. He knew nothing when he described the shipwreck.
13. He knows little about computers.
14. Don't ask me! I don't know anything about car engines.
15. I'm fairly handy when it comes to fixing cars, but put me in front of a computer and I know nothing.
16. Why is the sky blue? – How should I know?
17. Have a look at this tin – opener, will you? I can't see how it works.
18. "Where's Jack?" – "How should I know?"
19. I asked my cousin what had happened to their front door; it wouldn't close and she said, "I don't know".
20. It's not clear to me why you're so obsessed over this ridiculous theory.
21. His business! You don't know anything about his business!
22. I'm not a programmer, so I have no idea what they're saying in there.
23. Linnet tore the telegram open but couldn't understand anything in it.
24. I can't understand this Michael Thornton file.
25. But some specimens are so strange, it's difficult to understand them.
26. That electrician misunderstood it completely, and now nothing in the house will turn on!
27. Oh, Otto, you misunderstood it again! Why do you have to get it wrong every time?
28. You've got it all wrong. He didn't push me; I fell.
29. Her friend saw us arrive at the party together and misunderstood it completely.
30. "And you misunderstood it completely," Willie added. "I have no intention of marrying Mrs Green".

IV. Make up "flashes" of conversation using the idioms.

"Mistakes and Failure"

I. Learn the following idioms.

1. **to drop a brick** – to make a bad mistake, esp. to make a stupid & discreet social mistake;
2. **to back the wrong horse (to bet on the wrong horse)** – support the wrong person;
3. **to bark up the wrong tree** – to act under a mistake, to blame the wrong person or thing;
4. **to be a flop** – to be a complete failure;

5. **to fall flat** – to fail to have the intended effect, to evoke no favourable reaction or response from an audience;
6. **to count one's chickens before they are hatched** – to be too hopeful of one's chances;
7. **to have (suffer) a set-back** – to have a check to progress;
8. commiseration for a failure may be expressed thus – **Bad luck! Rotten luck! Better luck next time! Your luck was out.**
9. **It's no use crying over spilt milk!** – You should not waste time weeping or regretting what has happened but should make the best of it & be more careful in the future.
10. **to eat one's words = to eat crow / to eat humble pie** – to admit that you were mistaken in what you said, to acknowledge that you were wrong about something and make an apology;
11. **to swallow your words** – to admit that you were wrong;
12. **to learn by trial and error** – attempting to achieve a satisfactory result by testing and eliminating various methods until the best one is found;
13. **If you don't make mistakes, you don't make anything** – If you try to do something, you will likely make mistakes. The only way to make no mistakes is to avoid trying to do anything.

V. Paraphrase the following sentences using the idioms.

1. "Whatever happens", he thought, "I've got to keep my mouth shut, or I'll make a bad mistake".
2. At dinner I made a mistake by lighting a cigarette before the host had given permission.
3. I made an indiscreet mistake by inquiring after her husband, not knowing that she had been divorced a year ago.
4. If you think that your driver was responsible for the accident, you are blaming a wrong person.
5. I am not too hopeful of our chances, but I tell you Linnet won't let us down.
6. The play was a complete failure.
7. The first attempt to launch a satellite proved to be a complete failure.
8. His best jokes did not make anyone laugh.
9. The scheme failed completely.
10. The new play failed completely and was only weakly applauded.
11. I can't really understand why he had this sudden check to progress.
12. He is so sorry for having made an indiscreet mistake at the party.
13. Did I make an indiscreet mistake by inquiring of her husband's health.
14. For all I know, you are blaming him wrongly on this incident.
15. Don't be too hopeful of your chances!
16. I can't understand why the play was a complete failure.

17. In all his years as a book publisher, he rarely supported the wrong author.
18. You really made a mistake when you picked that swimmer to win the race.
19. He really tested different methods of doing it in order to find the best.
20. There is no instant way of finding a cure, it is just a process of solving a problem by trying a number of different methods.
21. George is making a mistake when he blames his troubles on his parents.
22. If he expects to borrow money from me, he is acting under a mistake.
23. She thinks it will solve the problem, but I reckon she is acting under a mistake.
24. Liz meant it as a joke but it failed to have the intended effect.
25. Her first book was a failure, but her second became a bestseller.
26. If Frank is trying to get a pay raise from the assistant manager, he is making a mistake. Only the manager can authorize a pay increase.

III. Make up “flashes” of conversation using the idioms.

“Happiness and Sadness”

I. Learn the following idioms.

1. to be extremely happy: (informal)
 - **to be thrilled to bits:**
 - **to be on cloud nine:**
 - **to be over the moon;**
 - **to be in seventh heaven;**
 - **to be (feel) on top of the world;**
2. **to get a (real) kick out of something** – very much enjoy doing something (informal);
3. **to do smth for kicks** – do something because it is exciting, usually something dangerous (informal);
4. **to jump for joy** – be very happy and excited about something that has happened;
5. **to be floating(walking) on air** – be very happy about something good that has happened;
6. **to make one’s day** – make one feel very happy;
7. **to be out of sorts** – be slightly unhappy or ill;
8. **to be down in the dumps** – be unhappy (informal);
9. **It’s not the end of the world** – what has happened won’t cause any serious problems;
10. **to grin and bear it** – accept a situation you don’t like because you can’t change it;
11. **a misery guts** – someone who complains all the time and is never happy (informal);
12. **to suffer from sour grapes** – be jealous about something you can’t have’;
13. **to put a damper on smth** – stop an occasion from being enjoyable.

II. Paraphrase the following sentences using the idioms.

1. I have to say, seeing the Eiffel Tower in person excited me greatly.
2. When I got my diploma I was extremely happy.
3. We were cheering and smiling and everyone was so happy.
4. She's been extremely happy ever since she got engaged.
5. Jane has been feeling elated ever since she got promotion at work.
6. He was absolutely delighted with his new car.
7. Even as an adult, she still enjoyed building sandcastles at the beach.
8. Let's drive over to his place just for fun.
9. She used to be very happy and excited whenever you brought her gifts or flowers.
10. When he received this scholarship to his dream college, he was very happy.
11. Hearing that he had won the first prize made him feel very happy.
12. I think something is bugging John because he's been in poor spirits lately.
13. Rob has been sad and depressed ever since Gloria broke up with him.
14. It would be great if I got that job, but I guess it's not the worst thing.
15. Well, a delayed flight is not an ideal situation, but we'll just have to endure it in good humour.
16. I don't like talking to Paul because he is always complaying and always squashes my good mood.
17. Pat is angry and envious/jealous because her friend got the role in the school play that she wanted.
18. The foul weather really made our picnic less enjoyable yesterday.

III. Make up "flashes" of conversation using the idioms.

"Irritation and Annoyance"

I. Learn the following idioms.

1. **to get on one's nerves** – to irritate, to annoy;
2. **to get under somebody's skin** – to irritate;
3. **to put someone's back up** – to irritate, to antagonise;
4. **to rub (stroke) someone the wrong way** – to irritate somebody;
5. **to get one's goat** – to annoy, to exasperate;
6. **to give someone the pip** – to annoy;
7. **to get (take) a rise out of someone** – to annoy, to tease somebody; to act in such a way that you display bad temper, show annoyance (or other weakness);
8. **to be on edge** – to be irritable; to be in a state of nervous tension;

9. **to be (to get) sore (about something, at someone)** – to be / become annoyed, vexed, hurt, aggrieved;

10. **to be fed up (with)** – to be utterly bored with and tired of;

11. **to be (get) sick and tired of; to be sick to death of; to be deadly sick of** – to be (become) annoyed, tired of, disgusted with;

12. Irritation may be also expressed by using the phrase on earth after the interrogative word of a question: **Why on earth...? What on earth...? How on earth...? Where on earth...?** (удивление, шок, гнев, отвращение).

Annoyance:

Such a bore! What a bore! What a nuisance! Oh, bother!

How annoying! How vexing! How awful!

II. Paraphrase the following sentences using the idioms.

1. Joanna amuses me, but I don't really like her, and to have her around much annoys me.

2. As a rule I was not touchy, but Howard always irritated me.

3. She seemed perfectly self-possessed, but I had a notion that she was sizing me up.

To tell you the truth it antagonised me.

4. Whatever I say these days seems to irritate him.

5. What's wrong with England is Snobbishness. And if there's anything that annoys me, it's a snob.

6. Women drivers often annoy me.

7. He said those unpleasant things to tease you.

8. "Take it easy, Larry, we're both nervous".

9. He said in a grating tone: "I'm tired". "What?" cried Tom. "I'm utterly bored with being talked about".

10. It was interesting enough at first, but after that I got sick and tired of it.

11. What is he doing out here?

12. Why should you say that?

13. Why didn't you say so before?

14. Ernest is invariably calm. That is one of the reasons he always annoys me.

15. His tactless questions irritated her.

16. "This is getting on my nerves", said the doctor... Her nerves too were tense.

17. Why are you looking at me like that?

III. Make up "flashes" of conversation using the idioms.

“Firmness and Discipline”

I. Learn the following idioms.

1. **to put one’s foot down** – to be firm; to insist; firmly and without qualifications;
2. **to lay down the law** – to repeatedly tell people what they should do, without caring about how they feel;
3. **to make no bones about something** – to act firmly without hesitation;
4. **to pull oneself together = to take (have, keep) oneself in hand** – to recover one’s normal self-control or balance, to get control of oneself;
5. **Keep your hair (shirt) on!** – Keep calm! Keep your temper!
6. **not to turn a hair (or without turning a hair; without batting an eyelid)** – to be quite calm and undisturbed; show no sign of being nervous, shocked or worried;
7. **(to get, be) out of hand** – (to get, be) out of control, beyond control; undisciplined;
8. **to lose one’s grip** – to lose control of circumstances;
9. **to lose one’s head** – to lose one’s presence of mind; to become irresponsible and incapable of coping with an emergency;
10. **to lose one’s temper** – to lose one’s self-control; to get angry;
11. **to fly off the handle; to fly out** – suddenly take offence; to lose one’s temper; to burst out suddenly into anger.

II. Paraphrase the following sentences using the idioms.

1. The workers told the employers without hesitation that they would go on strike unless their wages were raised.
2. When the boy wanted to discontinue his studies to get married, his father firmly opposed it.
3. When accused he lost his presence of mind completely and behaved like a fool.
4. Don’t tell me what I should do! I shall say what I think and nobody’s going to stop me.
5. No, no, my dear: you must recover your self-control and be sensible. I am in no danger – not the least in the world.
6. He’s a bit hot-tempered. He bursts out suddenly into anger at the least provocation.
7. You have caused me to get angry/to lose my self-control: a thing that has hardly ever happened to me before.
8. The Prime Minister is losing control of circumstances. He won’t be able to command the country’s confidence much longer.
9. When asked by the Detective-Inspector Smogg what he was doing between 8 and 11 p.m. on the night of the murder, he answered, showing no sign of being nervous, “What murder? This is news to me”.
10. All right! Keep calm! There’s no need to shout at me.

11. The boys are out of control/beyond control/undisciplined.
12. He did not hesitate about his plans to cut expenses.
13. When she started borrowing my clothes without asking, I had to oppose it firmly.
14. He usually stays quite calm in situations like that but this time he just lost his presence of mind.
15. She can't just come into this office and start telling everyone what he should do.
16. After hearing the bad news I needed a few minutes to recover my self-control.
17. He's extremely irritable – he bursts out into anger at the slightest thing.
18. We were worried that people would insult him and make him get angry.
19. I've never seen him so confused and indecisive – he really seems to be losing control.
20. I was expecting him to be horrified when he heard the cost but he showed no sign of being nervous.
21. Keep calm! We'll get there on time.
22. Police were called in when the situation began to get out of control.
23. Don't hesitate! – we will win.

III. Make up “flashes” of conversation using the idioms.

“Perplexity, Indecision, Confusion”

I. Learn the following idioms.

1. **to be (feel) (all) at sea** – applied to a person confused, puzzled, not knowing how to act or in uncertainty of mind;
2. **to be at one's wits' end** – to be greatly perplexed, not to know what to do or say (in an emergency); this phrase registers *complete perplexity with regard to action*;
3. **to be at a loss – to be puzzled and perplexed, to be in uncertainty or unable to decide**; **this phrase is often modified by various adverbs of degree and frequency**;
4. **to be in a maze** – to be in a state of confusion or bewilderment;
5. **to be in a quandary** – to be in a perplexing situation or in a dilemma (*in the state of perplexity and indecision*);
6. **to fall between two stools** – to fail through hesitating between two courses of action, to lose an opportunity through inability to decide between two alternatives (proverb: *Between two stools you fall to the ground*);
7. **to be in two (twenty) minds** – to be undecided; to hesitate;
8. **not to know one's (own) mind** – to be undecided; to be full of doubt and hesitation;

9. **to shilly-shally** – to be unable to make up one’s mind; to be undecided;
10. **not to know which way to turn** – (*confusion of action*) to be confused and not to know how to act or what to do (or say);
11. **not to know whether one is coming or going** – (*confusion of action*) to be confused and not to know how to act or what to do (or say);
12. **to be (get) all mixed/ muddled up** – (*confusion of thought*) to be confused in mind;
13. **(all) at sixes and sevens** – used of things which are *in a state of utter confusion or out of order = upside down = topsy-turvy = in a mess*;
14. **helter-skelter** – (in) disorderly haste (*about a hasty retreat*);
15. **pell-mell** – in a confused, disordered manner;
16. **A pretty (nice, fine) kettle of fish!** – (*colloquial*) for a confused and difficult situation.

II. Paraphrase the following sentences using the idioms.

1. He was confused when he began his new job.
2. The car broke down on our way to Edinburgh. I could not find the defect, though I tried my hardest and soon I was greatly perplexed.
3. Freddie revived himself quickly. He was seldom uncertain or unable to decide.
4. I was confused and bewildered when I received the news.
5. The weather was so changeable that I was in a perplexing situation/in a dilemma what things to take with me.
6. A person who cannot decide which of two courses to follow or who tries to follow two courses at the same time may fail to follow either.
7. I hesitated whether to go or stay.
8. Mother, how changeable you are! You are full of doubt and hesitation for a single moment.
9. My dear, it’s no good being unable to make up your mind. We can’t go on like this.
10. Oh, this is awful – I don’t know what to do!
11. If I leave her I know she’ll ask for me. But if I stay she’ll only find fault with me. I don’t know what to do for the best.
12. “Give me a chance to think it over,” he replied exhausted. “I’m too damned confused in mind”.
13. The servants have gone off leaving everything in confusion and disorder.
14. When the rain came, the cricketers rushed in disorderly haste for the pavilion.
15. It was a huge box into which flowers of every hue and shade had been thrown in a disordered manner.
16. The apprentice had broken the driving motor of the car. It was a difficult situation.
17. After he had finished packing the furniture, the whole room was in disorder.

