

# The Humanities



С.А. ШЕВЕЛЁВА

# АНГЛИЙСКИЙ

для

# гуманитариев

2-е ИЗДАНИЕ



С.А. ШЕВЕЛЁВА

# АНГЛИЙСКИЙ ДЛЯ ГУМАНИТАРИЕВ

Второе издание,  
переработанное и дополненное

*Рекомендовано Министерством образования  
Российской Федерации в качестве учебного пособия  
для студентов высших учебных заведений*

*Рекомендовано Учебно-методическим центром  
«Профессиональный учебник» в качестве учебного пособия  
для студентов высших учебных заведений*



Москва • 2010



**УДК 811.111(075.8)**  
**ББК 81.2Англ-923**  
**Ш37**

**Рецензенты:**

*кафедра иностранных языков Московского университета МВД России*  
(начальник кафедры канд. юрид. наук, проф. И.А. Горшенева);  
канд. пед. наук *Н.В. Остроумова*  
(Московский государственный лингвистический университет);  
профессор *В.В. Шпынов*  
(Московский государственный лингвистический университет)

Главный редактор издательства *Н.Д. Эриашвили*,  
кандидат юридических наук, доктор экономических наук, профессор,  
лауреат премии Правительства РФ в области науки и техники

**Шевелёва, Светлана Александровна.**

**Ш37** Английский для гуманитариев: учеб. пособие для вузов /  
С.А. Шевелёва. — 2-е изд., перераб. и доп. — М.: ЮНИТИ-  
ДАНА, 2010. — 397 с., илл.

ISBN 978-5-238-01303-9

Агентство СІР РГБ

Учебное пособие предназначено для студентов гуманитарных неязыковых высших учебных заведений. Тематика 15 уроков разнообразна: гуманитарные науки (психология, философия, социология, история), религия, традиции и обычаи народов различных стран, культура, литература, живопись, театр, музыка, кино, архитектура и т.д. В пособие включены фонетические и грамматические упражнения. Особое внимание уделяется работе над интонацией и мелодикой английской речи.

Задания включают не только традиционные виды упражнений, но и большое количество творческих упражнений, чему способствует интересный иллюстративный материал.

**ББК 81.2Англ-923**

ISBN 978-5-238-01303-9

© С.А. Шевелёва, 2000, 2008

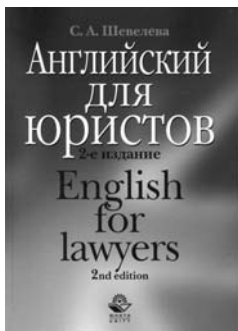
© ИЗДАТЕЛЬСТВО ЮНИТИ-ДАНА, 2000, 2008

Принадлежит исключительное право на использование и распространение издания.

Воспроизведение всей книги или любой ее части любыми средствами или в какой-либо форме запрещается без письменного разрешения издательства.

© Оформление «ЮНИТИ-ДАНА», 2008





## **АНГЛИЙСКИЙ ДЛЯ ЮРИСТОВ**

Учебное пособие

С.А. Шевелёва

Второе издание, стереотипное

В пособие включены сведения по фонетике и грамматике на основе специальной профессиональной лексики.

Основной материал содержит тексты со словарными пояснениями и разнообразными упражнениями (смысловыми, логическими, творческими и т.д.). Тематика текстов: экономические преступления и законодательство, закон и отмывание денег, борьба с наркобизнесом, международное право, защита прав человека, торговое право, импичмент и т.д. Тексты основаны на фактическом материале, журнальных статьях, документах и т.д.

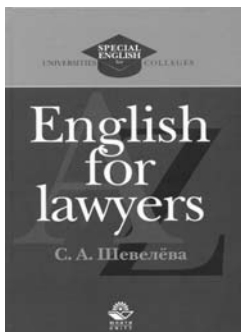
В учебное пособие включены детективные рассказы известных американских и английских писателей (тесты и задания к рассказам помогают проконтролировать правильность понимания текстов), а также русско-английский словарь юридических терминов.

Пособие позволит развить и закрепить навыки чтения, перевода, устного и письменного изложения профессиональных материалов. Может быть полезно всем, изучающим английский язык.

123298, Москва, ул. Ирины Левченко, 1  
**Тел.:** 8-499-740-60-15. **Тел./факс:** 8-499-740-60-14  
**www.unity-dana.ru**    **E-mail:** unity@unity-dana.ru



**Серия «Special English for Universities, Colleges»**



**ENGLISH  
FOR LAWYERS**

Учебное пособие

С.А. Шевелёва

Пособие ориентировано на развитие устной и письменной речи на основе профессионально-ориентированной тематики (право и закон, конституция, английское право, права человека, уголовное право, семейное право, суды и судьи т.д.) и лексики. Особое внимание уделяется диалогической речи, воспроизводящей ситуации общения в Davied's School of English, а также на семинарах юридических факультетов английских университетов. Тексты юридической тематики сопровождаются упражнениями на развитие устной и письменной речи. Грамматические правила сопровождаются разнообразными упражнениями. Приводятся тексты и игры на проверку усвоенного материала, а также англо-русский словарь юридических терминов и понятий.

123298, Москва, ул. Ирины Левченко, 1  
**Тел.:** 8-499-740-60-15. **Тел./факс:** 8-499-740-60-14  
**www.unity-dana.ru**    **E-mail:** unity@unity-dana.ru





---

# Оглавление

|   |            |
|---|------------|
| <b>От автора</b>                                      | <b>4</b>   |
| <b>Lesson 1. MAN, HUMANITIES AND HIGHER EDUCATION</b> | <b>6</b>   |
| <b>Lesson 2. LANGUAGES</b>                            | <b>33</b>  |
| <b>Lesson 3. ENGLISH CULTURE AND TRADITIONS</b>       | <b>59</b>  |
| <b>Lesson 4. OTHER CULTURES AND CROSS-CULTURE</b>     | <b>87</b>  |
| <b>Lesson 5. MASS MEDIA</b>                           | <b>112</b> |
| <b>Lesson 6. LITERATURE</b>                           | <b>139</b> |
| <b>Lesson 7. PERFORMING ARTS</b>                      | <b>167</b> |
| <b>Lesson 8. MUSIC</b>                                | <b>193</b> |
| <b>Lesson 9. PAINTING</b>                             | <b>216</b> |
| <b>Lesson 10. ANCIENT HISTORY</b>                     | <b>243</b> |
| <b>Lesson 11. HISTORY OF SOME COUNTRIES</b>           | <b>272</b> |
| <b>Lesson 12. RELIGIONS</b>                           | <b>305</b> |
| <b>Lesson 13. RELIGION IN BRITAIN</b>                 | <b>332</b> |
| <b>Lesson 14. SCULPTURE AND ARCHITECTURE</b>          | <b>348</b> |
| <b>Lesson 15. LEARNING THE MAN AND HUMANITIES</b>     | <b>375</b> |





---

## От автора

Второе издание учебного пособия значительно переработано и дополнено.

Каждый из 15 уроков, представленных в пособии, включает следующие разделы:

1. Грамматический материал для повторения.
2. Текст для пересказа (связанный с грамматикой урока).
3. Текст для расширения лексики по тематике урока.
4. Диалог для развития навыков устного общения.
5. Тексты для чтения.
6. Задания для письменных работ по теме урока (в том числе написание небольших рефератов, писем, сообщений, аннотаций к книгам).
7. Задания для устных дискуссий, обсуждений, ролевых игр.

Каждый раздел имеет большое количество упражнений, направленных на достижение конкретных задач.

Тематика уроков охватывает общие и частные вопросы гуманитарного образования (гуманитарные науки, языки мира, английская культура, живопись, музыка, древняя история, религия и многое другое) на основе аутентичных текстов современного английского языка.

Фонетические упражнения отрабатывают трудные для произношения звуки и интонацию предложений, характерных для профессиональной коммуникации. Включены упражнения на чтение транскрипций.



Лексические упражнения и словарные пометы составлены с учетом стилевых различий. Лексика (бытовая, общенаучная, терминологическая) определяет тип упражнений. Часть лексических упражнений отрабатывает устойчивые сочетания и фразеологические единицы синонимы и антонимы. Даются также упражнения на словообразование.

Грамматические упражнения учитывают основные коммуникативные ситуации возможного официального и неофициального общения, включая устные сообщения и доклады (с учетом правил речевого этикета).

Тексты пособия небольшие и несложные, они информативны и довольно интересны, отображают культуру и традиции англоговорящих стран.

Пособие предназначено для студентов гуманитарных вузов и специальностей, изучающих английский язык по программе в объеме 340 академических часов.

Для обеспечения развития умений по аудированию рекомендуется использовать дополнительный материал страноведческой направленности, начитанный носителями языка.





---

## LESSON 1

# MAN, HUMANITIES AND HIGHER EDUCATION

|                         |   |
|-------------------------|---|
| Revise Grammar:         | Indefinite Tenses in the Active Voice<br><i>Humanities</i>    |
| Retell the text:        | <i>Renaissance and Leonardo da Vinci</i>                      |
| Extend your vocabulary: | <i>Old and new British universities</i>                       |
| Speak English:          | <i>Grants</i>   |
| Read the texts:         | <i>Academic degrees</i><br><i>Higher education in the USA</i> |
| Write English:          | Studying Humanities   |
| Make a presentation:    | The role of Humanities  |

---

### Revise Grammar Indefinite Tenses in the Active Voice

#### Read the text

### Humanities

The Humanities are a group of academic subjects studying various aspects of the human condition. They are usually distinguished from the social sciences and the natural sciences and include subjects such as the Classics, Languages, Literature, Music, Philosophy, the Performing Arts, Religion and the Visual Arts. Other subjects, at times included as



Humanities in some parts of the world, include Archeology, Area Studies, Communication, Cultural studies and History, although these are often regarded as social sciences, elsewhere.

The classics, in the Western academic tradition, refer to cultures of classical antiquity, namely the Ancient Greek and Roman cultures. Classical study was formerly considered one of the cornerstones of the humanities., but the classics declined in importance during the 20<sup>th</sup> century. Nevertheless, the influence of classical ideas in humanities such as philosophy and literature remains strong.

In the digital age language and literature are considered to lie at the heart of the humanities, so the impact of electronic communication is of great concern to those in the field. The immediacy of modern technology and the Internet speeds up communication, but may threaten 'deferred' form of communication such as literature and 'dumb down' language. The library is also changing rapidly as bookshelves are replaced by computer terminals. The humanities have to adapt rapidly to these changes.

## Do you know these words?

**the Humanities** [hju:'mænətɪz] гуманитарные науки; классические языки; классическая литература

**subject** ['sʌbdʒɪkt] тема, предмет разговора; подданный; субъект, человек; подлежащее (в предложении)

**various** различный

**to distinguish** отличать, различать, разглядеть

**science** ['saɪəns] наука; область науки; **political science** политология

**to include** включать

**to regard** считать (кем-либо, чем-либо), расценивать; **regard** внимание, рассмотрение

*syn.* **to consider**

**elsewhere** где-нибудь в другом месте

**to refer** посылать, отсылать, направлять; обращаться, ссылаться

**former** бывший

**cornerstone** краеугольный камень

**to decline** уменьшаться, спадать; отклонять, отказываться от

**nevertheless** несмотря на, однако

**influence (on)** влияние (на); **to influence** влиять на;

**to remain** оставаться

**digital** цифровой; **digital age** цифровой век



**to lie (lay, lain)** лежать; заключаться  
**impact** ['ɪmpækt] удар, импульс; влияние, воздействие; **to impact** [ɪm'pækt] сталкиваться  
**concern** [kən'sə:n] забота, беспокойство; участие, интерес; **to concern** касаться; **as far as his book is concerned** что касается его книги  
**immediacy** непосредственность; незамедлительность  
**to speed up (sped, sped)** ускорять  
**to threaten smb with smth** угрожать, грозить кому-либо, чему-либо  
**to defer** откладывать, отсрочивать  
**dumb** [dʌm] немой, бессловесный; молчаливый  
**rapid** быстрый; **rapid growth** быстрый рост  
**to replace** заменять, замещать; вернуть, восстановить  
**replacement** замена, замещение

## Indefinite Tenses in the Active Voice

Indefinite Tenses in the Active Voice (Present Indefinite, Past Indefinite, Future Indefinite) выражают обычные, повторяющиеся, постоянные действия в настоящем, прошедшем, будущем времени, выполняемые лицом или предметом, являющимся подлежащим.