18. I don't know whether I'm on my head or my heels when you all start on me like this.
19. I kept silence as I didn't know what to say.
20. He's a weak man and he couldn't make up his mind.
21. You know, Venetia, you have a mind like a man. You're never uncertain.
22. She felt, indeed, completely puzzled as to what really moved her husband's mind.
23. I was confused and bewildered when I received the news.
24. When Hurstwood got back to his office again he was in a greater perplexing situation than ever.
25. We're falling down, Em; and one fine day we shall reach the floor with a bump.

III. Make up "flashes" of conversation using the idioms.

"Ruin and Decay"

I. Learn the following idioms.

1. **to go to the dogs** – to be ruined; to deteriorate completely;
2. **(to be) on its last (legs)** – a hopeless state of decay; almost exhausted; about to die;
3. **to go to pieces** – to break up (physically, mentally or morally);
4. **to go from bad to worse** – to become ruined more and more;
5. **to go to pot** – to become broken, weak or useless; to be discarded as useless;
6. **if the worst comes to the worst** – if things are as bad as they can possibly be;
7. **(to be) all up** – (to be) finished; the worst has happened;
8. **the last straw** – the event or blow under which one finally collapses; a slight addition to a burden, task, hardship, etc. which makes it unbearable;
9. **to ride for a fall** – to act in such a way that disaster or failure will probably be the result; act with recklessness that makes disaster practically inevitable;
10. **a wild-goose chase** – a practically hopeless pursuit or search; a foolish and useless enterprise.

II. Paraphrase the following sentences using the idioms.

1. He always said that the country was deteriorating completely.
2. Darling, you must order yourself a new dinner-jacket; yours is in a hopeless state of decay.
3. I suppose you are terribly busy, but unless I talk to someone, I'll break up.

4. She's always been rude to me, but it was the finishing touch when she started insulting my mother.

5. I told him that you've let things slide for long enough. No wonder, you see it becoming more and more ruined.

6. "Don't you know?" said Walton. "He's gone broken, poor devil".

7. Even if things change for the worse, I've got enough to live on at least for six months.

8. "What's the use?" he thought, "The worst has happened".

9. I feel she's acting with recklessness that makes disaster practically inevitable.

10. The convict escaped from prison and led the police on a hopeless pursuit through the city.

11. Losing my job was bad enough, but being evicted (thrown out of residence) was the final touch.

12. I've had this laptop for five years now, and it will soon be unable to work as it should.

13. Many people say they're on a hopeless pursuit when they are trying to find something that is hard to spot but continue to believe they will find it.

14. The company has been struggling for years, and things have recently become worse.

15. She spends far more than she earns and she's acting recklessly.

16. She's a strong woman, but she got so upset and nervous that she lost control of herself when Bobby died.

17. After Joe retired, the business became less successful than it used to be.

18. With no one to care for it, the lovely old garden went to ruin.

III. Make up "flashes" of conversation using the idioms.

"Suspicion and Deception"

I. Learn the following idioms.

1. **to be/look/sound fishy** – to be/look/sound suspicious or doubtful;

2. **to smell a rat** – to become suspicious; to have suspicions;

3. **to have/have got a hunch** – to have a strong feeling of suspicion; to have a suspicion which has no logical basis; to have a premonition;

4. **There is a catch in it (somewhere).** – Everything is not what it appears to be.

5. **a mare's nest** – an unfounded suspicion; a baseless rumour; a mere invention;

6. **to take someone in** – to deceive/cheat somebody;

7. **to pull someone's leg** – to deceive jokingly; to make fun of somebody;
8. **to draw a red herring across the track/path** – to introduce an irrelevant matter to distract attention;
9. **to put/throw someone off the scent** – to deceive somebody by giving wrong information;
10. **to fall for something = to swallow it** – to believe, to accept as true something that is untrue.

II. Comment on the meaning of the following proverbs:

1. All that glitters is not gold.
2. Appearances are deceptive.
3. There is more to it than meets the eye.

III. Paraphrase the following sentences using the idioms.

1. I don't like that. It suspicious to me.
2. No, Sir, it wouldn't do. If he is what he may be, he would become suspicious.
3. "You mean that in your belief Jacqueline shot madame Doyle?" Poirot asked. "That's what it looks like to me". "It all sounds suspicious to me".
4. I suspect that he did it, but there's nothing to go on.
5. There was something doubtful about Dan's solicitude, something frightening.
6. He was a new man and the moment after the crime he disappears – vanishes into the air. That looks a bit suspicious, doesn't it?
7. This is a doubtful story.
8. "The fool", muttered Louis. "He only got what he deserved. He should have felt suspicious".
9. He has a strong feeling of suspicion that he is being tricked.
10. "Do you remember what it was you fell over?" Connie thought again. She felt that things were not what they appeared to be.
11. He says he's got a premonition there's something wrong with the plan, but he can't put his finger on it.
12. I thought things were not what they appeared to be.
13. I'm much obliged to you. Arresting him would have been an unfounded suspicion.

14. Don't you dare try this game on me? I taught it to you and it doesn't make me believe it.
15. He tried to deceive me.
16. "How malicious you are, Alex dear". "Because I refuse to be cheated by you?"
17. I never thought she'd believe that old story.
18. I am sure you could be deceived, you know, if a clever person worked on your good nature.
19. The swindler deceived the police by giving wrong information.
20. Do you think he'll accept the explanation as true?
21. "The situation, Sir, is not what it appears to be. I don't believe in suicide, nor in pure accident myself".

IV. Make up "flashes" of conversation using the idioms.

"Music idioms"

I. Learn the following idioms.

1. **to change one's tune** – to change one's opinion about something, especially because one knows it will bring you an advantage;
2. **to face the music** – to accept the unpleasant consequences of your actions;
3. **to play something by ear** – to deal with a situation as it develops rather than according to any plan;
4. **(to be) music to one's ears** – (to be) very pleasant to hear;
5. **to sound like a broken record** – someone who says the same thing again and again sounds like a broken record;
6. **to ring a bell** – if something rings a bell, you think you have heard it somewhere before;
7. **as fit as a fiddle** – in excellent physical condition;
8. **to blow one's own trumpet** – if you blow your own trumpet, you boast too proudly about your talents or achievements;
9. **to blow the whistle** – you blow the whistle if you report an illegal or socially-harmful activity to the authorities, and give information about those responsible for it;
10. **fine tuning** – making small adjustments;
11. **(to be) clean as a whistle** – (to be) extremely clean;
12. **elevator music** – soft, pleasant but boring music often played quietly in public spaces (such as elevators);
13. **jam session** – improvised music in an informal setting;

14. **all that jazz** – other similar or related things, or everything of the kind you have been talking about;
15. **to play second fiddle** – to be second in importance to a person, to have a lower position;
16. to strike a false note – to do something wrong, unsuitable or inappropriate.

II. Paraphrase the following sentences using the idioms.

1. Mark wanted to quit his job, but after he was offered a higher salary, he changed his opinion very quickly.
2. Charlotte hardly studied at all. She will have to accept the unpleasant consequences when the exam results are posted.
3. We don't have a plan. We'll just have to deal with the situation as it develops.
4. The news that Spain won the world cup, was pleasant to hear.
5. Tom can't stop repeating himself. He says the same thing again and again.
6. I can't remember his face, but his name sounds familiar to me.
7. Joe's grandfather (despite his age) is very fit. He still plays tennis.
8. We know you're a successful writer now. There's no need to speak about your achievements all the time.
9. She saw her boss stealing money, but she refused to report him to the authorities for fear of losing her job.
10. This recipe definitely needs some small changes in order to make a delicious cake.
11. After half a day of cleaning, their kitchen was extremely clean.
12. I wish they would stop playing this boring music. It's putting me to sleep! Why can't they play something fun like jazz or rock?
13. The band has an amazing improvisation right in the middle of the concert. You know they are true musicians when they can improvise like that!
14. Let's get out the tinsel, the fairy lights and all those things to decorate the Christmas tree.
15. When Charles became chairman of the family business, his brother declared that he would rather leave than be second in importance to him.
16. He did it wrong when he arrived at the cocktail party wearing old jeans.

III. Make up "flashes" of conversation using the idioms.

Idioms with parts of the body

I. Learn the following idioms.

1. **(to be) all ears** – (to be) very interested and ready to listen to what another person wants to tell you;
2. **to cost somebody an arm and a leg** – to be very expensive;
3. **(to be) close at hand** – (to be) not far away and is conveniently located;
4. **to cry one's eyes out** – to cry a lot and for a long time;
5. **to get on one's nerves** – to irritate or annoy somebody;
6. **to have the guts** – to be brave enough to do something;
7. **to hold one's tongue** – to stop talking;
8. **to keep one's fingers crossed** – to hope that things will happen in the way one wants them to;
9. **to make one's blood boil** – to make somebody extremely angry;
10. **(to be/get) out of hand** – (to be/get) out of control;
11. **(to be) pain in the neck** – (to be) annoying;
12. **to pull someone's leg** – to make someone believe something that is not true, usually as a joke;
13. **to put one's foot down on something** – to stop something from happening by using one's authority;
14. **to be head over heels in love with somebody** – to be very much in love with somebody;
15. **to pick someone's brains** – to ask a person for advice, suggestions and information.

II. Paraphrase the following sentences using the idioms.

1. Tell me what happened – I'm ready to listen to you.
2. This television set wasn't cheap at all.
3. You don't need much time to reach our store. We are not far.
4. Alison was so upset, she cried a lot.
5. This laptop is really irritating me. It never works properly.
6. He is brave enough to express his opinions in public.
7. Try not to speak until after the film has ended.
8. I have my final exam tomorrow. Wish me good luck!
9. The way the boss treats people at work really makes me angry.
10. The situation is getting out of control.
11. Angela annoys just about everyone she meets.

12. Don't take her seriously. She's just kidding.
13. She was out of control but her parents finally decided to stop it.
14. Judging by her behavior, she is very much in love with Alex.
15. I need some ideas. Can I ask you for advice?

III. Make up "flashes" of conversation using the idioms.

"Money idioms"

I. Learn the following idioms.

1. **to cut back** – to reduce expenses;
2. **to save money for a rainy day** – to save money for unexpected expenses or emergencies;
3. **to make (both) ends meet** – to have enough money to cover all expenses;
4. **(to be) pennywise and pound foolish** – to be overly concerned with small details or costs and miss the bigger picture;
5. **to blow one's money** – to spend all one's money quickly and carelessly;
6. **to live beyond one's means** – to spend more money than one can afford;
7. **to burn a hole in your pocket** – **to have money that you feel compelled to spend quickly;**
8. **to drop a bundle** – to lose a lot of money;
9. **to foot the bill** – to pay for something;
10. **to pay through the nose** – to pay a high price for something;
11. **to cost (somebody) an arm and a leg/a pretty penny** – to be very expensive;
12. **to bring home the bacon** – to earn a living for one's family;
13. **to live from hand to mouth** – to live with just enough money to meet basic needs;
14. **to put all one's eggs in one basket** – **to invest all one's money into one thing, which can be risky;**
15. **Charity begins at home** – Before you can help others, you must first take care of yourself and your loved ones.

II. Paraphrase the following sentences using the idioms.

1. We need to reduce our expenses if we want to save up for our vacation.
2. I always tell my kids to save money, because you never know when you might need some extra money.

3. It's hard to have enough money to cover all expenses when you're living paycheck to paycheck.
4. He was overly concerned with small details when he invested in a cheaper product that ended up costing him more in the long run.
5. He spent all his money on a new car and now can't pay his rent.
6. He spent more money than he could afford on buying expensive clothes and frequently eating out.
7. The bonus he received compelled him to spend it immediately on a new gadget.
8. He lost a lot of money on the stock market last year.
9. I love going out to dinner with Peter because he always pays for it.
10. I had to pay a high price for those concert tickets.
11. That car cost me a lot, so I plan to take great care of it over the years.
12. My dad has been working hard for years to earn a living for our family.
13. After losing his job, he was forced to live with just enough money to meet basic needs for a while.
14. I wouldn't recommend investing all your savings into a single stock.
15. She wanted to help the homeless, but her parents reminded her that she should take care of her own needs first.

III. Make up "flashes" of conversation using the idioms.

"Sports and Games"

I. Learn the following idioms.

1. **a fair field and no favor** – equal conditions and opportunities (any sport);
2. **the ball is in your court** – it's your decision or responsibility to do something now (tennis);
3. **to blow the competition away** – to win easily (any sport);
4. **to chip in** – to help by donating money or time (gambling);
5. **to even the score** – to pay back (games);
6. **front runner** – one of the people who is expected to win (track event);
7. **to get a second wind** – to have a burst of energy after tiring (sailing);
8. **give it your best shot** – try your hardest (shooting or hunting);
9. **to go overboard** – do or say more than you need to (sailing);

10. **hat trick** – an occasion when a player scores three times in the same game or when someone is successful at achieving something three times;
11. **to have the upper hand** – to have a better chance of winning or succeeding (card playing);
12. **to hit below the belt** – to do or say something that is very unfair or cruel (martial arts);
13. **the home stretch** – almost the end (horse racing);
14. **hot shot (big shot)** – an important or very successful person (shooting or hunting);
15. **to jump the gun** – to start too early (track);
16. **to learn the ropes** – to understand new things (sailing);
17. **to make a comeback** – to achieve a success after retirement or failure (any sport);
18. **to be no sweat** – to be no problem (any sport);
19. **to be not up to par** – to be not good enough for a job or position (golf);
20. **to set the pace** – to do something which is regarded as a good example, so that other people then do the same thing (racing);
21. **to skate on thin ice** – to do something risky, take a chance (skating);
22. **to start the ball rolling** – to begin something (ball sports);
23. **to take a rain check** – to accept at a later time (baseball);
24. **to take the bull by the horns** – to accept the challenge and try your hardest (bull fighting);
25. **to throw in the towel** – to give up (boxing);
26. **time out** – a break (any sport);
27. **to do something under the table** – to do something illegally (gambling);
28. **to win hands down** – to win easily (gambling);
29. **to be down/out for the count** – to be defeated (boxing).

II. Paraphrase the following sentences using the idioms.

1. All we ask is equal conditions and opportunities during this trial, being able to present our evidence and arguments without prejudice by judge or jury.
2. “Do you think I should accept the job offer?” - “Don’t ask me. It’s your responsibility to decide (to choose)”.
3. If you wear that dress to the beauty pageant you will easily win.
4. The staff members donated 5 dollars each to buy Jody a birthday gift.

5. I was always borrowing his clothes, so it was his turn to do the same.
6. Angela is sure to win the new supervisor position.
7. I was exhausted after 3 kilometres of running, but I got a burst of energy after I passed the beach.
8. Try your hardest and you are sure to succeed.
9. You can't believe everything Janice says about Rick. She tends to say more than necessary when she's complaining about him.
10. After two election victories the government clearly has hopes of the third victory.
11. The Carolina Hurricanes have a better chance of winning, because none of their players is injured.
12. Amanda was unfair and cruel when she called Adrian an unfit father.
13. I think Alice's problems are almost over.
14. All the important people from Silicon Valley were invited to meet the president.
15. I guess I bought Pam and Steve a wedding gift too early. They called off the engagement.
16. The first week on the job you will just be learning to understand new things.
17. After years in mediocre movies, she made a success on Broadway.
18. Lily's friend told her it was no problem for them to babysit next weekend.
19. I'm afraid your resume isn't good enough for the engineering position.
20. Ann showed the example, and Joseph very swiftly saw which kinds of topics were appropriate and which were out of bounds.
21. You're taking a chance by not sending in your college application before now.
22. Please can everyone be seated so we can start the lecture.
23. Sorry, I can't go to the movies today, but I'd love to do it later.
24. Even though this new job will mean relocating, I think you should accept the challenge and try your hardest for once.
25. If they don't accept our offer this time we are going to give up.
26. Let's take a break and grab a coffee.
27. I don't have a work visa, so they have to pay me illegally.
28. The other team was missing half of its players. We won easily.
29. The company is in great trouble.

Idiomatic Slang & Colloquial Expressions

1. **Bag it! / Bag your face!** – Be quiet! / Shut up and go away!
2. **Bang goes _____!** – Said when you lose the chance to do or have something e.g. Bang goes my pay rise!
3. **Be that as it may.** – Even though that may be true.
4. **Beats me.** – I don't know.
5. **(I'd) better get on my horse** – It's time to leave.
6. **Bite your tongue!** – Keep quiet!
7. **Break a leg!** – Good luck! (Usually said to someone who is going to appear in front of an audience.)
8. **Bully for you!** – Used sarcastically when someone expects praise but you don't think they deserve it.
9. **Butt out!** – Go away and mind your own business!
10. **By the skin of my teeth.** – Only just.
11. **Cut the comedy!** – Stop acting silly and telling jokes!
12. **Dig in!** – You can start eating your meal.
13. **Do you get my drift?** – Do you understand what I'm saying?
14. **Do you want to step outside?** – An expression inviting someone to go out of doors to settle an argument by fighting.
15. **Don't even go there!** – Don't you dare bring up that subject.
16. **Don't even look like something!** – Do not even appear to be doing something!
17. **Don't I know it!** – I know that very well!
18. **Don't stand on ceremony!** – Please be at ease and make yourself at home.
19. **Drop me a line.** – Write me (a letter).
20. **Easy does it.** – Move slowly and carefully.
21. **Fair to middling.** – A response to an inquiry about the state of one's health.
22. **Fill in the blanks.** – You can figure out the rest.
23. **Get off my tail!** – Stop following me!
24. **Go jump in a lake!** – Go away and stop bothering me.
25. **Hang in there.** – Be patient, things will work out.
26. **Have a ball!** – Enjoy yourself.

- 27. Have a good one.** – Have a nice day.
- 28. Have a heart!** – Please be kind and compassionate.
- 29. Hold your horses!** – Slow down!
- 30. I can live with that.** – That’s something I can get used to.
- 31. I can’t argue with that.** – I agree with what you said.
- 32. I couldn’t ask for more.** – Everything is fine, and there is nothing else that I could want.
- 33. I declare!** – I’m surprised to hear that!
- 34. I don’t mean maybe!** – I’m very serious about what I said!
- 35. (I) don’t mind if I do.** – Yes, I would like to.
- 36. I hate to eat and run.** – An apology by someone who must leave a social event soon after eating.
- 37. I hear you.** – I know exactly what you mean!
- 38. I’ll bite.** – Okay, I’ll answer your question / I’ll listen to your joke.
- 39. I’ll have to beg off.** – An expression used to turn down an informal invitation.
- 40. I’m all ears.** – You have my attention.
- 41. I’m easy.** – I’m not fussy. / I’ll accept whatever’s on offer.
- 42. I’m with you.** – I understand what you’re saying.
- 43. In this day and age.** – Now./ In these modern times.
- 44. I read you loud and clear.** – An expression to signal that the hearer understands.
- 45. I spoke out of turn.** – I said the wrong thing.
- 46. It’s hard to swallow.** – It’s difficult to believe.
- 47. It’s not half bad.** – Not as bad as one might have thought.
- 48. It’s on me.** – I will pay this bill.
- 49. (It’s) time to split.** – An announcement of one’s desire or need to leave.
- 50. It’s your funeral.** – If that’s what you want to do, you will have to endure the consequences.
- 51. I’ve been there. / Been there, done that.** – I’ve experienced the same thing and I know what you’re talking about.
- 52. I’ve had it up to here.** – I will not endure any more of something.
- 53. I won’t tell a soul.** – I will not tell anyone.
- 54. I wouldn’t know.** – There is no way that I would know the answer to that question.

- 55. Keep this to yourself.** – A phrase introducing something that is meant to be a secret.
- 56. Keep your shirt on!** – Be patient! Just wait a minute!
- 57. Kick the bucket.** – To die.
- 58. Knock it off!** – Be quiet! Stop that noise!
- 59. Lovely weather for ducks.** – Something you say when it's raining heavily, or you've just come in out of the rain.
- 60. Mum's the word.** – A pledge not to reveal a secret or to tell something or someone.
- 61. Name your poison.** – What would you like to drink?
- 62. No can do.** – I cannot do it.
- 63. Not for my money.** – Not as far as I'm concerned.
- 64. Not in a thousand years!** – No, never!
- 65. Not in my book.** – Not according to my views.
- 66. Now you're cooking!** – Now you're doing what you should be doing! Now you're saying the right things!
- 67. Now you're talking!** – Now you're saying the right things!
- 68. Okay by me.** – That's fine with me.
- 69. Over my dead body!** – A defiant phrase indicating the strength of one's opposition to something.
- 70. Pardon me for living!** – A very indignant response to a criticism or rebuke.
- 71. Pardon my French!** – An apology for using obscene words.
- 72. Pardon me for living!** – A very indignant response to a criticism or rebuke.
- 73. (Right) off the top of my head?** – Do you want me to answer your question without having time to give it some thought?
- 74. See if I care!** – I don't care if you do it!
- 75. (So) what else is new?** – This isn't new.
- 76. Speak of the devil.** – A phrase said when someone whose name has just been mentioned suddenly appears on the spot/scene
- 77. Take it from me.** – I know what I'm talking about.
- 78. Take my word for it.** – Believe me! Trust me, I am telling you the truth.
- 79. That does it!** – That is just what I mean.

- 80. That's more like it.** – That is better.
- 81. That's the last straw!** – That's going too far! Something will have to be done.
- 82. That's the ticket!** – That is what is required!
- 83. (That's the) way to go!** – A phrase encouraging someone to continue the good work.
- 84. That's what I call _____!** – Used when you want to emphasize that something is very good e.g. That's what I call a holiday!
- 85. Up for grabs.** – Available to anyone.
- 86. Up yours!** – An answer to somebody saying "Shut up (your mouth)!"
- 87. Watch your tongue! / Watch your mouth!** – Do not talk like that!
- 88. What (a) nerve! / Of all the nerve!** – How rude!
- 89. Whatever turns you on.** – Whatever pleases or excites you is okay.
- 90. What's cooking?** – What is happening?
- 91. What's eating you?** – What's bothering you?
- 92. What's the catch?** – What are the negative factors?
- 93. What's the damage?** – What are the charges? How much is the bill?
- 94. Who would / could have thought?** – A question phrase indicating surprise or amazement.
- 95. With my blessing.** – A phrase expressing consent or agreement.
- 96. Yesterday wouldn't be too soon.** – An answer to the question "When do you want this?"
- 97. You ain't seen nothing yet.** – The best, most exciting, or cleverest part is yet to come.
- 98. You can't fight the city hall.** – There's no way to beat the bureaucracy.
- 99. You could have knocked me over/down with a feather.** – I was extremely surprised.
- 100. You're the doctor.** – You are in a position to tell me what to do.

APPENDIX II

HOLIDAYS

I. READ THE TEXT “ THE DAY OF KNOWLEDGE”

The National Day of Knowledge is celebrated in all parts of our country on the 1st of September. Knowledge is very important in modern life. It helps a person to choose a trade or profession and to be able to work well.

Teachers, parents, pupils usually gather at the school yards in the morning of this day. They can have different performances or concerts dedicated to The Day Of Knowledge. After that everybody congratulate each other and then pupils and parents give flowers to the teachers to thank them for patience and energy and to congratulate them with this holiday.

It also starts a new academic year both at schools and universities. Students and tutors merrily gather at the Assembly Halls to congratulate each other with the beginning of a new term.

Knowledge Day originated in the USSR, where it had been established by the Decree of the Presidium of the Supreme Soviet of the USSR of 15 June 1984. This day also marks the end of summer and the beginning of autumn. It has special significance for the incoming class of first graders who come to school for the first time and often participate in a celebratory assembly on this date. The day also involves the First Bell where a first grade girl is lifted on the shoulders of an eleventh grade male pupil and paraded around, ringing the first bell of the school year. Students in other grades may begin studies on September 1 or a few days later, usually without any special festivities.

In towns and villages, well-dressed students arrive at school with a bunch of flowers. The celebration begins with solemn lines, in which children stand by classes. They are welcomed by the director of the school and the teachers. Senior students read poetry and perform songs and the first bell rings for the new comers. Older pupils hold the hands of younger ones and take them to class, nicely encouraging them.

II. ANSWER THE QUESTIONS ON THE TEXT.

1. When is the Day of Knowledge celebrated in Russia?
2. What can you say about the role and significance of knowledge in modern life?

3. When and where did this holiday originate?
4. It has special significance for the incoming first graders, doesn't it?
5. What is the standard schedule of this holiday?
6. Do you remember your first day at school?

III. SPEAK ABOUT THE DAY OF KNOWLEDGE IN RUSSIA.

IV. READ THE TEXT "THE FIRST DAY OF SCHOOL IN DIFFERENT COUNTRIES"

The first day of school is the first day of an academic year. The timing varies between different areas around the world because of the differences in weather, climate, season and culture. A common pattern in North America and Europe is for school to begin in late August or early September, while in the southern hemisphere mid January to early February is common.

The first day of school in Argentina is on the last Monday of February or the first Monday of March, depending on the year.

The school year usually begins during February and as late as March for some universities in Brazil.

The first day of school in most provinces in Canada is on the Tuesday after the first Monday in September.

It is hard to generalize the first day of school for the United States because there are 50 different states, each with many districts which all start school on different days. When the first day of school is and what happens on the first day of school usually vary by region. School tends to start a few weeks earlier in the east than in the west.

The first day of school in China falls on September 1, or the first Monday following if September 1 is Friday, Saturday or Sunday.

In Japan the start day for the school year falls on April 1, or the first Monday following if April 1 is Friday, Saturday or Sunday.

Normally the first day of school in Lebanon falls on the first Monday of October.

The first day of school in the Philippines is usually on any of the first Monday (public schools) or second Monday (private schools) in June.

In South Korea the start day for the school year falls on March 2 or the first Monday following if March 2 is Friday, Saturday or Sunday, as March 1 is a national holiday.

The first day of school in Europe may change but is almost always around September 1.

V. MAKE UP A DIALOGUE BETWEEN TWO STUDENTS DISCUSSING THE START DAY FOR THE SCHOOL IN DIFFERENT COUNTRIES.

VI. READ THE TEXT “INTERNATIONAL TRANSLATION DAY”.

International Translation Day is an international day recognising translation professionals. It is on 30 September, which is the day of the feast of St. Jerome, the Bible translator who is considered the patron saint of translators. St. Jerome was a priest from North-eastern Italy, who is known mostly for his endeavor of translating most of the Bible into Latin from the Greek manuscripts of the New Testament.

On 24 May 2017, the United Nations General Assembly passed resolution declaring September 30 International Translation Day, recognising the role of professional translation in connecting nations. The draft resolution was signed by eleven countries: Azerbaijan, Bangladesh, Belarus, Costa Rica, Cuba, Ecuador, Paraguay, Qatar, Turkey, Turkmenistan, and Vietnam. In addition to the International Federation of Translators, the adoption of the resolution was advocated for by several other organisations, including International Association of Conference Interpreters, Critical Link International, International Association of Professional Translators and Interpreters, Red T, World Association of Sign Language Interpreters.

The United Nations puts on an annual St. Jerome Translation Contest for translations in Arabic, Chinese, English, French, Russian, Spanish, and German.

The celebrations have been promoted by International Federation of Translators (FIT) since its establishment in 1953. In 1991 FIT launched the idea of an officially recognized International Translation Day to show solidarity with the worldwide translation community in an effort to promote translation as a profession that has become increasingly essential in the era of globalization.

Since 2018 the American Translators Association has celebrated International Translation Day by publishing a series of social media posts intended to spread information and educate the public about the role of professional translators and interpreters. The ATA celebrated ITD 2018 by releasing a set of six infographics that depict information about the professions. In 2019, ATA released a video depicting “A Day in the Life of a Translator or Interpreter”.

International Translation Day is meant as an opportunity to pay tribute to the work of language professionals, which plays an important role in bringing nations together, facilitating dialogue, understanding and cooperation, contributing to development and strengthening world peace and security.

VII. SPEAK ABOUT THE INTERNATIONAL TRANSLATION DAY.

VIII. READ THE TEXT “INTERNATIONAL VOLUNTEER DAY”.

International Volunteer Day (IVD) (originally and still known as International Volunteer Day for Economic and Social Development) (December 5) is an international observance. It was adopted by the United Nations General Assembly on 17 December 1985.

It offers an opportunity for volunteer organizations and individual volunteers to make their contributions visible – at local, national and international levels – to the achievement of the Millennium Development Goals (MDGs).

The International Volunteer Day is marked by many non-governmental organizations, including Red Cross, scouts and others. It is also marked and supported by United Nations Volunteers.

Apart from mobilising thousands of volunteers every year, the United Nations Volunteers (UNV) programme works closely with partners and governments to establish national volunteer programmes to create structures that foster and sustain local volunteerism in countries. Through the Online Volunteering service volunteers can take action for sustainable human development by supporting the activities of development organizations over the Internet.