**1 Present Indefinite** образуется с помощью инфинитива без частицы *to* для всех лиц и чисел, кроме 3-го л. ед. ч., когда к инфинитиву добавляется окончание **-s/-es**:

Humanities *include* various sciences.

This section *includes* one text.

**2 Past Indefinite** образуется с помощью инфинитива без частицы *to* и окончания **-ed** для всех лиц и чисел:

He *studied* social sciences at the University.

They *studied* Archeology.

**3 Future Indefinite** образуется с помощью вспомогательного глагола *will* и инфинитива смыслового глагола. Иногда для 1-го л. ед. и мн. ч. употребляется вспомогательный глагол *shall*:

We *will/shall study* Philosophy.

He *will study* Literature.

*Note:* Формы глагола **to be**:

|                    |                            |                                |                         |
|--------------------|----------------------------|--------------------------------|-------------------------|
| Present Indefinite | I <i>am</i>                | He/she <i>is</i>               | You/we/they <i>are</i>  |
| Past Indefinite    | I/he/she <i>was</i>        |                                | You/we/they <i>were</i> |
| Future Indefinite  | I/we shall/ <i>will be</i> | He/she/you/they <i>will be</i> |                         |



## Exercises

### **Exercise 1a. Use the verbs in Present Indefinite, read and translate the sentences:**

- 1 The humanities (*to be*) a group of academic subjects.
- 2 These sciences (*to study*) various subjects of the human condition.
- 3 These sciences (*to include*) more than ten subjects.
- 4 The classics (*to refer*) to cultures of classical antiquity.
- 5 The influence of classical ideas in philosophy (*to remain*) strong.
- 6 The influence in literature (*to remain*) strong too.
- 7 In our age language and literature (*to lie*) at the heart of the humanities.
- 8 The influence of electronic communication on our life (*to be*) great.
- 9 The impact of electronic communication (*to be*) of great concern to those who (*to study*) humanities.
- 10 Modern technology (*to speed up*) communication.

### **b Translate into English:**

- 1 Гуманитарные науки изучают различные стороны человеческой деятельности.
- 2 Гуманитарные науки — это целая группа учебных дисциплин, таких, как психология, социология, политология и др.
- 3 Одна из гуманитарных дисциплин — языкознание.
- 4 История — одна из важнейших гуманитарных наук.
- 5 На развитие гуманитарных наук большое оказывают влияние современные технологии.

### **Exercise 2a. Read the sentences explain the formation of verbs in Present Indefinite, negative, and translate the sentences:**

- 1 I *do not know* much about Area Studies.
- 2 He *does not know* much about this science either.
- 3 They *don't often* speak about their studies.
- 4 She *doesn't believe* modern technology threatens literature.
- 5 He *doesn't know* what 'dumb down' language is.



- 6 His group-mates *don't know* what deferred form of communication means.
- 7 They *don't* often *use* these terms.
- 8 I *don't have* any dictionary of New English Words.
- 9 He *does not know* where I can buy one.
- 10 This *is not* a very good dictionary.

**b Use the verbs in Present Indefinite, negative, read and translate the sentences:**

- 1 These (*to be*) very good dictionaries.
- 2 I (*to like*) that dictionary.
- 3 I (*to have*) any etymological dictionaries.
- 4 Humanities (*to include*) these subjects.
- 5 They (*to regard*) communication to be one of the Humanities.
- 6 The classics (*to refer*) to cultures of present-day Greece and Italy.
- 7 They (*to think*) all the bookshelves are replaced by computer terminals.

**Exercise 3a. Complete the sentences in your own way:**

- 1 The humanities adapt rapidly to the changes in ...
- 2 Some people do not adapt rapidly to ...
- 3 Everybody understands it speeds up ...
- 4 To my mind it does not influence ...
- 5 The influence of ... remains strong.
- 6 The program does not include ...
- 7 They do not consider ...

**b Translate into English:**

- 1 Наша учебная программа по культурологии не содержит эти темы.
- 2 Это не может повлиять на успешную сдачу экзамена.
- 3 Мне кажется, он не понимает сути вашего вопроса.
- 4 Они не считают влияние этой научной школы значительным.



- 5 У него нет англо-русского словаря общей лексики.
- 6 У студентов эта тема вызвала самый большой интерес.
- 7 Они не знают ответа не только на этот вопрос, но и на следующий.

**Exercise 4a. Read these sentences, explain the formation of verbs in Present Indefinite, interrogative, and translate the sentences:**

- 1 Do you know what these words mean?
- 2 Does everybody know the meaning of these terms?
- 3 Are they really new words?
- 4 Is this a technical term?
- 5 What is the Russian for 'a computer terminal'?
- 6 Do you often use a computer?
- 7 What kind of computer do you have?
- 8 Do you like working on a computer?
- 9 For what purposes do you use the computer?
- 10 What is 'dumb down' language?

**b Act out these mini-dialogues:**

- Do the humanities include archeology?
- As far as I know, they do. It is closely related to history, doesn't it?
- Yes, certainly.
- Now, in the digital age, language and literature lie at the heart of humanities.
- You are absolutely right. Modern technology and Internet speed up communication, but may threaten these humanities.
- That's true.

**Exercise 5a. Put questions to the missing words, as in the example:**

*He speaks ... foreign languages. — **How many** foreign languages does he speak?*

- 1 The humanities include ... subjects.
- 2 The classics refer to ...



- 3 The influence of ... remains strong.
- 4 The immediacy of modern technology threatens ...
- 5 The humanities adapt rapidly to these ...
- 6 Internet speeds up ...
- 7 The ... include the visual arts.

### **b Translate into English:**

- 1 Гуманитарный факультет нашего университета был создан 50 лет назад.
- 2 Этот предмет относится к гуманитарно-социальным дисциплинам.
- 3 Все значения этого слова вам известны?
- 4 Сколько же иностранных языков он знает?

### **Retell the text**

## **Renaissance and Leonardo da Vinci**

**The Renaissance** is a period and intellectual movement in European cultural history that is traditionally seen as ending the Middle Ages and beginning modern times. The Renaissance started in Italy in the 14th century and flourished in West Europe until about the 17th century. The aim of Renaissance education was to produce the 'complete human being' (Renaissance man), conversant in the humanities, mathematics and science, the arts and crafts, athletics and sport; to enlarge the bounds of learning and geographical knowledge; and the study and imitation of Greek and Latin literature and art.

**Leonardo da Vinci** (1452—1519) is one of the great masters of the High Renaissance, celebrated as a painter, sculptor, architect, engineer, and scientist. Leonardo was born in the small town of Vinci, in Tuscany, near Florence. He was the illegitimate son of a wealthy notary and a peasant woman. Leonardo was given the best education that Florence, a major intellectual and artistic centre of Italy, could offer.

Few of Leonardo's major artistic works have survived complete and undamaged. Some, like *The Adoration of the Magi*, were never finished. Others, like *The Last Supper*, a mural in a Milan monastery, have deteriorated because Leonardo used unorthodox techniques. Leonardo painted several portraits, but the only one that survived is



the famous *Mona Lisa*, also known as *La Gioconda*, after the presumed name of the woman's husband.

Leonardo's innovations in the field of painting influenced the course of Italian art for more than a century after his death, and his scientific studies – particularly in the fields of anatomy, optics and hydraulics – anticipated many of the developments of modern science.

Most of his ideas and observations were recorded in voluminous notebooks; seven thousand pages have survived, many annotated by the left-handed designer in mirror writing.

## Do you know these words?

**Middle Ages** Средние века, Средневековье

**to flourish** процветать

**conversant** хорошо знакомый (с каким-либо предметом), сведующий

**craft** ремесло, ловкость, умение, искусство, сноровка; **craftsman** мастер, художник

**to enlarge** увеличивать; распространяться; **to enlarge upon smth** распространяться о чем-либо

**bounds** ограничение

**illegitimate** незаконный, незаконнорожденный; логически неправильный

**to offer** предлагать; случаться, являться

**to survive** [sə'vaɪv] пережить, вынести; остаться в живых; **to survive**

**the earthquake** остаться в живых после землетрясения

**the custom still survives** этот обычай еще существует

**undamaged** неповрежденный

**mural** фреска; **mural painting** фресковая живопись

**to deteriorate** ухудшаться, разрушаться

**to anticipate** [æn'tɪsɪpeɪt] предвидеть, предчувствовать; **anticipation** предвидение, предчувствие

**mirror** зеркало

## Exercise 6a. Answer these questions:

- 1 What is Renaissance?
- 2 Does it end the Middle Ages?
- 3 Does it begin modern times?
- 4 What is the High Renaissance?
- 5 Is Leonardo da Vinci one of the great men of the High Renaissance?
- 6 What other great names of that time do you know?



**b Write out the verbs in Past Indefinite and say how they are formed; read and translate these sentences:**

- 1 The Renaissance started in Italy in the fourteenth century.
- 2 It crossed the borders of Italy and spread to many West European countries.
- 3 It flourished in West Europe until about the seventeenth century.
- 4 The aim of Renaissance education was to produce 'the complete human being'.
- 5 They wanted the man to be conversant in the humanities, mathematics, the arts, sport and many other fields.
- 6 They wanted to enlarge the bounds of learning and geographical knowledge.
- 7 They wanted to enlarge the study and imitation of Greek and Latin literature and art.

**c Translate into English:**

Ренессанс — эпоха в европейской истории, сменившая Средние века. Ренессанс означает новое рождение, возрождение. Идея обновления мира на основе классического античного искусства привлекала многих художников и писателей.

**d Sum up all the general information about the Renaissance.**

**Exercise 7a. Complete as in the text and read the sentences:**

- 1 Leonardo da Vinci was born in the small town of ... in ... and he died in ... at the age of ...
- 2 He was the illegitimate son of ...
- 3 He was given the best education of that time in ...
- 4 He is known as a great painter, sculptor ...
- 5 Only few of Leonardo's major works have survived complete and ...
- 6 Some of his works, like *The Adoration of the Magi*, were never ...
- 7 Others, like *The Last Supper*, have deteriorated because Leonardo used ...



### **b Translate into English:**

Леонардо да Винчи родился в середине XV века в Италии, в маленьком городке около Флоренции в Тоскании. Он был гениальным ученым, инженером, живописцем, скульптором и архитектором. Леонардо — одна из величайших личностей Возрождения. Его называют титаном Возрождения.

### **Exercise 8a. Say how these questions with verbs in Past Indefinite are formed, read and answer the questions using the text:**

- 1 Did Leonardo da Vinci paint many portraits?
- 2 Which of them survived?
- 3 Were there many innovations in Leonardo's painting?
- 4 How long did those innovations influence Italian art?
- 5 In what fields did Leonardo da Vinci anticipate many developments of modern science?
- 6 Where did Leonardo da Vinci record his ideas and observations?
- 7 Did all of them survive?
- 8 Was Leonardo left-handed?
- 9 What special manner of writing his notes did Leonardo da Vinci use?

### **b Retell the text about Leonardo da Vinci.**

### **c Translate into English:**

- 1 Когда вы побывали в Италию? Это был экскурсионный тур?
- 2 Сколько времени вы пробыли там?
- 3 Какие итальянские города вы посетили?
- 4 Вы были в музеях Ватикана?
- 5 В каких еще музеях вы побывали?
- 6 Что произвело на вас большее впечатление?
- 7 На каком языке вы общались с итальянцами?

### **Exercise 9a. Say how the verbs in Past Indefinite, negative are formed, read and translate the sentences:**

- 1 She did not go to Italy together with us.
- 2 She did not leave Moscow that summer.



- 3 I did not leave Moscow either.
- 4 He did not take any exams last month.
- 5 She did not pass the exam in Linguistics.
- 6 She did not attend any lectures in history that term.
- 7 My friend did not study classics at university.