The main focus of IVD is not only celebrate volunteerism in all its facets – but also pay special tribute to people’s participation in making a difference locally, nationally and globally.

International Volunteer Day is a chance for individual volunteers, communities and organizations to promote their contributions to development at the local, national and international levels. International Volunteer Day is a unique opportunity for people and volunteer-involving organizations to work with government agencies, non-profit institutions, community groups and the private sector.

Through the years, International Volunteer Day has been used strategically: many countries have focused on volunteers’ contributions to achieving the Millennium Development Goals, a set of time-bound targets to combat poverty, hunger, disease, illiteracy, environmental degradation and discrimination against women.

The organization of International Volunteer Day is generally the result of a partnership between the UN system, governments, volunteer-involving organizations and committed individuals.

IX. SPEAK ABOUT THE INTERNATIONAL VOLUNTEER DAY.

X. READ THE TEXT “APRIL FOOL’S DAY”.

April Fool’s Day is a special day for jokes and tricks in many countries. It is celebrated on 1 April in many countries around the world. On this day, people traditionally play practical jokes on each other and have fun trying to make other people believe things that are not true.

April Fool’s traditions

In the UK, jokes and tricks can be played up until noon on 1 April. After midday it’s considered bad luck to play a trick. Anyone who forgets this and tries a joke in the afternoon becomes an ‘April Fool’ themselves.

So, what kind of jokes do people play? Well, a simple example would be telling your friend that their shoelaces are undone. Then, when they bend down to do them up, you shout, ‘April Fool!’, and they realise their shoelaces are fine. Maybe it’s not your kind of humour, but watch out, there’s always someone who will find it hilarious! In Ireland, a popular prank is to send someone on a ‘fool’s errand’. The victim is sent to deliver a letter, supposedly asking for help.

When the person receives the letter, he opens it, reads it and tells the poor messenger that they will have to take the letter to another person. This continues and the victim ends up taking the message to several different people until someone feels sorry for them and shows them what the letter says: ‘Send the fool to someone else.’

In France, Belgium, the Netherlands, Italy and French-speaking areas of Canada and Switzerland, the 1 April tradition is known as the ‘April Fish’. A common joke is to try to stick a paper fish onto a victim’s back without being noticed.

April Fool’s Day in the media

Some newspapers, TV channels and well-known companies publish false news stories to fool people on 1 April. One of the earliest examples of this was in 1957, when a programme on the BBC, the UK’s national TV channel, broadcast a report on how spaghetti grew on trees. The film showed a family in Switzerland collecting spaghetti from trees and many people were fooled into believing it, as in the 1950s British people didn’t eat much pasta and many didn’t

know how it was made! Most British people wouldn't fall for the spaghetti trick today, but in 2008 the BBC managed to fool their audience again with their Miracles of Evolution trailer, which appeared to show some special penguins that had regained the ability to fly. Two major UK newspapers, The Daily Telegraph and the Daily Mirror, published the 'important story' on their front pages.

On April Fool's Day 1998, the American hamburger chain Burger King announced that it had created a left-handed hamburger. The advert for the 'new product' explained that all the ingredients had been rotated 180 degrees so that it was more comfortable for left-handed people to pick up and eat. The following day, Burger King admitted that this advertisement had been a hoax, but said that thousands of customers had gone to restaurants across the USA asking for a left-handed burger.

April Fool's Day controversy

April Fool's Day fans say it encourages fun and laughter, and one study found that it reduces stress and therefore could be good for your heart. Other people point out that it can have negative consequences, like confusion, worry or wasting time and resources. For example, a spokesperson for Dublin Zoo said staff had 'lost their sense of humour' after they received more than 100,000 calls asking for invented names such as Mr C Lyons, Anna Conda and G Raffe! The callers were victims of a phone hoax, who contacted the zoo after receiving a text message encouraging them to make the call.

In the era of 'fake news' it's often hard on a normal day of the year to work out when we're being tricked into believing something that isn't true, but on April Fool's Day you need to be even more alert. No one knows exactly how the tradition started, but there are plenty of people who enjoy this light-hearted day and are happy to keep the tradition alive.

XI. MATCH THE DEFINITIONS (A–H) WITH THE VOCABULARY (1–8).

1. a practical joke
2. to play a trick on someone
3. to fall for something
4. hilarious
5. an errand
6. a hoax
7. to fool someone
8. light-hearted

Vocabulary Definition

- a. a trick to make people believe something that is not true
- b. to be tricked into believing something that is not true
- c. amusing; not serious
- d. a trick that surprises someone and makes them look silly
- e. a short trip you take in order to do something
- f. to do something to somebody which makes people laugh
- g. very funny
- h. to trick someone

XII. ARE THE SENTENCES TRUE OR FALSE?

1. In the UK, you can play an April Fool's Day trick all day on 1 April	True	False
2. In Ireland, the 'fool's errand' joke usually involves only two people	True	False
3. Very few people believed the 1957 April Fool's story about spaghetti growing on trees	True	False
4. In 1998, a lot of people in the United States wanted to try the left-handed hamburger	True	False
5. Some people say that April Fool's Day can have positive health effects	True	False
6. The spokesperson for Dublin Zoo was called Anna Conda	True	False
7. On 1 April, you should watch out for fake news even more than usual	True	False
8. The origins of April Fool's Day are clear	True	False

XIII. READ THE SENTENCES AND THEN WRITE THE CORRECT FORM OF THE WORD IN BRACKETS IN THE GAPS.

1. April Fool's Day is a where people play tricks on each other. (celebrate)
2. The victim of the 'fool's errand' joke is the (message)
3. In French-speaking areas of Canada, 1 April is known as the 'April Fish'. (tradition)
4. Thousands of customers went to Burger King after seeing an for a new burger. (advertise)
5. Burger King said its new hamburger was more for left-handed people. (comfort)
6. Fun and on April Fool's Day can reduce stress levels. (laugh)
7. Many people find April Fool's Day very (enjoy)
8. After receiving thousands of prank calls, a for Dublin Zoo said staff had 'lost their sense of humour'. (speak)

XIV. DISCUSSION.

Have you ever been tricked or played a trick on anybody?

XV. READ THE TEXT "INDEPENDENCE DAY".

Also called the Fourth of July, Independence Day marks the historic date in 1776 when the Declaration of Independence was approved by the Continental Congress. The written declaration stated that the American colonies were tired of being ruled by Great Britain. They wanted to become their own country.

Before the declaration, America was part of the Kingdom of Great Britain (now called the United Kingdom). In the 1600s, people came from Great Britain to settle in what is now North America. Between 1607 and 1732, the British founded 13 colonies: Virginia, New York, Massachusetts, Maryland, Rhode Island, Connecticut, New Hampshire, Delaware, North Carolina, South Carolina, New Jersey, Pennsylvania, and Georgia.

As these colonies grew, the people who lived there thought the British government treated them unfairly. For instance, they had to pay taxes on items such as tea and allow British soldiers to stay in their homes. The colonists had to follow these laws but couldn't do anything

to change them. The colonists rebelled. As a result, the Revolutionary War between the colonists and Great Britain began in 1775.

Fighting wasn't enough though. The colonists decided they needed to declare their independence in writing to explain their reasons and gain support from other countries like France. On July 4, 1776, a small group of representatives from the colonies—called the Continental Congress—adopted the Declaration of Independence.

Written by a committee led by Thomas Jefferson, the document was signed by people from all 13 colonies. But the British government didn't accept it. So the colonists continued to fight for independence until they finally defeated Great Britain in 1783.

The Declaration of Independence, now housed at the National Archives in Washington, D.C., is recognized around the world as an important message of self-governance and human rights. The second sentence says it all: that all people are created equally and have rights that include life, liberty, and the pursuit of happiness. (Fun fact: Jefferson, who would become the third U.S. president, wrote that sentence!).

Today the United States and Great Britain are friends. Most Americans still celebrate Independence Day, often with parades and fireworks. Historians think this is thanks to a letter written by John Adams, who helped write the declaration and would also go on to be the second U.S. president. In his letter to his wife, Abigail, Adams predicted that the colonists' independence would be celebrated by future generations as an annual festival with parades and bonfires. It's no wonder that this holiday has turned out to be such a blast!

XVI. SPEAK ABOUT THE INDEPENDENCE DAY.

XVII. READ THE TEXT “THANKSGIVING DAY”.

Prayers of thanks and special thanksgiving ceremonies are common among most religions after harvests and at other times of the year. Almost every culture in the world has held celebrations of thanks for a plentiful harvest. The American Thanksgiving holiday began as a feast of thanksgiving in the early days of the American colonies more than four hundred years ago.

In 1620 a boat filled with more than one hundred people sailed across the Atlantic Ocean to settle in the New World. This religious group had begun to question the beliefs of the Church of England and they wanted to separate from it. The Pilgrims settled in what is now the state of Massachusetts. Their first winter in the New World was difficult. They had arrived too late to grow many crops; and without fresh food, half the colony died from disease. The following spring, the Iroquois Indians taught them how to grow corn (maize), a new food for the colonists. They showed them other crops to grow in the unfamiliar soil and how to hunt and fish.

In the autumn of 1621, bountiful crops of corn, barley, beans and pumpkins were harvested. The colonists had much to be thankful for, so a feast was planned. They invited the local Indian chief and ninety Indians. The Indians brought deer to roast with the turkeys and other wild game. The colonists had learned how to cook cranberries and different kinds of corn and squash dishes from the Indians. To this first Thanksgiving the Indians had even brought popcorn.

In following years, many of the original colonists celebrated the autumn harvest with a feast of thanks. After the United States became an independent country, Congress recommended one yearly day of thanksgiving for the whole nation to celebrate. George Washington suggested the date November 26 as Thanksgiving Day. Then in 1864, at the end of a long and bloody civil war, Abraham Lincoln asked all Americans to set aside the last Thursday in November as a day of thanksgiving. The President must proclaim the date as the official celebration.

Thanksgiving is a time for tradition and sharing. Even if they live far away, family members gather for a reunion at the house of an older relative. All give thanks together for the good things that they have. In this spirit of sharing, civic groups and charitable organizations offer a traditional meal to those in need, particularly the homeless. On most tables throughout the United States, foods eaten at the first thanksgiving have become traditional.

Thanksgiving Menu

Roast turkey staffed with herb-flavoured bread
Cranberry jelly
White mashed potatoes
Pumpkin pie

Other menus vary as to regions

Ham
Sweet potatoes
Creamed corn
Mincemeat pie

American children still sing this song as they look forward to spending Thanksgiving with their grandparents. It was written around 1860 by Lydia Maria Child.

Over the River and Through the Woods

Over the river, and through the woods,
To grandmother's house we go;
The horse knows the way,
To carry the sleigh,

Through the white and drifted snow.
Over the river, and through the woods –
Oh, how the wind does blow!
It stings the toes,
And bites the nose,
As over the ground we go.

Symbols of Thanksgiving

Turkey, corn (maize), pumpkins and cranberry sauce are symbols which represent the first Thanksgiving. Now all of these symbols are drawn on holiday decorations and greeting cards.

The use of corn meant the survival of the colonies. “Indian corn” as a table or door decoration represents the harvest and the fall season.

Sweet-sour cranberry sauce, or cranberry jelly, was on the first Thanksgiving table, and is still served today. The cranberry is a small, sour berry. It grows in bogs, or muddy areas, in Massachusetts and other New England states. The Indians used the fruit to treat infections. They used the juice to dye their rugs and blankets. They taught the colonists how to cook the berries with sweetener and water to make a sauce. The Indians called it “ibimi” which means “bitter berry”. When the colonists saw it, they named it “crane-berry” because the flowers of the berry bent the stalk over, and it resembled the long-necked bird called a crane. The berries are still grown in New England. Very few people know, however, that before the berries are put in bags to be sent to the rest of the country, each individual berry must bounce at least four inches high to make sure they are not too ripe.

In 1988, a Thanksgiving ceremony of a different kind took place at the Cathedral of St. John the Divine. More than four thousand people gathered on Thanksgiving night. Among them were Native Americans representing tribes from all over the country and descendants of people whose ancestors had migrated to the New World.

The ceremony was a public acknowledgment of the Indians’ role in the first Thanksgiving. Until recently most schoolchildren believed that the Pilgrims cooked the entire Thanksgiving feast, and offered it to the Indians. In fact, the feast was planned to thank the Indians for teaching them how to cook those foods. Without the Indians, the first settlers would not have survived.

Various similarly named harvest festival holidays occur throughout the world during autumn. Although Thanksgiving has historical roots in religious and cultural traditions, it has long been celebrated as a secular holiday as well.

XVIII. MATCH THE WORDS ON THE RIGHT WITH THE DEFINITIONS ON THE LEFT:

- | | |
|------------------|---|
| 1. a feast | a) a religious traveler |
| 2. a harvest | b) someone who moves to another region or country, starting a new home and life |
| 3. a pilgrim | c) when food is collected from gardens and fields |
| 4. a settler | d) a large meal |
| 5. light-hearted | e) not connected to religion |
| 6. gratitude | f) amusing and cheerful; not serious |
| 7. a pardon | g) being thankful |
| 8. secular | h) a decision that allows someone to go free |

XIX. ARE THE SENTENCES TRUE OR FALSE?

1. Thanksgiving was originally celebrated by European settlers in North America	True	False
2. At many Thanksgiving celebrations, everyone tells the group what they are most thankful for	True	False
3. Modern-day Thanksgiving celebrations are very religious	True	False
4. The main part of Thanksgiving is the preparation and sharing of a big meal	True	False
5. Only Americans play and watch football during Thanksgiving	True	False
6. The American President kills two turkeys every year	True	False

XX. SPEAK ABOUT THE THANKSGIVING DAY.

XXI. READ THE TEXT “EASTER”.

Easter is the most important festival of the year for most Christians and a holiday for many others.

The meaning of Easter

Easter is a Christian festival which marks the resurrection of Jesus Christ. For many Christians, Easter is a celebration of the triumph of life over death, and a very important time of the year. Many non-Christians also have a holiday at this time, so it is a popular time to travel or spend time with friends and family. We see lots of symbols of new life at Easter, especially eggs, chicks, flowers and rabbits. These symbols go back to ancient pagan traditions which celebrated fertility, rebirth and new growth after the long, winter months.

When it is celebrated

The dates of Easter change from year to year but it usually falls sometime between the end of March and the end of April. In Western Christianity, Easter Sunday is the first Sunday after the first full moon of spring, which starts on 21 March. The Eastern Orthodox churches, which use a different calendar, have a slightly different way of calculating Easter and usually celebrate Easter a little earlier or later.