### **b Translate into English:**

- 1 Я не видел его вчера.
- 2 На прошлой неделе мы не сдавали никаких экзаменов.
- 3 У него не было желания посмотреть этот фильм.
- 4 В университете он изучал латинский язык.
- 5 У него не было времени, чтобы подготовиться к экзамену по социологии.
- 6 У меня тоже не было времени для подготовки к этому экзамену.
- 7 Я не знал, как мне поступить и что ответить.

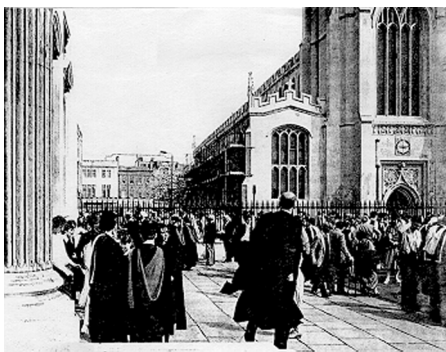
### Extend your vocabulary

#### **Old and new British universities**

There are 46 universities in Britain, of which 35 are in England, 8 in Scotland, 2 in Northern Ireland and 1 in Wales. They can be roughly divided into a few groups.

##### **Oxford and Cambridge:**

Scholars were studying in these ancient universities in the early thirteenth century. Since that time Oxford (1249) and Cambridge (1284) have continued to grow, but until the nineteenth century they were the only universities in England, and they offered no places to girls.



The colleges are not connected with any particular study and are governed by twenty to thirty *fellows*. Fellows of a college are *tutors*, or teachers often called *dons*. They teach their own subject to those students in



the college who are studying it, and they are responsible for their progress.

The university is like a federation of colleges. The university arranges the courses, the lectures, and the examinations, and awards the degrees. Most dons give one or two lectures a week which students from any college of the university may attend. No lectures are compulsory and tutors usually advise their students which lectures they should go to.

Each college has its own completely separate living quarters, its own dining hall and its own chapel. Cambridge and Oxford both now have two women's colleges. Today most of the colleges are co-educational.

**The University of London** can also be called a kind of federation of colleges, but the system is entirely different. The largest of the London colleges are like universities in themselves, having many different faculties and departments. Some specialise in certain subjects, for example the London School of Economics and Political Science, the Imperial College of Science and Technology. All arrange their own lectures and classes, but the university organises the examinations and awards degrees.

**Four universities were founded in Scotland** before Scotland and England were united: *St. Andrews* (1411), *Glasgow* (1450), *Aberdeen* (1494) and *Edinburgh* (1583).

**The redbrick universities:** In this group are listed all universities founded between 1850 and 1930, including London University. They were called *redbrick* because that was the favourite building material of the time, but they are rarely referred to as 'redbrick' today.

**The new universities:** These were all founded after the Second World War. Some of them quickly became popular because of their modern approach to university courses.

## Do you know these words?

**ancient** древний, старинный; античный

**ancient monuments** памятники старины; **ancient literature** античная литература

**roughly** грубо, приблизительно

**fellow** товарищ, собрат; стипендиат, занимающийся исследовательской работой

**tutor** ['tju:tə] руководитель группы студентов; репетитор

**to be responsible for** быть ответственным за

**to arrange** приводить в порядок; устраивать; подготавливать



**to award** [ə'wo:d] награждать; **to award a degree** присваивать степень  
**to attend** посещать; **attendance** посещение; **to attend lectures** посещать лекции

**to advise** советовать

**living quarters** ['kwo:təz] жилье

**chapel** часовня, молельня; богослужение; **chapel folk** неконформисты

**entirely** полностью, всецело, совершенно

**department** факультет; отдел, отделение; область, отрасль; **departmental teaching** система обучения, при которой преподаются только один предмет или несколько родственных предметов

**to list** вносить в список, составлять список; **list** список, перечень

**to found** основывать, создавать, обосновывать; **foundation** основы, освоение

**approach** подход, приближение; **to approach smth/smb** приближаться к кому/чему-либо

### Exercise 10a. Read the words paying attention to the stress and translate the words:

,uni'versity

,co-edu'cation

,fede'ration

,co-edu'cational

e,xami'nation

,eco'nomics

,edu'cation

,inte'llectual

### b Read and translate these word-combinations:

|            |              |       |           |
|------------|--------------|-------|-----------|
| university | students     | human | nature    |
|            | courses      |       | being     |
|            | lecturers    |       | behaviour |
|            | teams        |       | relations |
|            | buildings    |       | affairs   |
|            | laboratories |       | race      |

### c Read these definitions and translate into Russian:

*humanist* —

a) student of human nature or human affairs (as opposed to theological subjects); b) supporter of humanism; c) (especially in the 14<sup>th</sup> to 16<sup>th</sup> centuries) student of Greek and Roman literature and antiquities

*humanitarian* —

person who works for the welfare of all human beings by reducing suffering, reforming laws about punishment etc.



**Exercise 11a. Match the verbs with appropriate nouns:**

|             |              |
|-------------|--------------|
| to organise | courses      |
| to teach    | degrees      |
| to arrange  | examinations |
| to attend   | lectures     |
| to write    | subjects     |
| to award    | papers       |

**b Make a short sentence with each of the above word combinations, like this:**

|  |
|--|
| <i>He did not want to attend these lectures.</i> |
|--|

**c Explain the difference, if any, and translate these words into Russian:**

|                          |                                  |
|--------------------------|----------------------------------|
| fellow – tutor – don     | university – college – institute |
| a women's college –      | faculty – department             |
| a co-educational college | to found – to establish          |

**Exercise 12. Explain the meaning and translate the following words into English:**

|                                 |                                    |
|---------------------------------|------------------------------------|
| undergraduate                   | undergraduate/postgraduate studies |
| postgraduate                    | in his undergraduate/postgraduate  |
| undergraduate/postgraduate work | days                               |

**Exercise 13. Make short sentences of your own using the following two words in different possible meanings:**

|               |   |
|---------------|---|
| A first is    | a first-year student at university<br>a first term at a university<br>the best degree one can get<br>a pass in the first exam one takes at university                         |
| A graduate is | a student who is working for a degree<br>a student who has got his/her degree<br>a student who stays at university because he/she failed to get a degree<br>a junior lecturer |



**Exercise 14. Give synonyms or synonymous expressions of the following:**

fresher \_\_\_\_\_  
 finals \_\_\_\_\_  
 to do world history \_\_\_\_\_  
 to get first class honours \_\_\_\_\_  
 to get on well with smb \_\_\_\_\_  
 the system works \_\_\_\_\_

**Exercise 15. Match the following terms with their descriptions:**

|                       |  |
|-----------------------|--|
| public schools        | schools for all abilities  |
| comprehensive schools | very famous private schools  |
| grammar schools       | schools usually by competitive entry   |
| polytechnics          | institutions for advanced learning, awarding degrees and engaging in academic research |
| universities          | institutions for advanced full-time and part-time education                            |
| a teacher             | a senior university academic   |
| a professor           | a person who teaches at a university/college   |
| a lecturer/tutor/don  | a person who teaches at school   |
| a common room         | a building where students have their bed-sitting rooms                                 |
| a hall of residence   | a large sitting room where students can meet together                                  |

**Exercise 16a. Add the missing letters, write, read and translate the words:**

|               |                |           |                |
|---------------|----------------|-----------|----------------|
| tu...tion     | prestig...ous  | vari...ty | to af...iliate |
| educ...tion   | profes...ional | l...an    | to d...vide    |
| desig...ation | car...ful      | d...gree  | to pr...vide   |
| schola...ship | thro...gh      | lect...re | to res...ach   |



**b Choose the right preposition and write a sentence of your own with each correct expression:**

- 1 institutions (*in, at, of*) higher education
- 2 grants (*for, in, at*) higher learning
- 3 to compare Britain (*with, from, of*) the USA
- 4 to graduate (*of, from, by*) the university
- 5 to take a degree (*in, at, with*) a subject
- 6 a valuable qualification (*in, for, through*) a job
- 7 to specialise (*in, at, with*) a certain field

**c Use articles if necessary, and write sentences of your own using these words:**

- |                                |                                    |
|--------------------------------|------------------------------------|
| 1. ... Oxford University       | 5. to graduate from ... university |
| 2. ... Moscow State University | 6. to enter ... university         |
| 3. to study at ... university  | 7. to go to ... university         |
| 4. to leave ... school         | 8. to be at ... university         |

### **Exercise 17. Translate into English:**

- 1 Первые университеты появились в XI—XIII вв. в Италии, Испании, Франции и Англии.
- 2 Московский университет был основан в 1755 г.
- 3 Он сейчас учится в Оксфорде.
- 4 Когда он поступил в Оксфордский университет?
- 5 Она окончила школу в прошлом году.
- 6 Она училась в гимназии.
- 7 Кембридж и Оксфорд — старейшие университетские центры.



## Speak English

### Grants

Some time ago a radio journalist interviewed an English student for foreign listeners. Here is a part of the interview:

*Interviewer:*

Is it easy to get a place at university?

*English student:*

I wouldn't say so. First, good exam passes in at least two subjects are necessary. Then a candidate is interviewed. And if the university is satisfied, the candidate gets a place. Generally speaking, the competition for places is fierce.

*Interviewer:*

And are students paid any grants?

*English student:*

As far as I know, all British students get grants from their Local Education Authority.

*Interviewer:*

And is the amount big enough?

*English student:*

The amount depends on the parents' income. If the parents do not earn much, their children will receive full grants which will cover all their expenses. Otherwise, the grants cover tuition fees and only some of the living expenses.

*Interviewer:*

If I am not mistaken, British students usually don't live at home but rent rooms near universities. Is that really so?

*English student:*

That's true. Most young people are fairly independent and when the time comes to pick a college they usually choose one as far away from home as possible. It is very unusual for university students to live at home.

*Interviewer:*

Do your parents live in London?

*English student:*

Oh, no. They are living in Folkestone, in South East England. They were really very sad when I told them I wanted to leave them and study at London University. But I tried to persuade them it was a necessary part of becoming an adult. And in the end they approved of my move.

*Interviewer:*

And do you often see them now?



*English student:*

We reunite during my vacations between the terms. The first term is from October to December, the second – from January to March, and the third – from April to June. And I like the first, I mean Christmas vacation, most of all.

### Do you know these words?

**pass** сдача экзамена; пропуск; проход; **to pass** проходить, проезжать  
**competition** [ˌkɒmpɪ'tɪʃn] соревнование; конкуренция; **to compete** соревноваться, конкурировать

**fierce** сильный, неистовый

**authority** власть, полномочие; авторитет; **authorities** власти

**amount** сумма, количество; важность; **a large amount of work**  
много работы

**to depend on** зависеть от

**income** ['ɪŋkʌm] доход

**to earn** зарабатывать; **earnings** заработок, прибыль

**to cover expenses** оплачивать расходы; **to incur expenses** нести расходы

**tuition fee** плата за обучение

**to choose (chose, chosen)** выбирать; **chooser** тот, кто выбирает; **choice**  
выбор; **choice word** меткое слово

**dormitory** общая спальня

**apartment** комната (с мебелью)

**community** [kə'mju:nɪti] местность, населенный пункт; общность, сообщество

**to persuade** убеждать; **to persuade smb to do smth** убедить кого-либо  
сделать что-либо

**to convince smb that..** убедить кого-либо в том, что...

**adult** ['ædʌlt] взрослый; *syn.* **a grown-up**

**to reunite** собираться, воссоединяться; **reunion** встреча, воссоединение

### Exercise 18a. Read these words paying attention to the sound [ð]:

|       |                 |           |             |
|-------|-----------------|-----------|-------------|
| then  | the university  | their     | the amount  |
| that  | the candidate   | otherwise | the parents |
| this  | the student     | mother    | the income  |
| these | the competition | father    | the reunion |



**b Read these general questions paying attention to the intonation:**

General questions are pronounced with the rising tone:

*Is it easy to get a place at uni/↑iversity?*

- 1 Are students paid any grants?
- 2 Is the amount big enough?
- 3 Is that really so?
- 4 Do your parents live in Moscow?
- 5 Do you often see them now?
- 6 Is the first term from October to December?
- 7 Is the second term from January to March?

**Exercise 19a. Complete the sentences as in the interview:**

- 1 Good exam passes in at least ... are necessary.
- 2 Then a candidate is ...
- 3 And if the university is satisfied the candidate ...
- 4 The competition for places ...
- 5 All British students get grants from ...
- 6 The amount depends on ...
- 7 British students usually don't live ... but rent ...
- 8 Most young people are ... independent.
- 9 When the time ... they usually choose ... as possible.
- 10 It is very unusual ... at home.

**b Translate into English:**

- 1 Он получал стипендию только на первых двух курсах.
- 2 Она не сдала один экзамен и поэтому не получила стипендию в этом семестре.
- 3 В нашем университете есть именные стипендии.
- 4 В прошлом году я вместе с другом снимал одну квартиру.
- 5 От чего зависело решение этой комиссии?



**Exercise 20a. Read the sentences with verbs in Future Indefinite, explain the formation and translate the sentences:**

- 1 In such cases the students *will receive* full grants.
- 2 The grants *will cover* all their expenses.
- 3 They *will cover* all their living expenses, to be exact.
- 4 We do not know when the student *will go* to Folkestone.
- 5 I hope her parents *will be glad* to see her any time.
- 6 I *shall read* this interview again to remember the details.
- 7 We *shall discuss* this interview later.

**b Translate into English:**

- 1 Все расходы по оплате обучения ее родители возьмут на себя.
- 2 В прошлом году все летние каникулы он работал в кафе.
- 3 Кто оплатит эти расходы по его поездке?
- 4 Мы обязательно прочитаем и обсудим эту статью.
- 5 Они решат все эти вопросы.

**Exercise 21a. Read and translate the sentences paying attention to this rule:**

|  |
|--|
| Future Indefinite is not used in <b>if-</b> and <b>when-clauses</b> .<br>Present Indefinite is used in such clauses instead. |
|--|

- 1 If the parents *do not earn* much, their children will receive full grants.
- 2 If their income *is high enough*, the children will not receive full grants.
- 3 If the students *receive* smaller grants, they will cover tuition fees and only some of the living expenses.
- 4 If he *receives* a full grant, he will be able to rent a room for himself.
- 5 If he *does not receive* a full grant, he will share a room with his friend.
- 6 When he *gets* a place at university, he will know what grant he will have.
- 7 As soon as he *gets* a place, he will let his parents know.



**b Read the above sentences paying attention to the intonation and these rules:**

**If-** and **when-clauses** like any incomplete sentences are pronounced with the *rising tone* ↗; **principal clauses**, like any simple affirmative sentences are pronounced with the *falling tone* ↘.

*If the parents do not earn ↗ much, ↘ their children will  
receive full ↘ grants.*

**c Translate into English:**

- 1 Если он заработает достаточную сумму в каникулы, то он, конечно, посетит эту страну.
- 2 Если его доходы уменьшатся, он сменит работу.
- 3 Как только она получит диплом, она начнет искать работу.
- 4 Прежде чем посетить Лондон, я прочитал несколько книг по истории Англии.
- 5 Я начну собирать материал, после того как выберу тему диплома.

**Exercise 22a. Repeat what the student said about the parents.**

**b Read and translate the sentences in which the following expressions were used:**

|                     |                      |
|---------------------|----------------------|
| first               | if I am not mistaken |
| generally speaking  | in the end           |
| as far as I know    | most of all          |
| during my vacations | otherwise            |

**c Translate into English:**

- 1 В конце концов они пришли к согласию.
- 2 Если я не ошибаюсь, они проговорили целый час.
- 3 Насколько я знаю, необходимо договориться об интервью заранее.
- 4 Для меня более интересно начало интервью.
- 5 Прежде всего необходимо продумать все вопросы.



**Exercise 23a. Work in pairs. Reproduce the interview.**

**b Act out a similar interview. Imagine an English journalist is asking you similar questions.**

**c Agree or disagree with these statements and substantiate your points of view:**

- 1 It is very easy to answer questions of any interviewer.
- 2 Everybody knows how to make an interview.
- 3 Grants and stipends are similar things.

***Try to use some of these expressions:***

*I wouldn't say so  
generally speaking  
as far as I know  
to my mind*

**Read the text**

## **Academic degrees**

Although Britain has a small number of students at universities compared with many countries, the number of graduates is large. This is because students are carefully selected and only 10 per cent leave without getting a degree.

At most universities an honours degree is taken in one main subject and one subsidiary, or secondary, subject. A general degree is taken in a variety of subjects, but carries less weight than an honours degree. If students pass their final exam, they get a degree marked first, second or third class. Some universities divide their second class into 2(1) and 2(2). Oxford offers a fourth class.

Few students get first class degrees, so these are a valuable qualification for a job. Students with any class of degree become *Bachelors of Arts or Bachelors of Science*, and can put B.A. or B.Sc. after their names.

If they want to go a step further and become *Master of Arts* or *Master of Science*, they have to write an original paper, or thesis, on some subject. Oxford and Cambridge graduates have a rather unfair privilege. They can buy their M.A.s and M.Sc.s for a small sum of money. All they have to do is wait for a few years before applying!



If students wish to become academics and perhaps teach in a university, then they will work for a higher degree, a *Doctor of Philosophy* — a Ph.D. For this, they will have to carry out some important research work.

**Exercise 24. Read the text and mark the following statements as true (T) or false (F):**

- 1 Britain has a great number of university students as compared with many foreign countries. ☐
- 2 The number of graduates of British universities is big. ☐
- 3 The candidates wishing to get a place at university are carefully selected. ☐
- 4 Only ten per cent of British students get a degree. ☐
- 5 At most British universities an honours degree is taken in one subject only. ☐
- 6 A general degree is taken in a few subjects. ☐
- 7 A general degree is much more important and prestigious than an honours degree. ☐
- 8 Students get a degree marked first class if they pass their first exam. ☐
- 9 Some universities divide their second class degrees into four groups. ☐
- 10 Oxford University has also a degree marked a fourth class. ☐

**Exercise 25a. Complete the sentences as in the text and read them:**

- 1 Few students get first class degrees, so these are ...
- 2 Students with any class of degree become ... Science.
- 3 Then they can put ... after their names.
- 4 If they want to go a step further and become ..., they have to write ...
- 5 Oxford and Cambridge graduates ... privilege.
- 6 They can buy their M.A.s and M. Sc.s for ...
- 7 All they have to do is wait ...

**b Read the last paragraph of the text outloud paying attention to the sounds and intonation.**



## Read the text

### Higher education in the USA

The United States of America has more than 1,500 universities, colleges and other institutions of higher learning.

Almost all institutions of higher learning in the USA use the German system of designation for academic degrees. Common postgraduate degrees are master's degrees or Ph.D.s, or specialized professional degrees such as a J.D. for a lawyer, an MBA for a businessperson, a Pharm. D. for a pharmacist or an M.D. for a physician.

As with the lower level public education system, there is no national public university system in the United States; each state has its own public university system. There are also many privately run colleges, universities, and trade schools, some of them religiously affiliated. State university tuition ranges from nearly free on up, but is generally significantly lower than at private schools, and is often lower for state residents than for out-of-state students.

The most prestigious private universities of the United States are the eight Ivy League schools. There are also a set of public schools known as the Public Ivies. All around the country, there are also many other colleges and universities, both public and private and of a variety of sizes, whose names carry prestige.

The US government provides some federal grants for higher education to many families. Most universities offer scholarships and need-based aid; however, many students assume some of the cost of their own education through work and loans.

Note: Ivy League      Лига университетов северных штатов, основанная в 1865 г., включает Гарвардский, Ельский, Принстонский университеты и другие (ivy — плющ, растение увивающее здания многих университетов)

### Exercise 26. Read the text and mark the correct answers with a tick:

- 1 How many institutions of higher education does the USA have?  
(a) Less than one thousand.  
(b) More than one thousand.
- 2 What system of designation for academic degrees do American institutions of higher education use?



- (a) Their own system.
  - (b) The German system.
- 3 What are common postgraduate degrees at American universities?
- (a) Master's degrees.
  - (b) Bachelor's degrees.
- 4 What is the abbreviation for a master's degree?
- (a) M.D.
  - (b) Ph.D.
- 5 Is there any national public university system in the USA?
- (a) No, as well as in the lower level public education.
  - (b) No, unlike the lower level public education.

**Exercise 27. Mark the meaning (with a tick) in which these words are used in the text:**

|              |  |
|--------------|--|
| public       | — государственный  |
|              | — общественный   |
| to run       | — бежать   |
|              | — иметь  |
| to affiliate | — устанавливать связи  |
|              | — устанавливать отцовство  |
| state        | — государство  |
|              | — штат   |
| free         | — свободный  |
|              | — бесплатный   |
| school       | — школа  |
|              | — факультет университета, дающий право на получение ученой степени |
| league       | — льё (мера длины)   |
|              | — союз   |
| scholarship  | — эрудиция   |
|              | — стипендия  |
| to assume    | — принимать  |
|              | — предполагать   |
| through      | — сквозь   |
|              | — от начала до конца   |



## Write English

### Studying humanities

**Exercise 28.** Write a letter to an English speaking friend of yours about your studies. (Write about your entrance exams, grant you will have and place you will live in.)

The following may be of help:

*Dear ...*  
*I am writing to tell you ...*  
*I am very happy...*  
*I hope ...*  
*My best regards to ...*

**Exercise 29a.** Write your arguments for or against each of these statements:

- 1 Many people like writing letters.
- 2 There are many specific rules of writing letters.
- 3 It is easier to write a short letter than a longer one.

**b Write a composition on one of the following topics giving your arguments for or against:**

- 1 Writing letters is a craft every humanist must master.
- 2 Humanities are studied at different universities in a similar way.
- 3 Each country has its own system of higher education

**c Write an extensive answer:**

People attend colleges for different reasons (for example, new experiences, career preparation, increased knowledge).

*Why do you think people attend colleges?*

(Use specific reasons and examples to support your answer.)

**Exercise 30.** Write an essay on this topic 'Studying humanities'.  
You may use this plan:

- 1 What is the humanities?
- 2 The history of the development of humanities.



- 3 Institutions of higher education and humanities.
- 4 Studying humanities is a necessity and pleasure.