Holy Week

The week before Easter is called Holy Week. The first day of Holy Week is Palm Sunday, which is the Sunday before Easter. Many Christians celebrate this as the day that Jesus entered Jerusalem and people threw down branches from palm trees on the road to welcome him.

Four days later is Maundy Thursday, which marks the Last Supper, when Jesus ate bread and drank wine with his twelve disciples. The following day is Good Friday, which is significant for Christians as the day that Jesus was put to death on the cross. Many Christians believe that Jesus was killed and buried in a tomb on the Friday and that God raised him from the dead on the Sunday. So Easter Sunday is a celebration of the resurrection of Jesus.

How Easter is celebrated

In many countries there are religious processions during Holy Week, and practising Christians attend special church services. On Palm Sunday, many churches bless palm branches and people put them on the ground during processions to mark the day that Jesus arrived in Jerusalem. The Last Supper on Maundy Thursday is celebrated in many Christian traditions in the form of the Communion, when believers share bread and wine.

Good Friday is traditionally a day of fasting, reflection and sadness. A lot of church services start at midnight the night before Easter Sunday with the lighting of candles or, in Greece, fireworks. This represents the triumph of light over darkness. On Easter Sunday, churches are filled with flowers representing new life, and at home chocolate Easter eggs are given as presents.

Other Easter traditions

There are many different Easter traditions around the world. In some places, people eat lamb on Easter Sunday, but there are many other foods, such as hot cross buns – spiced, sweet bread buns made with raisins – that are traditional in the UK. In some places in Eastern Europe, boys and girls throw water at each other, while in Corfu, Greece, there is a tradition of throwing pots and pans out of windows and from balconies, breaking them on the street.

In the United States, a tradition of wearing new clothes at Easter has evolved into making Easter bonnets – fancy hats decorated with flowers, rabbits and other symbols of spring. For fans of crime fiction, Norway is the place to be at Easter, when it has become traditional to read crime novels and solve mysteries.

Eggs are a popular part of Easter celebrations. Traditionally, people paint chicken eggs and decorate them with bright colours to give as presents. Nowadays, chocolate eggs are more popular than the traditional kind, especially with children. They are often hidden around the house and garden so that children can find them in an Easter egg hunt.

XXII. MATCH THE DEFINITIONS (A–H) WITH THE VOCABULARY (1–8).

1. to mark
2. a triumph
3. a chick
4. pagan
5. fertility

- 6. holy
- 7. a procession
- 8. fasting

Vocabulary Definition

- a. the ability to produce new life (babies, plants, etc.)
- b. a baby bird
- c. to celebrate an important event
- d. belonging to a religion which existed before the main world religions
- e. a victory or success
- f. related to a religion or god
- g. eating no food for a period of time
- h. a group of people walking in a formal way as part of a ceremony

XXIII. PUT THE PHRASES IN THE CORRECT GROUP. THERE ARE TWO PHRASES IN EACH GROUP.

- | | | |
|-----------------|--------------------------------|-------------------------|
| The Last Supper | Light and flowers | Jesus entered Jerusalem |
| Palm branches | Fasting | Jesus died |
| Communion | Jesus was raised from the dead | |

Palm Sunday	Maundy Thursday
Good Friday	Easter Sunday

XXIV. PUT THE WORDS IN ORDER TO MAKE SENTENCES.

1. Christian festival Easter the resurrection of is a which marks Jesus Christ.
2. go ancient pagan to These symbols back traditions.
3. as the day Many Christians that Jesus celebrate this entered Jerusalem.

4. over the triumph represents This of light darkness.
5. for fans of crime fiction the place Norway is to be at Easter.
6. popular of Easter part Eggs are a celebrations.

XXV. DISCUSSION.

Do you celebrate Easter?

XXVI. READ THE TEXT “CHRISTMAS”.

It's the time of year for Santa Claus, fairy lights and all the best pop songs. What are the essential elements of Christmas in the UK?

It's the time of the year for family, friends ... and cheesy Christmas music. For many people, Christmas is quite simply (as an old pop song says) 'the most wonderful time of the year'. For others, it is an exhausting exercise in bad taste. So what does a British Christmas involve?

Special days

Christmas is a celebration that lasts for several days. In the UK and many other countries, the main celebration takes place on Christmas Day (25 December). From the Christian origins of the holiday, this day marks the birth of Jesus Christ. Christmas Eve (24 December) is the time for last-minute shopping and preparations, present-wrapping and maybe a drink in the pub. Others will be at home preparing food for the big day or at a midnight church service to welcome Christmas Day. Boxing Day (26 December) is also a national holiday in the UK – a necessary one for many, to recover after eating too much the day before! Shops are usually open on Boxing Day and the big after-Christmas sales begin.

Decorations

From huge cities to tiny villages, the month of December sees buildings and streets covered in coloured lights, red ribbons and smiling Santa Claus faces. People also decorate their houses (and sometimes their gardens) for the Christmas period. The most famous decoration is, of course, the Christmas tree – a pine tree covered in little shiny decorations and fairy lights. Some people put a nativity scene in their house. This is a collection of little figures who represent the birth of Jesus in Bethlehem.

Family and friends

Christmas is a time to be with the people you love. Often, this involves travelling to your hometown to be with parents, siblings, cousins, old friends, etc. For some households, it's the only time of the year when all the family is together. In the UK, this is usually a time for chats, cups of tea and watching Christmas films together. However, it can also lead to occasional family tension. But don't worry: there are plenty of impossibly cheerful pop songs to help everyone relax!

Food

Christmas meals vary across households, but the most common Christmas dinner in the UK is a roasted turkey with vegetables and potatoes. This may be accompanied by stuffing (made with bread, onions and herbs) and pigs in blankets (sausages wrapped in bacon or pastry). And, of course, delicious mince pies – little sweet cakes with fruit inside. This is, of course, fantastic if someone is cooking for you. If you're the cook, you may feel under a little pressure as the extended family start arriving for dinner!

Presents

Christmas is certainly the most wonderful time of the year for retailers! The days and weeks before Christmas are characterised by frantic shopping for presents. Many groups of friends or workmates take part in a 'Secret Santa' group. This is where each person buys a small present for one other person in the group, but the identity of the giver is never revealed. In many countries, Christmas Eve is a night for kids to go to bed early before their house is visited by Santa Claus, a magic man in a red suit who leaves presents for all the kids in the house.

Parties

Apart from dinner at home with family or friends, Christmas is also a time for parties. At school, children often do a Christmas theatre performance or sing Christmas carols in a concert, then have a party with sweets and cakes. For adults, most workplaces usually have their Christmas 'do'. This can be a dinner in a restaurant or just a few drinks in a bar. At workplace parties, many romances have started under the mistletoe, a special plant which people hang from the ceiling. If you meet somebody under the mistletoe, the tradition is to kiss that person. However you celebrate Christmas, for many it's a time for having fun and spending time with the people

you love. Plastic decorations and neon Santa Claus faces might be considered to be in bad taste by some people, but without them, it simply wouldn't be Christmas.

XXVII. MATCH THE DEFINITIONS (A–H) WITH THE VOCABULARY (1–8).

1. in bad taste
2. a get-together
3. a decoration
4. cheesy
5. a household
6. Christmas carols
7. a retailer
8. a sibling

Vocabulary Definition

- a. a group of people who belong to a house (for example, a family, flatmates, etc.)
- b. low quality and in bad taste
- c. a brother or sister
- d. happy or religious songs sung at Christmas
- e. an informal meeting, usually between friends or family
- f. a person or company which sells products to the public
- g. not very sophisticated or elegant
- h. a pretty thing put on a house or street to celebrate a special moment

XXVIII. ARE THE SENTENCES TRUE OR FALSE?

1. The text suggests that everybody loves Christmas	True	False
2. In the UK, 25 December is the most important day during the Christmas period	True	False
3. A nativity scene is a reminder of the religious origins of Christmas	True	False
4. The text suggests that Christmas can be a time for family arguments	True	False
5. In the UK, roast beef is the most common food at Christmas	True	False
6. The activity called 'Secret Santa' is usually only for children	True	False
7. If you meet someone under the mistletoe plant, you have to give them a present	True	False
8. Some people in the UK go shopping in the sales on Boxing Day	True	False

XXIX. PUT THE WORDS AND PHRASES IN ORDER TO MAKE SENTENCES.

1. wonderful time is certainly Christmas for retailers. the most of the year
2. for the period. decorate People Christmas their houses
3. are usually Day. Shops on Boxing open
4. bed early. Eve is Christmas a night to go to for kids
5. Christmas carols do a Christmas theatre At school, performance or sing in a concert. children often
6. time with the people having fun Christmas is and spending you love. a time for

XXX. DISCUSSION

Do you celebrate Christmas? If so, how is your celebration different from what is described in the text?

XXXI. READ THE TEXT “NEW YEAR CELEBRATIONS”.

On the night of 31 December and the morning of 1 January, people in many countries all over the world will celebrate the beginning of a new year. How will they celebrate and how did this tradition begin?

“For last year’s words belong to last year’s language

And next year’s words await another voice.

And to make an end is to make a beginning”. (T.S. Eliot)

New year, old celebrations

There have been celebrations to mark the beginning of a new year for thousands of years. Sometimes these were simply an opportunity for people to eat, drink and have fun, but in some places the festivities were connected to the land or astronomical events. For example, in Egypt the beginning of the year coincided with when the River Nile flooded, and this normally happened when the star Sirius rose. The Persians and Phoenicians started their new year at the spring equinox (this is around 20 March when the Sun shines more or less directly on the equator and the length of the night and the day are almost the same).

The oldest celebration

The city of Babylon in ancient Mesopotamia was where the first New Year’s celebrations were recorded about 4,000 years ago. The Babylonians held their celebrations on the first new moon after the spring equinox and called this festival Akitu (which comes from the word the Sumerians used for barley). Barley was cut in Mesopotamia in the spring, and during Akitu there was a different ritual on each of the 11 days that the celebration lasted. Statues of the gods were carried through the streets of the city, and in this way the Babylonians believed that their world had been cleaned to prepare for the new year and a new spring.

Modern celebrations

In many cities all over the world, spectacular fireworks displays take place as soon as the clock passes midnight on 31 December. In recent years, Sydney in Australia has been the host to one of the first of these celebrations as New Year arrives there before most other major

international cities. The display takes place in Sydney Harbour, with the Opera House and Harbour Bridge making it a stunning setting. Fireworks light up the skies in hundreds of cities as 12 midnight strikes around the globe.

Traditions that live on

There are a number of strange and interesting New Year's traditions around the world. In Scotland, New Year's Eve is called Hogmanay and "first footing" remains a popular custom with people visiting friends' and neighbours' houses just after midnight. The first person who visits your house should bring a gift as this will mean good luck. In Spain, it is the custom to eat 12 grapes as the bells sound for midnight on 31 December. One grape is eaten at each sound of the bell and each grape is supposed to bring good luck for each month of the year ahead. In Brazil, Ecuador, Bolivia, Venezuela and some other Central and South American countries, people wear special underwear of different colours on New Year's Eve. Red is supposed to be good for bringing love in the new year, while yellow is supposed to bring money.

Out with the old, in with the new

The new year is a perfect time to make a change for the better. The tradition of making New Year's resolutions is more common in the western hemisphere but also exists in the eastern hemisphere. This tradition involves a person making a commitment to change an unwanted habit or behaviour or setting a personal objective. Typical New Year's resolutions might be to give up smoking, eat healthier food, do more exercise, become more organised or laugh more – but really, a New Year's resolution can be almost anything. However, research suggests that many New Year's resolutions fail. Being realistic about the objectives you set and not making too many New Year's resolutions might help you to achieve success.

XXXII. MATCH THE DEFINITIONS (A–H) WITH THE VOCABULARY (1–8).

1. to coincide
2. astronomical
3. to flood
4. to be recorded
5. barley

- 6. a ritual
- 7. a host
- 8. a commitment

Vocabulary Definition

- a. a cereal used for making food or alcohol
- b. to cover the surrounding land with water
- c. a promise to do something
- d. to happen at the same time
- e. something done regularly in the same way to mark an important occasion
- f. relating to the stars
- g. to be written down for future reference
- h. the person or place that provides space for a special event

XXXIII. ARE THE SENTENCES TRUE OR FALSE?

1. Many years ago, new year celebrations were almost always held at the time of an astronomical event.	True	False
2. During Akitu in ancient Mesopotamia, a variety of rituals took place	True	False
3. The way Sydney welcomes the new year is very different from other important cities.	True	False
4. 'First footing' in Scotland involves people giving presents.	True	False
5. In Spain, people eat a number of grapes just after midnight during New Year celebrations.	True	False
6. Researchers have found out that many people do not succeed in keeping their New Year's resolutions.	True	False

XXXIV. WRITE THE CORRECT FORM OF THE WORD IN BRACKETS TO COMPLETE THE SENTENCES.

1. On 1 January, people in many countries all over the world will hold a (celebrate) to mark the beginning of a new year.
2. In Egypt, the (begin) of the new year was when the River Nile flooded.
3. The spring equinox is when the sun shines almost (direct) on the equator.
4. There are some (interest) New Year's traditions in different countries.
5. New Year's resolutions often involve changing an (want) habit such as spending too much time watching television.
6. It is important to be (real) when it comes to making New Year's resolutions. Discussion How do you celebrate the new year?

XXXV. DISCUSSION.

How do you celebrate the new year?

XXXVI. READ THE TEXT "ST. VALENTINE'S DAY".

Valentine's Day, holiday (February 14) when lovers express their affection with greetings and gifts. Given their similarities, it has been suggested that the holiday has origins in the Roman festival of Lupercalia, held in mid-February. The festival, which celebrated the coming of spring, included fertility rites and the pairing off of women with men by lottery. At the end of the 5th century, Pope Gelasius I forbid the celebration of Lupercalia and is sometimes attributed with replacing it with St. Valentine's Day, but the true origin of the holiday is vague at best. Valentine's Day did not come to be celebrated as a day of romance until about the 14th century.

Although there were several Christian martyrs named Valentine, the day may have taken its name from a priest who was martyred about 270 CE (Common Era) by the emperor Claudius II Gothicus. According to legend, the priest signed a letter "from your Valentine" to his jailer's daughter, whom he had befriended and, by some accounts, healed from blindness. Other accounts hold that it was St. Valentine of Terni, a bishop, for whom the holiday was named, though it is possible the two saints were actually one person. Another common legend states that St. Valentine defied the emperor's orders and secretly married couples to spare the husbands from war. It is for this reason that his feast day is associated with love.