### Make a presentation

## The role of humanities

**Exercise 31. Make a presentation of your essay to your group-mates. The following may be of help:**

*I would like to tell you about ...*  
*I appreciate your attention ...*  
*You are a very good audience ...*  
*If I am not mistaken ...*  
*As far as I know ...*  
*I am sure you ...*  
*Thank you for your kind attention ...*

**Exercise 32. Imagine a conference 'The role of humanities today' is being held in London. You are one of the speakers. Write and present your report. The following may be of help for your presentation:**

*Ladies and gentlemen, I am very happy to have a chance to speak ...*  
*You certainly know very well that ...*  
*But strange as it is ...*  
*There is one thing I would like to draw your attention to. It is ...*  
*Let me thank you all again ...*  
*And I hope ...*





---

## LESSON 2

# LANGUAGES

|                         |   |
|-------------------------|---|
| Revise Grammar:         | Indefinite Tenses in the Passive Voice<br><i>Language families</i><br><i>The languages spoken in the UK</i> |
| Retell the text:        | <i>Robert Burns</i>   |
| Speak English:          | <i>Meet Tom Brown</i>   |
| Extend your vocabulary: | <i>Idiomatic English</i>  |
| Read the texts:         | <i>American English</i><br><i>Other Englishes</i>   |
| Write English:          | Bilingual Europe  |
| Make a presentation:    | The Russian language  |

---

### Revise Grammar    Indefinite Tenses in the Passive Voice

#### Read the text

### Language families

The major language families of the world are as follows:

- *The Indo-European language family*
- *Sino-Tibetan* — Chinese, Tibetan, Burmese
- *Mon-Khmer* — Japanese, Korean Mon, Khmer, and other languages of Southeast Asia



- *Austronesian* — languages of Indonesia, Micronesia, Malanesia, Polynesia
- *Afro-Asiatic* — a family of languages of Southwestern Asia and Northern Africa, including Hebrew and Arabic
- *Nilo-Saharan* — a family of languages of Northern and Central Africa
- *Niger-Kordofanian* — a family of languages of sub-Saharan Africa, including Swahili

The **Indo-European language family** comprises a few branches, such as:

- Balto-Slavic (Russian, Ukrainian, Polish, Latvian, Lithuanian)
- Germanic (German, English, Danish, Swedish, Icelandic and others)
- Celtic (Irish, Welsh, Irish Gaelic, Scots Gaelic and others)
- Italic (Italian, French, Spanish, Romanian and others)
- Hellenic (Greek)
- Armenian
- Indo-Iranian (Hindi, Bengali, Bihazi, Iranian and others)

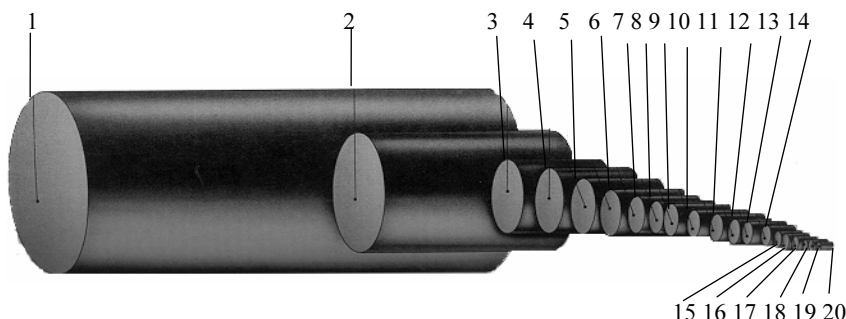
The Russian language is one of the Slavic (or Slavonic) languages of the *Balto-Slavic branch* of the Indo-European language family. The Slavic languages are spoken in Central and East Europe, the Balkans, and parts of North Asia. The sub-branch comprises the eastern group (Russian, Ukrainian, and Bielorrussian); the southern group (Slovene, Serbo-Croatian, Macedonian, and Bulgarian); the western group (Czech and Slovak, Sorbian in Germany, and Polish and its related dialects).

The most widely spoken language in the world is *Chinese*, having a few dialects. The standard form of the Chinese language is *Mandarin*. It is used by 70 per cent of the population and taught in schools. Historically it derives from the language spoken by mandarins, Chinese imperial officials, from the 7th century onwards. One of the main dialects of the Chinese language is *Cantonese*. When spoken Mandarin and dialects are mutually unintelligible and could almost be regarded as separate languages.

The Indo-European family of languages, of which English is a member, is descended from a prehistoric language, Proto-Indo-European, spoken in a region that has not yet been identified, possibly in the 5th millennium B.C.



Here are the main languages of the world, the number of speakers are indicated in *millions*, 1990 estimates:



1 — Chinese 1,000

2 — English 350

3 — Hindi 145

4 — Russian 130

5 — Spanish 125

6 — German 120

7 — Japanese 116

8 — Arabic 100

9 — Bengali 100

10 — Portuguese 90

11 — Bahasa Indonesia 80

12 — French 80

13 — Italian 63

14 — Bihari (Northeast India and parts of Nepal) 50

15 — Javanese 45

16 — Korean 45

17 — Ukrainian 42

18 — Telugu (Southeast Indian) 40

19 — Polish 40

20 — Punjabi 37

## Do you know these words?

**major** ['meɪdʒə] главный, более важный; *syn.* **greater, main, larger**

**to comprise** включать, содержать

**branch** ветвь; отрасль; филиал

**to relate** рассказывать, устанавливать связь; относиться; **relations** связи; **public relations** связи с общественностью

**to estimate** оценивать, подсчитывать приблизительно; **estimates** приблизительная оценка

**mutual** взаимный, общий; **mutual understanding** взаимопонимание

**unintelligible** неразборчивый; *ant.* **intelligible** понятный, вразумительный

**to descend** [dɪ'send] спускаться, снижаться; происходить

**prehistoric** доисторический; **prehistory** предыстория

**to identify** опознавать, отождествлять

**B.C. (Before Christ)** до нашей эры

**A.D. (Anno Domini Lat.)** нашей эры



## Indefinite Tenses in the Passive Voice

Indefinite Tenses in the Passive Voice выражают обычные, повторяющиеся, постоянные действия в настоящем, прошедшем, будущем времени, выполняемые лицом или предметом, не являющимся подлежащим предложения. Подлежащим в таком предложении является лицо или предмет, на которое направлено действие.

Indefinite Tenses in the Passive Voice образуются с помощью вспомогательного глагола **to be** в Present / Past / Future Indefinite и причастия прошедшего времени смыслового глагола:

This language *is widely* used in the world.

This language *was widely* used at that time.

This language *will be used* for many centuries to come.

### Exercise 1a. Say what verbs are used in Indefinite Tenses, Passive, read and translate the sentences:

- 1 This lesson is devoted to various languages of the world.
- 2 Main attention is paid to the English language.
- 3 Only the major language families are enumerated in the text.
- 4 There are seven main language families in the entire world.
- 5 The Indo-European language family is described in a more detailed way than the others.
- 6 The Indo-European language family is made up of a few branches.
- 7 This language family consists of six branches, to be exact.

### b Use the verbs in Present Indefinite, Active or Passive, read and translate the sentences:

- 1 The Russian language (*to be*) one of the Slavic languages of the Balto-Slavic branch.
- 2 The Balto-Slavic branch (*to comprise*) a few languages.
- 3 The Slavic languages (*to speak*) in Central and East Europe, the Balkans, and parts of North Asia.
- 4 The Slavic languages (*to comprise*) a few groups of languages.
- 5 The eastern group (*to make up*) of three languages.



- 6 Bulgarian (*to include*) in the southern group.
- 7 Polish (*to be*) one of the languages of the western group.

**Exercise 2a. Change and translate the sentences as in the example:**

The picture *shows* the main languages of the world. → The main languages of the world *are shown* in the picture.

- 1 The picture indicates the number of speakers.
- 2 It indicates the number of speakers in millions.
- 3 The picture shows 1990 estimates.
- 4 It covers twenty languages.
- 5 The picture depicts languages in the form of bars.
- 6 A certain encyclopedia gives this information.
- 7 It shows the official source of information.

**b Translate into English:**

- 1 В статье указаны только официальные источники.
- 2 В этом словаре указаны другие даты жизни этого писателя.
- 3 Значение этого термина в словаре не объясняется.
- 4 В статье приведены все имена участников.
- 5 На карте этот городок не указан.
- 6 На схеме представлены не все блоки.
- 7 Диаграмма отражает динамику изменений этого процесса.

**Exercise 3a. Read the sentences, explain the formation of Present Indefinite Passive, negative, and translate the sentences:**

- 1 Proto-Indo-European language is not spoken anywhere now.
- 2 These words are not used now.
- 3 Such words are not included in the dictionary.
- 4 This information is not published.
- 5 This information is not given in the text.
- 6 These subjects are not taught at school.
- 7 The words are given at the bottom of the page.



### **b Translate into English:**

- 1 В словаре урока поясняются все новые слова.
- 2 Слова, трудные для произношения, даются с транскрипцией.
- 3 Здесь же дается перевод слова.
- 4 Иногда приводятся синонимы и антонимы новых слов, а также словосочетания.
- 5 Это слово отсутствует в словаре урока.

### **Exercise 4a. Read the sentences, explain the formation of Present Indefinite, Passive, interrogative, and translate the sentences:**

- 1 Is the Chinese language spoken in every country of the world?
- 2 What language is considered to be the standard form of the Chinese language?
- 3 Is it widely used in China?
- 4 Is Mandarin taught in schools of China?
- 5 Why are Mandarin and dialects often regarded as separate languages?
- 6 What languages are spoken in Hong-Kong?
- 7 Which of them do you think are taught at universities?

### **b Translate into English:**

- 1 Какой язык является государственным (официальным) в Таиланде?
- 2 А какие иностранные языки преподают в университетах?
- 3 На каком языке ведется преподавание в этом университете?
- 4 К преподаванию английского языка в университетах Англии приглашают иностранных преподавателей?

## **The languages spoken in the UK**

English is the official language of Great Britain, but a few other languages, dialects and accents are spoken by the citizens of Britain too.

English developed from Anglo-Saxon and is a Germanic language. However, all the invading peoples, particularly the Norman French, influenced the English language and you can find many words in English which are *French* in origin. For example:

*etc.* (etcetera) = and so on, *restaurant*, *bourgeoisie*, *buffet* and many others



They have mostly preserved their original spelling but are pronounced in a peculiar way.

Besides, the English language borrowed some *Latin* words from the Romans, who came to the British Isles from Italy in A.D. 43. Here are a few examples:

*i.e.* (id est) = that is, *e.g.* (exempli gratia) = for example, *sanatorium*,  
*millennium* and many others

The Celts who came to the British Isles from continental Europe, spoke *Celtic* which survives today in the form of Welsh, Scottish Gaelic and Irish Gaelic.

Less than a quarter of all *Welsh* people — 600,000 out of 2,800,000 — speak Welsh. Welsh is a very difficult language to learn. It has very musical intonation, and difficult sounds such as *ch* and *ll*. Many Welsh-speakers use English words and add a *Welsh* ending *io*. For example:

*switchio* (for 'switch'), *climbio* (for 'climb'),  
*recommendio* (for 'recommend')

Some people think that this is lazy and that new words should be properly translated into Welsh before being used.

Welshmen living in England are often called by the nickname 'Taffy'. This may come from the River Taff, which runs through the capital Cardiff, or it may come from Daffyd, the Welsh form of David.

Scottish Gaelic and Irish Gaelic are still spoken, although they have suffered more than Welsh from the spread of English. All the three languages are now officially encouraged and taught in schools.

When *Scottish* people speak English they still use some Scottish words.

'Wee', meaning small, is often heard in such expressions as 'wee laddie' — a small boy, 'a bonnie lass' is a pretty girl, and a 'bairn' is a young child. If someone answers your questions with 'aye' they are agreeing with you: 'aye' means yes.

Years ago, in *Northern Ireland* all people spoke *Gaelic*, and this language is still spoken in some parts of it. Evidence of Gaelic is found in place names, for example:

*bally* = town, *slieve* = mountain, *drum* = mountain top, *lough* = lake,  
*inis* = island, *glen* = valley.



The influence of Irish Gaelic is also found in the names of people. Here are some typical Gaelic first names:

*Sean*, same as John  
*Seamus*, same as James  
*Liam*, same as William  
*Seanna*, same as Joanna  
*Catail*, same as Charles

*Paddy* (short for Patric) and *Micky* (short for Michael) are not Gaelic names but they are found so often in Ireland that these two names are sometimes used jokingly to mean 'an Irishman'.

Nowadays all Welsh, Scottish and Irish people speak English, even if they speak their own language as well, but all the countries have their own special accents and dialects, and their people are easily recognizable as soon as they speak. Occasionally, people from the four countries in the UK have difficulty in understanding one another because of these different accents. A southern English accent is generally accepted to be the most easily understood, and is the accent usually taught to foreigners.

### Do you know these words?

**particularly** очень; подробно; в частности; **particular** специфический, особый, особенный

**origin** ['orɪdʒɪn] начало, происхождение: **in origin** в оригинале; **original** подлинник, оригинал

**to preserve** сохранять, охранять; **preservation** сохранение, охрана  
**peculiar** специфический, особенный, странный

**to borrow** заимствовать, занимать; **to borrow words from other languages** заимствовать слова из других языков; **borrowing** заимствование

**isle** остров (как правило, с названием острова — **the Isle of Man**)

**lazy** ленивый; **laziness** лень

**to suffer** страдать, испытывать, претерпевать; **to suffer hardships** переживать лишения

**spread** распространение, пространство, покрывало; **to spread (spread, spread)** распространять(ся)

**to encourage** [ɪn'kʌrɪdʒ] ободрять, поощрять; потворствовать; **encouragement** ободрение

**occasionally** время от времени; *syn.* **from time to time**

**to accept** принимать, признавать; **to accept the fact** примиряться с фактом



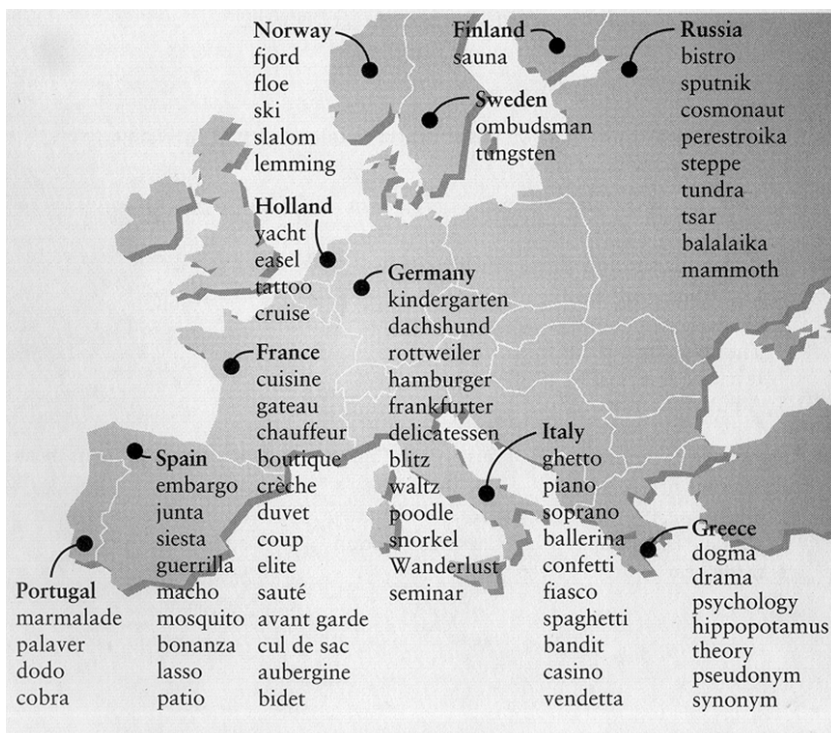
## Exercise 5. Give extensive answers using the text:

- 1 What languages are spoken in the UK?
- 2 Are any dialects and accents spoken there too?
- 3 Are words borrowed from other languages often pronounced in a peculiar way?
- 4 What words borrowed from the French language are quoted in the text?
- 5 Are these French borrowings pronounced in a peculiar way?
- 6 What Latin borrowings are given in the text?
- 7 Are the Latin borrowings written in a peculiar way?

**b** Write out from the above questions verbs used in the Passive Voice, and say in what tenses they are used.

## Exercise 6. Have a look at this map and write a few sentences like this:

*The Norwegian borrowing 'slalom' is used in sports.*





**Exercise 7. Use the verbs in Past Indefinite, Active or Passive, and translate the sentences:**

- 1 English (*to develop*) from Anglo-Saxon.
- 2 All the invading peoples (*to influence*) the English language.
- 3 Many Latin words (*to borrow*) during the Romans' invasion.
- 4 The Celts who (*to come*) to the British Isles from continental Europe (*to speak*) Celtic.
- 5 Welsh, Scottish Gaelic and Irish Gaelic (*to originate*) from Celtic.
- 6 Both English and Welsh (*to speak*) in Wales.
- 7 Many Welsh-speakers (*to use*) English words and (*to add*) Welsh endings.
- 8 Some people (*to think*) it is lazy of Welshmen to pronounce such hybrids.
- 9 They think English words should be properly translated before they (*to use*).
- 10 By the way, Welshmen often (*to call*) by the nickname 'Taffy'.

**b Translate into English:**

- 1 Русский язык очень динамичен. На его развитие повлияло множество исторических событий.
- 2 Многие слова в русском языке заимствованы из других языков.
- 3 Такие русские слова, как спутник и космонавт, вошли в словари многих иностранных языков.
- 4 У многих народов есть свои прозвища. Например, янки у американцев.
- 5 Насколько я знаю, у русских такого прозвища нет.

**Exercise 8a. Read this short text:**

Although not many Welsh words are well-known in England, the word *eisteddfod* is understood by almost everybody in England. This is the Welsh name for a competition where people meet to dance, sing and read poems.

Usually, only Welsh is spoken at eisteddfod and in recent years they have attracted people who wish to protest against the influence of English on the Welsh language and culture.



**b Answer the following questions:**

- 1 Is the Welsh word eisteddfod well-known in England?
- 2 Is it understood in every English-speaking country?
- 3 What does this word mean?
- 4 What language is spoken at eisteddfod?
- 5 For what protest are these gatherings often used now?

**Exercise 9a. Read and act out these mini-dialogues:**

- When was Gaelic spoken in Northern Ireland?
- I don't know exactly. The text said it was spoken years ago. All people spoke Gaelic in Northern Ireland then. But now it is spoken only in some parts of it.
- Does anyone know in what parts of Northern Ireland it is still spoken?
- I don't think so.
  
- And do you remember any typical Gaelic first names?
- Why, certainly. They are male names Sean, Liam, Seamus and some others. And the influence of Irish Gaelic is found in some female names too.
- And now I know that Paddy and Micky, English names, are very popular in Ireland. They are practically used as nicknames for Irishmen.
- Oh yes, it is very curious.
  
- If I understand it properly, now all Irish, Welsh and Scottish people speak English. Many of them speak their own languages as well. I mean Irish Gaelic, Scottish Gaelic and Welsh.
- It seems to me you are quite right. By the way, one of my friends visited Scotland not long ago. He spoke English and he was always understood. He also tried to use some Scottish Gaelic words. But all in vain, nobody understood him.
- There is no surprise. It is very difficult to imitate accents.
  
- Did he know that he was taught a southern English accent?
- He thought he was taught standard English.
- But to my mind it's impossible to speak standard English, as well as any other standard language.



## b Translate into English:

- 1 Его учили всем диалектам этого языка?
- 2 Где он изучал французский язык?
- 3 Сколько времени его учили русскому языку?
- 4 Разве русский язык преподавали тогда в Лондонском университете?
- 5 Сколько студентов было принято на отделение русского языка и литературы в прошлом году?
- 6 Понятия «шотландский язык» и «гэльский язык» — синонимичны.
- 7 Гэльский язык относится к группе кельтских языков.
- 8 Группа кельтских языков, в свою очередь, входит в семью индоевропейских языков.
- 9 Гэльский язык обособился от ирландского в XI—XIII веках.
- 10 Письменность гэльского языка основана на латинском алфавите.

## Retell the text

### Robert Burns

**Robert Burns** (1759—1796), a famous Scottish poet, wrote poems and songs both in the Scottish dialect and in standard English. Burns had a great capacity for love, friendship, and hearty tavern fellowship, and these attitudes provide the chief themes of his poetry.



One of the most popular three hundred songs written by Robert Burns is *Auld lang syne*, a traditional Scottish song people throughout Great Britain and British communities in other countries of the world sing at midnight on 31st December celebrating the coming of the New Year, by holding hands in a large circle. Here is the song:

Should old acquaintance be forgot  
And never brought to mind?  
Should old acquaintance be forgot  
And days of auld lang syne?

C h o r u s :

And days of auld lang syne, my dear,  
And days of auld lang syne,  
Should old acquaintance be forgot



And days of auld lang syne?  
And there's a hand, my trusty friend,  
And gi's a hand o'thine,  
We'll take a cup o'kindness yet,  
For auld lang syne.

C h o r u s :  
For auld lang syne, my dear,  
For auld lang syne,  
We'll take a cup o'kindness yet,  
For auld lang syne.

This song was originally written by Robert Burns in Scottish. 'Auld lang syne' means, in English, old days gone by. 'Gi's ' means give us. And 'o'thine' means of yours. The music is an old Scottish tune.

*Robbie Burns' Night*, the date of the poet's birth, is celebrated all over the world by Scotsmen on 25th January.

### Do you know these words?

**attitude to smb/smith** отношение к кому/чему-либо

**to provide smth** снабжать, обеспечивать; давать; заготавливать что-либо; **to provide for smth** предусматривать что-либо

**acquaintance** [ə'kwentəns] знакомый; знакомство

**to mean (ment, ment)** думать, подразумевать; значить, означать

**tune** мелодия; гармония; настроение; *syn.* **melody, motif, song, air**

### Exercise 10a. Read the text and answer the following questions:

- 1 What is Robert Burns famous for?
- 2 At what age did he die?
- 3 In what language did he write his poems and songs?
- 4 How many songs did this great poet write?
- 5 Are all of his songs as popular as *Auld lang syne*?
- 6 How is this title translated into English?
- 7 Who wrote the music for this song?

### b Use articles if necessary, read and translate the sentences:

- 1 It is ... traditional Scottish song all English-speaking people know by ...heart.



- 2 People sing it at midnight when ... New Year comes, or when they celebrate ... coming of ... New Year either at ...home or at ... public places.
- 3 People hold hand in ... large circle and dance.
- 4 Some English and American feature films reproduce ... song showing such ... celebrations.
- 5 Another famous song written by Robert Burns is 'My love is like ... red, red rose'.
- 6 Here is ... first verse of ... song:

O my love is like a red, red rose,  
That's newly sprung in June;  
O my love is like the melody,  
That's sweetly played in tune.
- 7 This song was written in ... English.

**Exercise 11a. Choose the right preposition, read and translate the sentences:**

- 1 Robert Burns was born (*in, at, of*) 1759 at Alloway, in a cottage which now is a Burns museum.
- 2 He was born (*in, on, at*) the twenty fifth of January.
- 3 Robbie Burns' Night is celebrated (*with, by, for*) Scotsmen (*on, in, at*) 25<sup>th</sup> January.
- 4 Robbie Burns' Night will be celebrated (*in, at, by*) a few months.
- 5 Some Russian journalists and interpreters will be invited (*in, to, at*) Edinburgh to celebrate the occasion.
- 6 Some of Burns' poems have been translated (*in, to, into*) Russian.

**b Read and retell this short text:**

Robert Burns was mainly self-educated through such books as he was able to obtain. His poems contain clear evidence of his knowledge of such writers as Shakespeare, Milton, Pope and Gray. For many years Robert Burns collected and rewrote old poems and songs for the Scots Musical Museum for which he would never accept payment.

**c Sum up all the information given in this lesson about Robert Burns.**



## Speak English

### Meet Tom Brown

Tom Brown, an English student, has come to Sweden to attend a certain course at Malmo University:

*Tom:* Hello, my name is Tom Brown.

*Louise:* Oh hello, Tom, I'm Louise Scott. We've spoken on the phone a couple of times. Nice to meet you.

*Tom:* It's nice to be here.

*Louise:* Oh, let me take your coat.

*Tom:* Thanks.

*Louise:* Oh, here is Lars. Lars, this is Tom, he has just arrived.

*Lars:* Hello, Tom. Pleased to meet you ... and welcome to the University.

*Tom:* Thanks.

*Lars:* Is this your first visit to Sweden?

*Tom:* No, I've been to Stockholm two or three times but it's my first visit to Malmo.

*Louise:* Tom, let me get you a drink.

*Tom:* Yes, I'd like a tea, if possible, thanks.

*Louise:* Sure. With milk, or lemon?

*Tom:* With lemon, please — and sugar.

*Louise:* Right.

*Lars:* Did you have a good trip?

*Tom:* Absolutely no problems.

*Lars:* That's good. You did fly, didn't you — to Göteborg?

*Tom:* That's right, then I drove down here.

*Lars:* Oh that's good. Malmo can be a little wet at this time of the year ... you'll have to come back in the summer.

*Tom:* Oh, I'd like that. I always like coming to Sweden.

*Louise:* Okay, here is some tea.

*Tom:* You are very kind.