Formal messages, or valentines, appeared in the 1500s, and by the late 1700s commercially printed cards were being used. The first commercial valentines in the United States were printed in the mid-1800s. Valentines commonly depict Cupid, the Roman god of love, along with hearts, traditionally the seat of emotion. Because it was thought that the avian mating season begins in mid-February, birds also became a symbol of the day. Traditional gifts include candy and flowers, particularly red roses, a symbol of beauty and love.

The day is popular in the United States as well as in Britain, Canada, and Australia, and it is also celebrated in other countries, including Argentina, France, Mexico, and South Korea. In the Philippines it is the most common wedding anniversary, and mass weddings of hundreds of couples are not uncommon on that date. The holiday has expanded to expressions of affection among relatives and friends. Many schoolchildren exchange valentines with one another on this day.

XXXVII. SPEAK ABOUT ST. VALENTINE'S DAY.

XXXVIII. READ THE TEXT "VICTORY DAY".

When people think about Russia they think of New Year and snow. Most Russians, however, when reminiscing about their country think not of sleds and fireworks, but of the bright and cheery Victory Day celebrations and the dacha season which it heralds. There are few countries which celebrate the end of WW2 with such passion and flair as Russia. Indeed, for most of Europe it is a day of mourning and contemplation. There are no public holidays, let alone showy parades and each year people tend to think less and less about this historic day. In Russia, however, it seems the opposite is true; each year the budget for the celebrations grows by millions and the victory it seems is far more important to today's Russians than it was to the very people who fought in the war. If you plan your tour to Russia in spring, do not miss a chance to get acquainted with traditional Victory Parade.

The anniversary of the defeat of Nazi Germany is the second most widely celebrated holiday after New Year. It is the highlight of the Russian calendar and an integral part of Russian culture, yet surprisingly for such an important event it is younger than most of the population.

For Stalin and his wartime soviet comrades, the memory of WW2 was something to be swept under the carpet and certainly not actively remembered. Stalin's paranoia included perhaps legitimate fears that the powerful and respected army generals might rise against him. Hence, Victory day wasn't even commemorated following 1945.

That all changed twenty years later, however, when Leonid Brezhnev, a soldier in WW2, became the top-dog, secretary of the party and began propagating the 'Great, Patriotic War'

line as a way to drum-up support for his leadership. Victory day was made a public holiday and he initiated the pompous parades that can be seen in Russia today.

Some political commentators think that the current president is also exploiting the “hero of the people” persona to cement his moral authority. Either way, the celebrations have undergone undeniable growth each year and now, when asked what they are most proud of in Russia’s history, an unbelievable 87% of Russians say the Great War.

Front and centre on the 9th of May are the military parades. Red Square becomes host to a thousand-strong garrison of the motherland’s best and brightest soldiers accompanied by a rolling fleet of lethal weapons and ginormous militarised vehicles intended to strike pride in the hearts of Russians. More than 8 million people in Moscow alone turn out to see the parade which is also televised to a huge part of the population.

It’s about as far away from the solemnity and sorrow of Remembrance Day as a birthday is to a funeral. Bands drum out joyous songs, people cheer, wave flags and banners, some even dance, and at the end of it a truck-load of fireworks are set off.

To show their support of this day, Russians don ribbons days before the 9th. Striped orange and black, the St George ribbon is said to symbolise the fire and gunpowder of war and the death and resurrection of Saint George. Its colours have been incorporated in many military honours throughout Russia’s history and only in the early 2000’s did it begin to be so strongly associated with the Great War. More recently, the ribbons have gained a more sinister meaning as they were worn by the pro-Russian paramilitary forces in Ukraine and as sign of support for the government during the 2011 mass protests against electoral fraud.

There has been a growing dislike in recent times towards the triumphant tone of the holiday and people have begun to counter it by taking part in what has become known as the Immortal Regiment. What started off in 2011 as three journalists walking through the streets of a small Siberian city holding the portraits of their relatives who had died in Gulags during the war, quickly took off on a nation-wide scale. Last year, more than eight million people took part in the Immortal Regiment march in cities all over Russia. It is a striking sight and a sobering contrast to the shows of military might which seem, rather than to ruminate on the lessons of the past, to take strength from the deaths of 28 million Soviets and aspire for yet more glory.

XXXIX. SPEAK ABOUT VICTORY DAY.

APPENDIX III

POPULAR PHRASES

To eat of the tree of knowledge

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS.

Eden, Adam, Eve, evil, Paradise, posterity, credulous, narrative, naked, apron, thistle, sweat, deity, irascible, abundantly, maledictions, to wring, culprit, thou, expulsion, to persuade, thicket

II. READ THE TEXT.

The first book of the Old Testament opens with an account of the creation of the world by God and the origin of sin in the serpent's temptation of Adam through his wife. It contains a narrative of the blissful life of Adam and Eve in the happy Garden of Eden.

There every tree that was pleasant to the sight and good for food grew abundantly. There the animals lived at peace with man and each other. There man and woman knew no shame, because they knew no ill. It was the age of innocence. But this glad time was short, the sunshine was soon clouded. The sad story is told of the fall of Adam and Eve, their loss of innocence, their expulsion from Eden, and the doom of labour, of sorrow, and of death pronounced on them and their posterity.

In the midst of the garden grew the tree of the knowledge of good and evil, and God had forbidden man to eat of its fruit saying "In the day that thou eatest thereof, thou shalt surely die". But the serpent was cunning, and the woman weak and credulous: he persuaded her to eat of the fatal fruit, and she gave of it to her husband. No sooner had they tasted it, than the eyes of both of them were opened, they knew that they were naked, and filled with shame and confusion they hid their nakedness under aprons of fig-leaves: the age of innocence was gone for ever.

That woeful day God walked into the garden, as his custom was, in the cool of the evening. Adam and Eve hid behind the trees, ashamed to be seen by him naked. But he called them forth from the thicket, and learning from the abashed couple how they had disobeyed his command by eating of the tree of knowledge, he flew into a towering passion. He cursed the serpent, condemning him to go on his belly, to eat dust, and to be the enemy of mankind all the days

of his life. He cursed the ground, condemning it to bring forth thorns and thistles. He cursed the woman, condemning her to bear children in pain and sorrow and to be in subjection to her husband. He cursed the man, condemning him to wring his daily bread from the ground in the sweat of his brow, and finally to return to the dust out of which he had been taken.

Having relieved his feelings by these maledictions, the irascible deity relented so far as to make coats of skins for the culprits to replace their scanty aprons of fig-leaves, and clad in these new garments the shame-faced pair retreated among the trees, and the shadows deepened on Paradise Lost.

In modern speech the words *to eat or taste of the tree of knowledge* mean to acquire knowledge, and are used mostly ironically.

III. ANSWER THE QUESTIONS ON THE TEXT.

1. Where does the phrase "*to eat or taste of the tree of knowledge*" go back to?
2. Describe the blissful life of Adam and Eve in the happy Garden of Eden.
3. Why had God forbidden man to eat of the tree of knowledge?
4. Who persuaded Eve to eat of the fatal fruit?
5. What did Eve do?
6. What happened to Eve and Adam the moment they tasted of the fruit?
7. What did Adam and Eve do when they knew that they were naked?
8. How did God learn they had disobeyed his command by eating of the tree of knowledge? What was his reaction?
9. In what way did God punish the serpent, Eve and Adam?
10. What does the phrase "*to eat or taste of the tree of knowledge*" mean in modern speech?

IV. COMMENT ON THE MEANING OF TWO MORE POPULAR PHRASES THAT GO BACK TO THE SAME EPISODE OF THE BIBLE:

- to wring one's daily bread in the sweat of one's brow;
- the forbidden fruit.

V. TRANSLATE THE TEXT INTO ENGLISH AND SUM IT UP.

Бог разрешил Адаму вкушать плоды со всех деревьев, за исключением дерева познания добра и зла, к плодам которого он запретил прикасаться под угрозой смерти.

Среди зверей, которых создал бог, наибольшей хитростью отличался змей. Однажды он спросил у женщины, почему бог запретил им есть плоды с дерева познания добра и зла. И женщина ответила на это: «Чтобы мы не умерли». «вы ни в коем случае не умрете», – уверял ее змей и доказывал, что бог не велит им есть плоды с этого дерева, опасаясь, что у людей откроются глаза и они познают добро и зло так же, как и сам бог.

Женщина внимательно посмотрела на дерево познания добра и зла и увидела, как прекрасно оно и его плоды, дающие мудрость. И она сорвала запретный плод, съела его, а потом уговорила мужа, чтобы он последовал ее примеру.

Бог выгнал Адама и Еву из рая, ибо не хотел допустить, чтобы они съели плоды с дерева жизни и таким путем обрели бессмертие.

(З. Косидовский. Библейские сказания.)

To bury one's talent

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS.

to bury, parable, to endow, endowment, to reproach, course, talent, to disregard.

II. READ THE TEXT.

A talent was an ancient monetary unit, a gold or silver coin. The phrase "to bury one's talent" is taken from a Gospel parable. A slave buried in the ground the money (a talent) given to him by his master. When the man returned and asked the slave what he had done with

the money, the latter replied that he had hidden the talent in the ground and had it quite safe. The master reproached his slave for being lazy, adding that he could have lent the money to the traders and thus could have made more money.

In the course of time the word talent changed its meaning and came to denote the natural endowments of man. To bury one's talent means to disregard one's abilities and gifts, to make no use of them.

III. DO THE FOLLOWING TWO-WAY TRANSLATION.

Откуда возникло выражение «зарыть талант в землю»?

The phrase is drawn from a Gospel parable about a slave and his master.

В притче, насколько я помню, слово талант имеет значение отличное от современного.

You are right. There *talent* is used in its original meaning and denotes an ancient monetary unit.

Как распорядился раб деньгами, полученными от хозяина,

The slave secreted the talent in the ground and on his master's return said that he had all his money safe.

Но хозяин, кажется, вовсе не стал благодарить или хвалить его за бережливость, не так ли?

Just on the contrary. The master reproached his slave for being lazy.

А как, по мнению хозяина, раб должен был распорядиться деньгами?

The master said that the slave could have lent the money to the traders and thus could have made more money.

С течением времени слово талант изменило свое значение и стало синонимом природных способностей человека.

And the expression "*to bury one's talent*" changed the meaning accordingly. Now it means to disregard one's abilities and gifts, to make no use of them.

The Procrustean bed/The bed of Procrustes

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS.

Procrustes, Procrustean, Theseus, Athens, evil, pretext, to delude, dimension, to be assigned, superfluous, wretched

II. EXPLAIN THE MEANING OF THE FOLLOWING WORD COMBINATIONS.

under pretext of something

to delude somebody into doing something

to pull one's limbs out of joint

to be assigned something

superfluous length

to lop off

to take somebody unawares

to inflict suffering upon somebody

to reduce all to one level

III. READ THE TEXT.

Procrustes is a Greek word that means "torturer" or "stretcher". According to mythology, Procrustes was an ancient legendary robber who lived near Athens. Under pretext of entertainment, he deluded travelers into entering his home, where he had two beds of very different dimensions – one unusually short, the other unusually long. If the unfortunate traveler were a short man, he was put to bed in the long bedstead, and his limbs were pulled out of joint, to make him fit it; but if, on the contrary, he were tall, he was assigned the short bed, and the superfluous length of limb was lopped off under the same pretext.

Taking Procrustes quite unawares, Theseus gave him a faint idea of the sufferings he had inflicted upon others by making him try each bed in turn, and then to prevent his continuing these evil practices, put an end to his wretched existence.

Hence, any forcible method of reducing people and ideas to one standard is called “*placing them on a Procrustean bed*”.

IV. MAKE UP QUESTIONS IN ENGLISH TO WHICH THE FOLLOWING RUSSIAN SENTENCES WOULD BE ANSWERS. DO A TWO-WAY TRANSLATION USING BOTH THE STATEMENTS AND THE QUESTIONS.

1. Прокруст – прозвище легендарного разбойника, о котором рассказывают греческие мифы.
2. Разбойник этот придумал особо мучительное истязание для своих жертв.
3. У Прокруста было ложе, на которое он заставлял ложиться всех, кто попадал ему в руки.
4. Если ложе было слишком длинно, Прокруст вытягивал несчастного до тех пор, пока ноги жертвы не касались края ложа.
5. Если же ложе было коротко, то Прокруст обрубал несчастному ноги.
6. Разбойника Прокруста убил греческий герой Тесей.
7. Тесей повалил Прокруста самого на ложе и убил его так, как злодей убивал путешественников.
8. Выражение «Прокрустово ложе» означает: мерка, под которую насильственно стараются подогнать что-либо.

A prodigal son

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS.

dissipated, extravagance, prodigal, to squander, parable, famine, swineherd, Murillo, Rembrandt, Hermitage

II. READ THE TEXT.

A dissipated man, one who spends his time in pleasure and extravagance, but afterwards repents and is forgiven, may be referred to as *a prodigal son*. The phrase comes from the Gospel parable of the Prodigal Son. It runs thus: a man divided his fortune between his two sons. The younger son left the native place and squandered his portion of the fortune through reckless living. Soon thereafter, a severe famine struck the land, leaving him desperately poor and forcing him to take work as a swineherd. He reached the point of envying the food of the pigs he was feeding. At that time, he finally came to his senses. After a time of want and poverty he came back to his father's house. The old man accepted him back without hesitation. He made a feast in his honour, killed a fatted calf to welcome him home and gave him the best clothes.

The elder son who was working in the field heard the music and dancing and asked his father, "Why did you never give me anything so that I might make merry with my friends? But as soon as your son came, you killed for him the fatted calf". "You are always with me," replied his father, "and all that I have is yours. But your brother was dead, and is alive again; he was lost, and is found".

The parable was the subject of many famous pictures. The Prodigal Son is represented when leaving home, feasting, begging, returning to his father's house. The last subject was treated by Murillo and Rembrandt.

"The return Of the Prodigal Son", one of the chief glories of the Hermitage, is a supreme masterpiece of Rembrandt.

III. ANSWER THE QUESTIONS ON THE TEXT.

1. What is the metaphorical meaning of the phrase "a prodigal son"?
2. What did the younger son do after getting his portion of the fortune?
3. Did it take him long to squander his money?
4. What made him come to his senses?
5. How did the father accept his younger son?
6. What was the elder son's reaction to it?
7. What is the father's attitude to his younger son suggestive of?

Spartan upbringing

I. Read the following words paying attention to pronunciation and stress.

Sparta, Laconia, laconic, Athenians, obedience, endurance, fatigue, discipline, adolescent, proficient, naked, prowess, dauntless

II. Read the text.

The citizens of Sparta, an ancient Greek city, were famous for their bravery, discipline and endurance. The lives of Spartans were arranged by iron laws to make a nation of soldiers. They were brought up by the state in the spirit of self-denial, hardship and obedience. Their sports and exercises were regulated by severest discipline, and made up of labour and fatigue. They went about barefoot, with their heads shaved, and fought with one another naked. The Spartan men were dauntless and faced danger and hardship without flinching.