## Do you know these words?

**couple** [kʌpl] два, пара; **a couple of days** пара дней

**There were a few young married couples.** Там присутствовало несколько молодых пар.

**to fly (flew, flown)** лететь, прилетать; спешить

**to drive (drove, driven)** везти; ехать; править; управлять; **to drive into a corner** загнать в угол; **to drive home** убеждать, внедряться в сознание

## Exercise 12a. Read these words paying attention to the sound [w]:

|      |                     |         |
|------|---------------------|---------|
| we   | Sweden              | welcome |
| when | Swede (швед)        | always  |
| why  | Swedish (шведский)  | world   |
| with | Swiss (швейцарский) | what    |

## b Read these words paying attention to the sound [v]:

|          |            |         |
|----------|------------|---------|
| very     | to arrive  | to have |
| visit    | to survive | proverb |
| to visit | to drive   | verb    |
| visitor  | university | various |

## Exercise 13a. Read these general questions paying attention to the intonation:

- 1 Is this your first visit to Sweden?
- 2 Did you have a good trip?
- 3 Would you like some tea?
- 4 Would you like some coffee?
- 5 Tea or coffee?
- 6 With lemon?
- 7 With sugar?



**b How would you offer your English-speaking acquaintance the following:**

some chocolate

some ice-cream

some chocolates

a sandwich

some biscuits

some mineral water

**Exercise 14a. Read these sentences with tags paying attention to the intonation:**

The first part of the sentence is pronounced with the *falling tone* and the tag is pronounced with a *rise*:

*You did \fly, ↗ didn't you?*

- 1 You have been to Sweden, haven't you?
- 2 You have been to Stockholm, haven't you?
- 3 We have spoken on the phone, haven't we?
- 4 We have met, haven't we?
- 5 We haven't met, have we?
- 6 You speak English, don't you?.
- 7 You don't speak Swedish, do you?

**b How would you ask your acquaintance:**

- 1 if he has been to Russia \_\_\_\_\_
- 2 if he has been to Moscow \_\_\_\_\_
- 3 if he likes Moscow \_\_\_\_\_
- 4 if he speaks Russian \_\_\_\_\_
- 5 if he speaks French \_\_\_\_\_

**Exercise 15a. Complete the sentences in your own way and read them:**

- 1 Let me take your ... \_\_\_\_\_
- 2 Let me get you ... \_\_\_\_\_
- 3 Let me help you with ... \_\_\_\_\_
- 4 Let me introduce you to ... \_\_\_\_\_
- 5 Let me introduce ... \_\_\_\_\_



## **b Translate into English:**

- 1 Разрешите представить вам моего друга Олега.
- 2 Разрешите помочь вам с переводом этого текста.
- 3 Позвольте вам напомнить о нашей договоренности.
- 4 Позвольте позвонить вам завтра.
- 5 Разрешите мне увидеться с вами после занятий.

## **Exercise 16a. Reproduce the talk of Tom, Louise and Lars.**

**b Act out a similar talk, imagining a young English-speaking student has come to your University.**

**c Agree or disagree with the following statements and substantiate your points of view:**

- 1 It is very easy to speak with people you see for the first time.
- 2 Hosts should always show hospitality to their guests.
- 3 People use many cliches in their speech.

## **Extend your vocabulary**

### **Idiomatic English**

Idioms, proverbs, sayings, similes and other specific features make speech very colourful. As with all idiomatic expressions, they are useful and enjoyable to know and understand, but should be used with care. English learners are usually recommended to keep idiomatic expressions as part of their receptive vocabulary.

*Idioms* are fixed expressions with meanings that are usually not clear or obvious. The individual words often give no help in deciding the meaning. For example, the expression *to feel under the weather*, which means to feel unwell', is a typical idiom. The words do not tell us the meaning, but the context usually helps.

As to *proverbs*, speakers tend to use some to comment on a situation, often at the end of a true story someone has told, or in response to some event.

*Similes* are less colourful than proverbs and in many cases they express a certain sort of advice in a peculiar way, e.g.:

*Never say no.*

*If you do not know what to do, do nothing.*

*Don't ask me questions and I won't tell you lies.*



Similes are usually informal, colloquial and often humorous phrases. Similes are usually used to make some emotional or funny comparisons.

e.g. *The bed was as hard as iron and I couldn't sleep.*

If you see the phrase *as dead as a doornail*, you don't need to know what a *doornail* is, the whole phrase simply means *totally dead*.

Creating a picture in your mind can often help you remember the simile:



*as blind as a bat*



*as thin as a rake*



*as strong as an ox*



*as quiet as a mouse*

Some can be remembered as pairs of opposites:

e.g.     *as heavy as lead*             *as white as snow*  
           *as light as a feather*         *as drunk as a lord*  
           *as black as night*             *as sober as a judge*

Some can be remembered by sound pattern:

e.g. *as brown as a berry*  
      *as good as gold*  
      *as cool as a cucumber*

## Do you know these words?

**idiom** ['ɪdɪəm] идиома, идиоматическое выражение

**idiomatic** [ˌɪdɪə'mætɪk] идиоматический

**proverb** пословица; **to a proverb** в высшей степени

**simile** сравнение; **similitude** подобие, похожесть

**feature** ['fi:tʃə] особенность, характерная черта, признак, свойство; сенсационный материал; **feature film** художественный фильм

**colourful** красочный, яркий

**enjoyable** приятный; *syn.* **entertaining, amusing**

**care** осторожность, внимание; забота, тревога; **to take care of smb** заботиться о ком-либо

**fixed** постоянный, неизменный; *syn.* **set, firm**

**obvious** очевидный, явный; **an obvious question** само собой напрашивающийся вопрос

**event** событие; случай; **in any event** так или иначе

**receptive** рецептивный; восприимчивый



**vocabulary** [vou'kæbjuləri] словарь, список слов и выражений; запас слов; словарный состав языка

**dictionary** словарь (с первой до последней буквы алфавита)

**opposite** противоположный; **direct opposite** прямая противоположность

**sound** звук; **to sound** звучать, издавать звуки

**pattern** модель, образец; выкройка

### Exercise 17a. Translate the sentences paying attention to the meaning of the idioms:

- 1 He takes the biscuit. (*to be extreme, to be the worst*)
- 2 She is pain in the neck. (*to be a nuisance, to be a difficult person*)
- 3 She made a meal out of everything. (*to exaggerate the importance of everything*)
- 4 Most politicians are on the make. (*to want money and power for oneself*)
- 5 She had a bee in the bonnet. (*to be obsessed by an idea*)
- 6 It was the last straw which broke the camel's back. (*to become intolerable*)

### b. Complete the idioms in these sentences with one of the key words given. If you are not sure, look up the key word in a good dictionary:

|  |
|--|
| <i>clanger, shot, ocean, plate, block, handle, pie</i> |
|--|

- 1 The small amount of money donated is just a drop in the .... compared with the vast sum we need.
- 2 You really dropped a ... when you criticized the Americans last night; that man opposite you was from New York!
- 3 I can't do this job now. I've got enough on my ... as it is.
- 4 When I told her about that she just flew off the ... and shouted at me.
- 5 His father was a gambler too. He's a real chip off the old ...
- 6 I wasn't really sure; I guessed it; it was just a ... in the dark.

### Exercise 18a. Write Russian equivalents of the English proverbs:

- 1 Every man has a fool in his sleeve. \_\_\_\_\_
- 2 Never put off till tomorrow what you can do today. \_\_\_\_\_



- 3 No news good news. \_\_\_\_\_
- 4 Out of sight, out of mind. \_\_\_\_\_
- 5 Penny-wise, pound-foolish. \_\_\_\_\_
- 6 Rome was not built in a day. \_\_\_\_\_

**b Match the English proverbs similar in meaning:**

- |  |   |
|--|---|
| 1 A bird in the hand is worth two in the bush.       | a Never judge a book by its cover.                  |
| 2 Don't count your chickens before they are hatched. | b Familiarity breeds contempt.                      |
| 3 All that glitters is not gold.                     | c Never look a gift-horse in the mouth.             |
| 4 Absence makes the heart grow fonder.               | d Time is money.                                    |
| 5 No pains, no gains.                                | e Don't cross your bridges before you come to them. |
| 6 Time and tide wait for no man.                     | f No song, no supper.                               |

**Exercise 19a. Say what similes are used and translate the sentences:**

- 1 When he saw the visitor, his face went as white as a sheet.
- 2 She gave the plant some water. The soil as dry as a bone!
- 3 He was as mad as a hatter. He wanted to cross the Atlantic in a bathtub.
- 4 She, as bold as brass, always said what she thought.
- 5 Oh, don't worry. Using the computer is as easy as falling off a log.

**b Match the right words and translate the similes:**

- |          |         |          |
|----------|---------|----------|
| as quick | as a/an | pancake  |
| red      |         | ox       |
| flat     |         | feather  |
| fresh    |         | beetroot |
| strong   |         | daisy    |
| quiet    |         | flash    |
| blind    |         | ice      |
| cold     |         | bat      |
| cool     |         | mouse    |
| light    |         | cucumber |



## Read the text

### American English

English in the USA differs considerably from British English. Pronunciation is the most striking difference but there are also a number of differences in vocabulary and spelling as well as slight differences in Grammar. On the whole, British people are exposed to a lot of American English on TV, in films and so on and so they will usually understand most American vocabulary.

American spelling is usually simpler. For example, British English words ending in *-re* and *-our*, end in *-er* and *-or* in American English.

*theatre/theater, colour/color*

The American spelling usually tries to correspond more closely to pronunciation.

Here are some common US words with their British equivalents:

| Am. English     | Br. English | Am.English        | Br.English |
|-----------------|-------------|-------------------|------------|
| <i>gasoline</i> | petrol      | <i>apartment</i>  | flat       |
| <i>truck</i>    | lorry       | <i>closet</i>     | wardrobe   |
| <i>baggage</i>  | luggage     | <i>yard</i>       | garden     |
| <i>vacation</i> | holiday     | <i>cookie</i>     | biscuit    |
| <i>cab</i>      | taxi        | <i>candies</i>    | sweets     |
| <i>freeway</i>  | motorway    | <i>panti-hose</i> | tights     |
| <i>line</i>     | queue       | <i>drapes</i>     | curtains   |
| <i>blow-out</i> | puncture    | <i>faucet</i>     | tap        |
| <i>trunk</i>    | boot        | <i>eraser</i>     | rubber     |
| <i>fall</i>     | autumn      | <i>semester</i>   | term       |

Here are some words and phrases which can cause confusion because they mean something different in each language:

| <i>words</i>           | <i>for an American</i> | <i>for an Englishman</i>    |
|------------------------|------------------------|-----------------------------|
| <i>bill</i>            | banknote               | check (in a restaurant ...) |
| <i>the first floor</i> | the ground floor       | the second floor            |
| <i>pants</i>           | trousers               | underpants                  |
| <i>potato chips</i>    | potato crisps          | french fries                |
| <i>purse</i>           | handbag                | wallet                      |
| <i>subway</i>          | underground railway    | underpass                   |



**Exercise 20a. Read the text and mark the following statements as true (T) or false (F):**

- 1 British English and American English are only slightly different. ☐
- 2 Many words written in the same way are pronounced differently. ☐
- 3 Many words having the same meaning are spelt differently. ☐
- 4 There are many differences in vocabulary. ☐
- 5 Grammar is absolutely identical. ☐
- 6 The American spelling is often closer to pronunciation. ☐

**b Write the words in British English:**

|            |       |           |       |
|------------|-------|-----------|-------|
| theater    | _____ | color     | _____ |
| center     | _____ | colorful  | _____ |
| meter      | _____ | favor     | _____ |
| travelling | _____ | honor     | _____ |
| cancelling | _____ | honorable | _____ |
| thru       | _____ | behavior  | _____ |

**Exercise 21a. Write the British equivalents:**

|           |       |         |       |
|-----------|-------|---------|-------|
| semester  | _____ | yard    | _____ |
| baggage   | _____ | fall    | _____ |
| vacation  | _____ | candies | _____ |
| apartment | _____ | cab     | _____ |

**b. Translate the following into British English:**

- |                               |                           |
|-------------------------------|---------------------------|
| 1 Pass me the cookies please. | 6 One-way or round trip?  |
| 2 We've run out of gas.       | 7 He left the facet on.   |
| 3 We are leaving in the fall. | 8 I hate waiting in line. |
| 4 I had a blow-out.           | 9 It's in the closet.     |
| 5 Open the drapes.            | 10 It's in the trunk.     |



## Read the text

### Other Englishes

US or American English is not the only special variety of English. Each area of the English-speaking world has developed its own special characteristics. This is usually a matter of vocabulary and pronunciation.