The primary purpose of Spartan education, and indeed of Spartan society as a whole, differed greatly from that of the Athenians. The primary goal of Spartan education was to produce good soldiers. Training for the military began at age 7, as all Spartan boys left home to go to military school. From then until the time they were 18, they were subject to harsh training and discipline. Historical accounts tell of Spartan boys as being allowed no shoes, very few clothes, and being taught to take pride in enduring pain and hardship.

Throughout their adolescent and teenage years, Spartan boys were required to become proficient in all manner of military activities. They were taught boxing, swimming, wrestling, javelin-throwing, and discus-throwing. They were trained to harden themselves to the elements. At the age of 18, Spartan boys had to go out into the world and steal their food. Getting caught would result in harsh punishment, including flogging, which was usually a practice reserved only for slaves.

At the age of 20 years old Spartan men had to pass a series of demanding tests of physical prowess and leadership abilities. Those that passed became members of the Spartan military, and lived in barracks with the other soldiers. They were allowed to take a wife, but they weren't allowed to live with her. At age 30, they became full citizens of Sparta, provided they had served honorably. They were required to continue serving the military, however, until age 60.

Unlike their Athenian counterparts, Spartan girls also went to school at age seven. There they learned gymnastics, wrestling, and did calisthenics. These schools were similar in many ways to the schools Spartan boys attended, as it was the Spartan opinion that strong women produced strong babies, which would then grow into strong soldiers to serve the state.

Somewhat ironically, women in Sparta had much more independence than women in other city-states, partially because their husbands never lived at home, and partially because Spartans had tremendous respect for Spartan mothers.

While no marvelous works of art or literature ever came of this system, it did accomplish the Spartan goal of producing elite soldiers. The Spartan military were universally disliked, but they were also universally respected.

The people of Sparta (ancient Laconia) learned to express themselves as briefly as possible, hence a laconic person is a man of few words.

The phrase “Spartan upbringing” is used to describe a very severe upbringing.

III. TRANSLATE THE TEXT INTO ENGLISH AND SUM IT UP.

Выражение «спартанское воспитание» употребляется в значении «суровое, строгое, жестокое воспитание». Так воспитывали детей в Спарте, древнем греческом городе.

Спартанцы славились своей храбростью, дисциплинированностью и выносливостью. Жизнь спартанцев от рождения до смерти была организована суровыми законами. Спартанцы воспитывались государством в духе самоограничения, повиновения, лишений и трудностей.

В отличие от жителей других греческих городов-государств спартанцы не могли иметь частной собственности или рабов. Даже дети не принадлежали родителям. Новорожденного младенца приносили коллегии старейшин и тщательно осматривали. Если ребенка находили больным и хилым, его оставляли на вершине горы умирать от голода и холода.

С семи лет мальчиков отбирали у родителей. Они жили в военных лагерях в казармах. Система воспитания была направлена на то, чтобы вырастить их сильными, послушными, бесстрашными. Перед государством стояла цель – воспитать нацию воинов. Детей учили читать, писать, подолгу молчать и говорить кратко и четко. Древнее название Спарты – Лакония. Отсюда, лаконичный человек – немногословный человек.

Воспитание детей считалось одной из главных общественных обязанностей. Отцы, имевшие трех сыновей, освобождались от воинской повинности, а имевшие пять сыновей – от всех общественных обязанностей.

Взрослые, наблюдая за детьми, часто ссорили их, провоцируя драку, чтобы выявить, кто ловчее и сильнее. Жизнь детей состояла из спортивных упражнений и тяжелого труда. Они круглый год ходили босиком, полураздетые, с бритыми головами. Им полагалось лишь одно платье в год. Один раз в десять дней до достижения двадцати лет они представляли перед комиссией, которая оценивала их физическое состояние. Если они

были недостаточно крепки и имели лишний вес, их наказывали, т.к. их внешний вид был позором для Спарты.

Детей кормили скудно, приучали к воровству, но если кто-то попадался, его беспощадно наказывали не за кражу, а за неловкость.

В возрасте шестнадцати лет юноши подвергались суровому испытанию: их жестоко пороли, при этом они должны были молчать. Некоторые не выдерживали это испытание и умирали.

Другим испытанием для юношей было массовое убийство рабов, которое время от времени объявлялось в Спарте. Днем молодые спартанцы прятались, а ночью выходили охотиться на рабов, при этом стараясь убить самых сильных. С одной стороны, это приучало молодых спартанцев к жестокости, а с другой стороны, позволяло держать рабов в страхе и повиновении.

Женщины Спарты, у которых погибли сыновья, шли на поле битвы и смотрели, куда они были ранены – в грудь или спину. Если в грудь, то женщины гордились ими и с почетом хоронили. Если же видели раны на спине, рыдая от стыда, покидали поле битвы, позволяя хоронить мертвых другим.

Суровая дисциплина, военизация всех сторон жизни привели к духовному оскудению народа. Спарта не дала мировой культуре ни одного философа, поэта, скульптора, художника. Все, что смогла создать Спарта, - это сильная армия.

The law of Lycurgus

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS.

Lycurgus, barrack, fatigue, machine, a solemn oath, voluntarily, code of laws

II. READ THE TEXT.

Lycurgus was a legendary Spartan law-giver of the 9th century B.C. The laws settled by Lycurgus arranged the lives of Spartans from birth to death as if they were parts of a machine. All deformed and weakly infants were considered useless to the state; they were taken to a nearby mountain top and left to die of cold and hunger. At seven years of age the Spartan children were taken from their parents and placed at the public schools. They lived in barracks in the hardest and simplest way possible, and were made to endure hunger, fatigue and thrashing. At the age of twenty the youth became a soldier.

When Lycurgus had completed his laws, he is said to have gone away binding the Spartans by a solemn oath to obey his laws till his return. Never to relieve the people from their oath by returning to the city, he voluntarily starved himself to death.

In modern speech the words "*the law of Lycurgus*" are used as a metaphor to describe an iron code of laws.

III. TRANSLATE THE TEXT INTO ENGLISH AND SUM IT UP. MAKE USE OF THE FOLLOWING WORDS AND WORD-COMBINATIONS:

discord (disturbance and lawlessness)

to descend (to come from)

social system

enmity (hostility)

distinguished citizens

to get down to something

to realize/carry out one's idea

Council of Elders

Collegium

weakly (sick and feeble)

to bind somebody with a solemn oath

to relieve/release somebody from something

to starve oneself to death

Создателем Спартанского государства древние греки считали законодателя Ликурга. Согласно древним авторам, Ликург жил в первой половине седьмого века до н.э. Это было время смут и беззаконий. Ликург происходил из царского рода и после гибели отца и смерти старшего брата стал царем, но правил всего восемь месяцев. Передав власть своему племяннику, Ликург покинул Спарту.

Путешествуя, Ликург изучал законы и образ жизни людей и мечтал, вернувшись на родину, полностью изменить строй своей общины и установить такие законы, которые навсегда прекратили бы вражду между спартанцами.

Вернувшись в Спарту, Ликург вместе с тридцатью верными ему знатными гражданами приступил к осуществлению своего замысла. Установление новых порядков, видимо, вызывало недовольство и сопротивление части богатых граждан.

Свод законов, составленный Ликургом, определял жизнь спартанцев от рождения до смерти, как будто они были частями механизма. Законы определяли политическую, экономическую и социальную жизнь общества.

Во главе государства стоял Совет старейшин, состоящий из тридцати человек, двадцать восемь из которых были не моложе шестидесяти. Совет избирался собранием граждан. Со временем власть в государстве перешла в руки коллегии из пяти человек.

По закону в государстве не должно было быть ни богатых, ни бедных. Для сохранения равенства Ликург запретил пользоваться в Спарте золотыми и серебряными монетами и ввел железные деньги. Все спартанцы должны были жить в совершенно одинаковых условиях. Законы указывали, какие строить дома, какую носить одежду. Даже еда должна была быть у всех одинаковой.

Только сильные и здоровые считались полезными членами общества. Слабых, больных, немощных отводили на вершину горы и оставляли там умирать от голода и холода.

Завершив реформы, Ликург собрал жителей Спарты и, взяв с них клятву ничего не менять до его возвращения, покинул Спарту. Чтобы не освободить народ от данной ему клятвы, Ликург так и не вернулся в Спарту и, согласно легенде, уморил себя голодом.

Выражение «закон Ликурга» употребляется в значении суровый, железный закон.

Platonic love

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS.

Plato, Platonic, Socrates, Academus, academy, Athens, to advocate, spiritual, grove, pretentiously

II. READ THE TEXT.

Platonic love denotes spiritual affection between a man and a woman, without mixture of what is usually called love, a supremely affectionate relationship between human beings. This pure affection was strongly advocated by Plato, a famous Greek philosopher, who lived in Athens about 427 – 348 B.C. Plato was a pupil of Socrates, one of the wisest men of his age.

Plato delivered his lectures in a grove near Athens, called Academy (the grove was said to have belonged to the legendary hero Academus). This name was given to the school of philosophy founded by Plato. Later the word “*academy*” has come to denote a place of study, including universities. In English-speaking countries the word is generally used pretentiously or ironically of a school or of an institution between a school and a university.

III. ANSWER THE QUESTIONS ON THE TEXT.

1. What kind of feeling does Platonic love denote?
2. Who advocated this pure affection?
3. What do you know about Plato? Where and when did he live?
4. Who was Plato’s teacher?
5. What name was given to the school of philosophy founded by Plato?
6. What is the origin of the word “*academy*”?

The bonds/ties of Hymen

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS.

Hymen, Dionysus, Bacchus, Aphrodite, Venus, Apollo, nuptial, veil, torch, destined, solemn, hymn.

II. READ THE TEXT.

In Greek and Roman mythology Hymen is the name of the god of marriage. The word itself means in Greek “a wedding hymn”. According to some myths Hymen is the son of Dionysus and

Aphrodite. (In Greek mythology Dionysus, identified by the Romans with Bacchus, is the god of wine and revelry. Aphrodite is the goddess of love and beauty, born of the sea-foam identified by the Romans with Venus). Other myths say that his father was Apollo.

No marriage took place without Hymen's sanctioning it. He was pictured by the ancients as a handsome youth crowned with flowers, holding in one hand the flame-coloured nuptial veil destined to cover the bride, and in the other the nuptial torch. Different myths say that Hymen, a wonderful singer and musician, died suddenly at a wedding party, others say that he lost his voice.

To commemorate his name Hymen was declared at weddings and the solemn hymn to honour the newly-married couple (newly-weds) was called Hymen.

III. TRANSLATE THE TEXT INTO ENGLISH AND SUM IT UP.

В древнегреческом языке слово «гименей» означало и свадебную песню и божество бракосочетания. В отличие от Эроса, бога любви, Гименей охранял брак, санкционированный религией и законом. Гименя обычно изображают в виде красивого юноши с факелом и свадебным покрывалом в руках. Выражение «узы Гименя» является синонимом супружества. В повседневном употреблении выражение имеет иронический оттенок.

The apple of discord

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS.

Paris, Hera, Juno, Aphrodite, Venus, Athena, Minerva, Thetis, Peleus, Eris, Zeus, Menelaus, Troy, Trojan, competitor, jealousy

II. EXPLAIN THE MEANING OF THE FOLLOWING WORD COMBINATIONS.

a moot point

as the legend has it

a wedding feast

among those attending the feast

to be in full swing

to bear an inscription

a competitor

to award somebody the prize

without a moment's hesitation

III. DO YOU KNOW THAT:

- Paris is a Trojan prince, the son of Priam, king of Troy, and Hecuba. As a baby he was left to die because of a prophecy that he would bring destruction upon Troy, but shepherds found him and brought him up.

- Hera is the Greek goddess of marriage, the Queen of the gods, identified with Juno in Roman mythology.

- Aphrodite is the Greek goddess of love and beauty, born of the sea-foam, identified by the Romans with Venus.

- Athena is the Greek goddess of wisdom, industry and war. She sprang fully grown and armed from the brain of her father Zeus; identified by the Romans with Minerva.

- Eris is the goddess of discord.

- Peleus in Greek mythology is the husband of Thetis, the father of Achilles.

- Thetis in Greek mythology is a sea-nymph, the mother of Achilles.

- Achilles is a Greek hero of the Trojan war.

IV. READ THE TEXT.

The phrase "*the apple of discord*" is used to denote a cause of dispute, a moot point. The allusion is to the Greek myth of Paris and a golden apple.

As the legend has it, it happened at the wedding feast of Thetis and Peleus, where all the gods and goddesses met. Among those attending there were three goddesses: Hera, Aphrodite and Athena.

One of the goddesses (that was Eris, the goddess of discord) had not been invited. The feast was in full swing, when Eris came uninvited and threw on to the table a golden apple. The apple

bore the inscription “for the fairest”. Hera, Aphrodite and Athena became competitors for it. They argued a lot but could not choose the one, the apple should go to. Since the goddesses were unable to settle the point, they referred the question to Paris.

Each of the three goddesses offered Paris a precious gift if he awarded her the prize. Hera offered him power. Aphrodite said she would give him the most beautiful woman in the world for his wife. And Athena offered him fame. Without a moment’s hesitation Paris chose Aphrodite as the fairest.

This inflamed the jealousy and hatred of Hera and Athena to all the Trojan race to which Paris belonged.

Later with the help of Aphrodite Paris carried off Helen, the most beautiful woman of her time, the daughter of Zeus and wife of Menelaus, king of Sparta. Wishing to take Helen back, the king of Sparta, assisted by his brother, assembled the Greek princes to make war on Troy. That brought about the Trojan war, in which Paris was killed. The war lasted for ten years and resulted in the fall of Troy.

V. DO THE FOLLOWING TWO-WAY TRANSLATION.

Знаете ли вы значение метафоры «яблоко раздора»?

It denotes a moot point, doesn’t it?

Да, выражение заимствовано из греческого мифа о Парисе и золотом яблоке. Вы помните, какая была на яблоке надпись?

For the fairest.

И кому преподнес его Парис?

The legend has it that he awarded it to Venus as the most beautiful of the three goddesses.

Вы хотите сказать Афродите? Имя Венера употребляется в римской мифологии, а не в греческой. Итак, на пиру среди прочих присутствовали три богини: Гера, Афина и Афродита или, если хотите, Юнона, Минерва и Венера. Кстати, что это был за пир?

It was at the wedding feast of Thetis and Peleus, where all the gods and goddesses met.

Однако одна из богинь не была приглашена.

That was Eris, the goddess of discord. She came uninvited and threw on to the table a golden apple.

Богини сами не смогли решить вопрос о том, кому должно достаться золотое яблоко, не так ли?

Since the goddesses were unable to settle the point, they referred the question to Paris, the son of the king of Troy.

И Парис, не задумываясь, преподнес золотое яблоко Афродите.

Paris's judgment in favour of Aphrodite brought upon him the vengeance of Hera and Athena.

И из-за этого началась Троянская война?

And the fall of Troy is to be attributed to the spite of the goddesses.

VI. TRANSLATE THE TEXT INTO ENGLISH.

Богини спорят о красоте.

– Ну-ка, Парис, кому ты отдашь яблоко?

Медлит Парис: Гера предлагает ему власть, Афина – славу, Афродита – самую красивую женщину.

Медлит Парис: он любит и власть, и славу, и женщин... Но больше всего Парис любит яблоки. (Ф. Кривин. Божественные истории)

The Trojan horse (A Greek gift)

I. Read the following words paying attention to pronunciation and stress.

Troy, Trojan, Minerva, Odysseus, Ulysses, Ithaca, Homer, Odyssey, Virgil, Aeneid, in disguise, to put to sword, propitiatory, to subdue, to resort to stratagem.

II. Read the text.

There was in Troy a celebrated statue of Minerva (called Athena Palladium). It was said to have fallen from heaven, and the belief was that the city could not be taken as long as the statue remained within it.

Odysseus (Ulysses in Roman mythology), the king of Ithaca, one of the Greek leaders in Trojan war, entered the city in disguise and succeeded in obtaining the statue and carrying it off to the Greek camp.

But Troy still held out, and the Greeks began to despair of even subduing it by force, and by advice of Odysseus resolved to resort to stratagem.

They pretended to be making preparations to abandon the siege and some ships were withdrawn and lay hidden behind a neighboring island. The Greeks then constructed an immense wooden horse, which they gave out was intended as a propitiatory offering to Athena, but in fact was filled with armed men. The remaining Greeks then betook themselves to their ships and sailed away, as if for a final departure.

The Trojans, seeing the encampment broken up and the fleet gone, concluded the enemy to have abandoned the siege. The gates were thrown open, and the whole population issued forth, rejoicing at the long-prohibited liberty of passing freely over the scene of the former encampment.

The great horse was the chief object of curiosity. All wondered what it could be for. Some recommended to take it into the city as a trophy, others felt afraid of it.

The curiosity of the Trojans got the better of them and in the long run with songs and triumphal acclamation it was taken to the city and the day closed with festivity.

In the night the armed men who were enclosed in the body of the horse were let out by a traitor. They opened the gates of the city to their friends who had returned under cover of the night. The city was set on fire, the people overcome with feasting and sleep were put to sword or carried into captivity and Troy was completely subdued.

The story is told by Homer in the "*Odyssey*" and followed by Virgil, the Latin poet, in the great poem "*Aeneid*".

III. TRANSLATE THE TEXT INTO ENGLISH AND SUM IT UP.

Выражения «дары данайцев» и «Троянский конь» означают «дары, поднесенные с предательским умыслом». Они таят в себе опасность или гибель для тех, кому они предназначены. Выражение восходит к легенде о Троянском коне, с помощью которого Троя была захвачена и разрушена.

Как говорится в легенде, греки долго и безуспешно вели осаду Трои. В Трое находилась прославленная статуя Афины Паллады. Говорили, что она упала с небес, и верили, что пока статуя находится в городе, он не может быть захвачен врагом.

Переодевшись, Одиссей проник в город. С помощью нескольких греческих солдат ему удалось вывезти статую в греческий лагерь. Но Троя держалась, и греки в отчаянии решили обратиться к военной хитрости. Они сделали вид, что готовятся снять осаду, и часть кораблей была отведена от берега и укрыта за соседними островами.

Греки соорудили огромного деревянного коня будто бы для подношения Афине в знак окончания войны. Но на самом деле внутри коня спрятались вооруженные данайцы. Когда все было готово, оставшиеся греки погрузились на корабли и отплыли от берега, делая вид, что возвращаются домой.

Троянцы, видя, что флот отплыл и лагерь оставлен, поверили, что осада снята. Ворота были распахнуты, и все население высыпало на берег, радуясь долгожданной свободе.

Движимые любопытством, они окружили огромного деревянного коня. Всех интересовало, что это могло быть. Некоторые советовали втащить коня в город в качестве трофея, другие же испытывали страх к нему.

Пока они сомневались, вперед вышел троянский священник Лаокоон. Он воскликнул: «Неужели вы недостаточно узнали коварство и вероломство данайцев? Я лично боюсь данайцев, даже приносящих дары».

Люди все еще сомневались, когда произошло чудо, не оставившее места для сомнения. На поверхности моря появились две гигантские змеи, которые стремительно приближались к берегу. Толпа в страхе бежала. Змеи приближались прямо к тому месту, где стоял Лаокоон с двумя сыновьями. Сначала они набросились на детей, обвинившись вокруг их тел. Отец пытался спасти их, но тоже был схвачен и задушен вместе с детьми.

Это событие было воспринято, как явный знак того, что слова Лаокоона разгневали богов. Уже не сомневаясь, троянцы с триумфом и песнями доставили коня в город, и день завершился весельем.

Ночью предатель выпустил скрывавшихся в коне воинов, которые открыли ворота города вернувшимся под покровом ночи на своих кораблях грекам. Город был подожжен, а жители города уничтожены или взяты в плен.

Penelope's web

I. Read the following words paying attention to pronunciation and stress.

Penelope, Odysseus, Ulysses, Ithaca, Poseidon< suitor, to weave, a shroud, to unravel, fortunately

II. Read the text.

Penelope's web is work that never progresses. Penelope, a celebrated princess of Greece, was the wife of Odysseus (the Romans call him Ulysses), a king of Ithaca, famed for his cunning, wisdom and eloquence. One day Odysseus went off to take part in the siege of Troy. The siege of Troy lasted for ten years, and ten more years the sea-god Poseidon kept Odysseus from home. All told, he was away for so long that everybody thought he must have been killed.

The princes of Ithaca and many near-by islands wished Penelope to marry one of them, but Penelope, still hoping that her husband would return, rejected their proposals. To put off her suitors she told them that she could not marry again, even if Odysseus were dead, till she had finished weaving a shroud for her aged father-in-law.

All day she worked at the loom, but at night she unraveled all she had woven. She had done this until one of her maids had betrayed her to her suitors, and Penelope was forced to finish her weaving. Fortunately Odysseus returned home just in time to prevent the marriage and to punish the suitors.

III. Translate the text into English and sum it up.

Выражение «пряжа Пенелопы», употребляющееся в значении «нескончаемый труд», восходит к поэме древнегреческого поэта Гомера «Одиссея». Во второй песне «Одиссеи» рассказывается о том, как Пенелопа, верная жена Одиссея, старалась отвести многочисленных женихов, которые во время долгих странствий Одиссея добивались ее руки. Пенелопа заявила женихам, что выйдет вторично замуж лишь тогда, когда закончит начатую работу. Целый день она проводила за тканьем, а ночью распускала все, что наткала за день.

The confusion of Babylon

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS.

Flood, Noah, Babylonia, Babylon, Babel, nomad, descendant, edifice

II. READ THE TEXT.

As the legend has it, three hundred years after the Flood the descendants of Noah, journeying from the East as nomads in one huge caravan, came to the great plains of Babylonia, and settled there. But not content with building themselves a city, they decided to construct a tower so high that its top should reach up to heaven. This they did in order to make a name for themselves and also to prevent the citizens from being scattered all over the face of the earth. For when any had wandered from the city and lost his way on the boundless plain, he would look up and see from afar the outline of the tall tower standing up dark against the bright sky. So he would find his bearings, and guided by the landmark would retrace his steps homeward.

But the people failed to reckon with the jealousy and power of the Almighty. For while they were building away with all their might and main, God came down from heaven to see the city and the tower which men were raising so fast. The sight displeased him. Apparently he feared that when the tower reached the sky, men would swarm up it and beard him in his den. So he resolved to nip the great project in the bud. Down he went and confounded their language so that they could not understand one another's speech, and had to separate into little groups where the same language could be spoken.

Therefore they stopped building, and the name of the place was called Babel, that is, confusion, because God confounded there the language of all the earth.

The words "*confusion of Babylon*" have come to denote an uproar. The Tower of Babel is a synonym for a lofty structure; it often refers to a visionary scheme.

III. TRANSLATE THE TEXT INTO ENGLISH AND SUM IT UP.

Сначала населяющие землю люди говорили на одном языке. Они занимали равнину в бассейне рек Тигра и Евфрата. Земля там была необыкновенно плодородная, так что им жилось все лучше и лучше. Они возгордились и решили построить такую высокую башню, чтобы верхушка ее доставала до самого неба. Башня росла все выше, пока бог

не встревожился и не решил посмотреть, что она собой представляет. Человеческая гордыня вызвала его гнев, и он смешал языки, чтобы люди не могли между собой договориться.

Среди строителей башни возникло замешательство, они вынуждены были отказаться от своего замысла и рассеялись по всему свету. Город, где возводили башню и где произошло смешение языков человеческих, назвали Вавилон.

The heel of Achilles (Achilles' heel)

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS.

Achilles, Homer, Iliad, Troy, Trojan, Styx, Paris, Thetis, prophecy, vulnerable, invulnerable, epic.

II. READ THE TEXT.

The phrase “the heel of Achilles” is used to describe a weak or vulnerable spot. The metaphor is drawn from mythology. Achilles, the hero of Homer’s epic poem “The Iliad”, was the most famous of the Greek heroes in the Trojan war. According to the post-Homer legend, related by a Roman writer, Thetis, the mother of Achilles, knew of the prophecy that her son would become one of the most celebrated heroes, but had been warned that he would be killed during the siege of Troy. So she tried to make Achilles invulnerable by dipping him in the river Styx, and succeeded except that the heel by which she held him, not being immersed, remained vulnerable. In the Trojan war Achilles was wounded in this spot by Paris, and died of the wound.

III. Translate the text into English and sum it up.

В греческой мифологии Ахиллес – один из самых сильных и храбрых героев. В эпической поэме Гомера «Илиада» Ахиллес – один из героев Троянской войны. Послегомеровский миф, переданный одним из римских писателей, рассказывает, что Фетида, мать Ахиллеса, знала, что сыну ее суждено стать прославленным героем, но, согласно предсказанию, погибнуть при осаде Трои. Поэтому она попыталась сделать Ахиллеса неуязвимым. Фетида окунула Ахиллеса в воды реки Стикс. Окуная, она держала его за пятку, которой поэтому не коснулась вода, и пятка осталась единственным уязвимым местом Ахиллеса. При осаде Трои Ахиллес был смертельно ранен, стрела, пущенная Парисом, пронзила ему пятку. Возникшее отсюда выражение «Ахиллесова пята» употребляется в метафорическом значении: слабое, уязвимое место.

To cross the Rubicon

The die is cast

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS

Rubicon, Julius Caesar, irrevocable, to disband, to precipitate, Cisalpine Gaul, Senate, Plutarch

II. READ THE TEXT

To cross the Rubicon means to take a final, irrevocable step which may have dangerous consequences. It arises from the phrase said to have been used by Julius Caesar, a famous Roman general, statesman and writer of the first century B.C.

The Rubicon was a small stream in northern Italy which separated Cisalpine Gaul, the province of which Caesar was the governor, from Italy proper. His political rivals at Rome had passed a law ordering him to disband his army. Caesar marched to the river and stood at the bank undecided whether to cross it and thereby precipitate civil war. Then, drawing his sword and exclaiming, "The die is cast" he dashed across the river and was followed by his whole army. Since then the words "*the die is cast*" mean the decision is taken and one cannot draw back. The metaphor comes from playing dice, a game of chance.

When anyone has actually begun a hazardous enterprise from which he cannot draw back, they say, "He has crossed the Rubicon".

Having crossed the Rubicon, Caesar started the civil war against the Roman Senate; six months later he made himself master of the whole of Italy.

III. TRANSLATE THE TEXT INTO ENGLISH AND SUM IT UP.

Выражение «перейти Рубикон» употребляется в значении «сделать решительный шаг». Оно заимствовано из рассказов Плутарха и других древних писателей о переходе Юлия Цезаря через Рубикон. Маленькая речка Рубикон служила границей между Италией и Цизальпинской Галлией. Получив в управление Цизальпинскую Галлию, Юлий Цезарь по собственной инициативе и против воли Сената завоевал также всю Трансальпийскую Галлию.

У Цезаря было около пяти тысяч солдат. Получив распоряжение Сената распустить легионы и явиться в Рим, Цезарь после некоторого колебания не только не подчинился приказу, но перешел Рубикон и вступил в открытый конфликт с Сенатом.

Цезарь решил захватить Сенат врасплох, надеясь обеспечить себе этим победу. Ночью тайно Цезарь со своим войском пересек Рубикон. Он захватил ключевые позиции и разгромил армию Сената. В результате победы Цезарь стал диктатором Рима.

Смысл выражения «жребий брошен» – конец колебаниям, сомнениям, нерешительности; судьба бесповоротно решена.

A repentant Magdalene

I. READ THE FOLLOWING WORDS PAYING ATTENTION TO PRONUNCIATION AND STRESS.

Magdalene, Magdala, Jesus, Titian, Correggio, Guido Reni, asylum, demon

II. READ THE TEXT.

A repentant Magdalene is a synonym for a woman who has sinned, repented and reformed. The allusion is to Mary Magdalene or Vary of Magdala who, according to a Gospel legend, was possessed by seven demons and was delivered from them by Jesus, after which she repented of her sins and became a dedicated follower of Jesus. The legend was made popular by the painters of the Italian School, in particular by Titian, Correggio, Guido Reni. The name of the repentant Magdalene was given to asylums for reformed prostitutes that came to life in the Middle Ages.

III. TRANSLATE THE TEXT INTO ENGLISH AND SUM IT UP.

Согласно евангельской легенде, Мария Магдалина была исцелена Иисусом, изгнавшим из нее семь бесов. После этого она сама раскаялась в своих грехах и стала одной из самых преданных последовательниц Иисуса. Образ кающейся Магдалины был широко популяризован мастерами итальянской живописи. Следует упомянуть прежде всего Тициана, Корреджо, Гвидо Рени, которые посвятили этому сюжету свои картины. По ее имени кающимися магдалинами стали называть публичных женщин, раскаявшихся в своей греховной жизни. В средние века были созданы приюты для таких женщин, именовавшиеся приютами для кающихся магдалин.

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