*Australian English* is particularly interesting for its rich store of highly colloquial words and expressions. Australian colloquialisms often involve shortening a word, e.g. *beaut*, short for beautiful, means great. Sometimes the ending o is added, e.g. *smoko*, from smoking, means a tea or coffee break. Because of the current popularity of Australian TV programmes and films, some of such words are now being used by British people too.

*Indian English*, on the other hand, is characterised by sounding more formal than British English. It has retained in everyday usage words that are found more in the classics of nineteenth century literature than in contemporary English.

*Black English* is the term used to refer to the English which originated in the Caribbean islands and has now spread to many parts of the UK, Canada and the USA. Listed below are some words which are characteristic of Black English but are also now used in other varieties of English:

*dreadlocks* Rastafarian hairstyle

*chick* girl

*jam* improvise

*dig* understand

*square* dull

### Exercise 22. Mark the correct answer with a tick:

- 1 How many Englishes does the text describe?
  - (a) Four.
  - (b) Three.
  - (c) Very many.
- 2 In what parts of the world is English different from British English?
  - (a) Only in the USA.
  - (b) Mostly in the USA.
  - (c) Wherever people speak English.



- 3 In what respects are Englishes different?
  - (a) In vocabulary only.
  - (b) In pronunciation only.
  - (c) Both in vocabulary and pronunciation.
- 4 Which English has affected British English mostly thanks to TV programmes and films?
  - (a) American English.
  - (b) Australian English.
  - (c) Black English.
- 5 Where did Black English originate?
  - (a) In Africa.
  - (b) In New York.
  - (c) In the Caribbean islands.
- 6 What does the word *chick* mean in Black English?
  - (a) Dull.
  - (b) Improvise.
  - (c) Girl.
- 7 What is the meaning of the word *beaut* in Australian English?
  - (a) Girl.
  - (b) Great.
  - (c) Beautiful.

**Exercise 23. Add the missing words, read and translate these sentences:**

- 1 American English is not the only special ...of English.
- 2 Each ... of the English-speaking world has developed its own special ...
- 3 Australian English is particularly interesting for its rich store of highly ... words and expressions.
- 4 Indian English, on the other ..., is characterised by sounding more ... than British English.
- 5 Indian English has retained in ... usage words that are found more in the ... of nineteenth century ... than in ... English.
- 6 Black English has now spread to many parts of ...
- 7 Because of the current popularity of ... some of Australian colloquial words are now being used by ...



## Write English

### Bilingual Europe

**Exercise 24a. Write your arguments for or against each of the following statements:**

- 1 English is the most popular language in Europe.
- 2 English is the only official language in the United Nations Organization.
- 3 There are a few official languages in the European Union.
- 4 Every member-country of the EU is required to be bilingual.

**b Write an essay on this topic:**

**Will the whole of Europe ever become bilingual?**

## Make a presentation

### The Russian language

**Exercise 25. Imagine a conference '*The role of the Russian language*' is being held in Moscow. A lot of foreign participants have arrived. You are one of the speakers. Write and present your report. The following may be of help:**

*I appreciate your interest ...*

*We cannot underestimate ...*

*... is of great importance.*

*I can give you a few examples ...*

*It is universally known ...*

*You cannot deny the fact that ...*





---

## LESSON 3

# ENGLISH CULTURE AND TRADITIONS

|                         |  |
|-------------------------|--|
| Revise Grammar:         | Continuous Tenses in the Active Voice<br><i>Culture</i><br><i>Britain and Englishmen</i> |
| Speak English:          | <i>A holiday resort</i><br><i>The Smiths' holiday</i>                                    |
| Retell the text:        | <i>The family who relax for a living</i>   |
| Extend your vocabulary: | <i>Family life in Britain</i>  |
| Read the text:          | <i>Do many Englishmen live in houses?</i>  |
| Write English:          | An advertisement   |
| Make an interview:      | A new housing estate   |

---

### Revise Grammar    Continuous Tenses in the Active Voice

#### Read the text

### Culture

The word *culture*, from the Latin colo, -ere, with its root meaning 'to cultivate', generally refers to patterns of human activity and the symbolic structures that give such activity significance. Different definitions



of culture reflect different theoretical bases for understanding, or criteria for evaluating, human activity.

In 1871 Sir *Edward B. Tylor* wrote that

‘culture or civilization, taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society.’

While a 2002 document from the United Nations agency UNESCO states that

‘culture is the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs.’

In 1952 *Alfred Kroeber* and *Clyde Kluckhohn* compiled a list of more than two hundred different definitions of ‘culture’ in their book *Culture: A Critical Review of Concepts and Definitions*.

The two definitions stated above, as well as many others, offer a ‘laundry list’ of things or objects that culture comprises:

*Language*

*The Arts* (Literature, Theatre, Music, Broadcasting, Visual Art, Architecture)

*Religion*

*Food*

*Education*

*Sociological issues* (Housing, Living Arrangements)

*Sport*

*National costume*

*Naming convention*

Cultural studies are now developing throughout the world. Most scholars see culture as a complex web of shifting patterns that link people in different locales and that link social formations of different scales. According to this view, any group can construct its own cultural identity.

## Do you know these words?

**root** корень; **deep roots** глубокие корни

**significance** [sɪg'nɪfɪkəns] значение; значимость; **to attach significance to smth** придавать значение чему-либо

**to reflect** отражать, размышлять; **reflection** отражение, размышление

**to evaluate** [ɪ'væljuənt] оценивать, определять количество



**custom** обычай, обычаи; клиентура; **customs** таможня, таможенные пошлины

**capabilities** возможности, способности

**habit** привычка; **get the habit** приобретать привычку

**to acquire** [ə'kwaɪə] приобретать; *syn.* **to get, to obtain, to receive**

**to compile** составлять, собирать (факты), компилировать

**list** список, перечень; **to list** вносить в список

**set** набор, комплект; **a chess set** шахматы; **a set of Shakespeare's plays** собрание произведений Шекспира

**distinctive** отличительный, особый

**feature** ['fi:tʃə] черта, особенность; **to feature** быть характерной чертой

**to encompass** [ɪn'kʌmpəs] заключать; окружать

**to comprise** включать, содержать

**broadcasting** радио- и телевещание

**scholar** ['skolə] ученый; стипендиат; ученик; **scholarship** ученость; стипендия

**to shift** перемещать; менять(ся)

**to link** соединять, связывать; **links** связи, узы; *syn.* **ties, bonds, connections**

**locale** место действия; **locality** местность

**scale** масштаб, размер; шкала

**identity** индивидуальность, личность; тождественность, идентичность; подлинность; **identity/identification card** удостоверение личности

## Continuous Tenses in the Active Voice

Continuous Tenses in the Active Voice (Present Continuous, Past Continuous, Future Continuous) выражают длительное действие, выполняемое лицом или предметом, являющимся подлежащим предложения, в указанный момент или период в настоящем, прошедшем или будущем времени

Continuous Tenses образуются с помощью вспомогательного глагола *to be* в Present/Past/Future Indefinite и причастия настоящего времени смыслового глагола:

He *is reading* a very interesting book.

He *was reading* something when I phoned him.

He *will be having* an English lesson at nine o'clock tomorrow morning.

*Note:* Глаголы, обозначающие чувства, восприятия и умственные состояния (*to love, to hate, to hear, to see, to want, to need, to understand ...*), в Continuous Tenses не употребляются. Для выражения длительных действий они употребляются в Indefinite Tenses.



**Exercise 1a. Choose the right verb and use it in Present Continuous, read and translate the sentences:**

*to compile, to study, to deteriorate, to develop, to construct*

- 1 Cultural studies ...throughout the world now.
- 2 He ... definitions of the word 'art'.
- 3 They ... the naming convention in French-speaking countries.
- 4 He says the value systems ...
- 5 The museum ... a new pavilion near the main building.

**b Use the verbs in the right tense (Present Indefinite or Present Continuous), read and translate the sentences:**

- 1 We (*to know*) he (*to study*) architecture.
- 2 He (*to like*) these Italian architects.
- 3 He (*to make*) another sculpture of this great man.
- 4 He (*to work*) in his studio in the suburbs of the city.
- 5 Many friends of his (*to come*) to his studio from time to time to see the progress of the work.

**c Translate into English:**

- 1 Культурологию изучают студенты всех российских вузов.
- 2 Он мечтает стать историком и с удовольствием читает исторические романы.
- 3 Он читает очень интересную книгу о философах Древнего Китая.
- 4 Они изучают культуру стран Востока на первом курсе.
- 5 Я читаю очень интересную статью о связи личности с определенной социальной формацией.
- 6 Сейчас я пишу реферат по истории Древнего Египта.

**Exercise 2a. Read the sentences and explain the formation of verbs in Present Continuous, interrogative:**

- 1 What book are you reading now?
- 2 Is your friend reading any interesting book now?
- 3 What subjects are you studying?
- 4 Are you studying to be a music critic?
- 5 Are you writing anything at the moment?



**b Write answers to the above questions.**

**c Read and act out these mini-dialogues:**

- Are you collecting anything?
- Oh, no. But my friend is collecting foreign stamps. He has got a very big collection. He is very proud of it.
  
- Is this artist making any film now?
- As far as I know, he is shooting a documentary about the Pacific ocean.
- How very interesting! And when is he planning to complete it?
- At the end of the year, not earlier than that.

**d Translate into English:**

- 1 В 1871 г. английский ученый Э. Тайлор дал первое определение культуры.
- 2 В 1952 г. уже существовало более 200 определений понятия «культура».
- 3 Что он сейчас коллекционирует?
- 4 О традициях и обычаях какой страны он сейчас рассказывает?
- 5 Он составляет сейчас англо-русский словарь терминов по культурологии?
- 6 Насколько я знаю, он сейчас находится за рубежом.

## Read the text

### **Britain and Englishmen**

Many people think that Britain is a strange island.

- Strangers usually don't talk to each other on train.
- It is polite to queue for everything: buses, theatre tickets, in shops, etc.

People get annoyed with queue-jumpers — those who don't wait their turn in the queue.

- People say 'thank you' when they give money to a shop assistant.
- People open presents in front of people from whom they receive the presents.





- People don't take their shoes off when they enter a house.
- People wash in their own bath water.

These are national habits and sometimes these become customs. These habits and customs can appear very strange to other people and it is usually foreigners who notice them.

Speaking about good manners of Englishmen an example can be given. An English gentleman walks on the outside of the pavement when he is with a woman, since in the past men walked on the outside of the pavement to protect the woman from the splashing mud of passing carts, and rubbish thrown out of windows. But times change. Today very few men automatically walk on the outside.

(From *When in Britain*  
By Rob Nolasck and Peter Medgyes,  
Oxford)

### Do you know these words?

**stranger** незнакомец; **I am a stranger here.** Я ничего здесь не знаю. Я здесь первый раз.

**polite** вежливый, **politeness** вежливость

**to queue** [kju:] стоять в очереди; **queue** очередь

**to get annoyed with smb** раздражаться по поводу кого-либо; **to get annoyed at/about smth** раздражаться по поводу чего-либо

**pavement (Br.)** тротуар; **pavement (Am.)** мостовая

**to pave the way for smb/smth** проложить дорогу кому-либо / к чему-либо

**to splash** забрызгивать, брызгаться

**mud** грязь, слякоть

**rubbish** ['rʌbɪʃ] мусор, хлам; **oh, rubbish** чепуха, вздор

### Exercise 3. Have a look at the picture in the text and answer the following questions:

- 1 How many people do you see in it?
- 2 Who are they, to your mind?
- 3 Where are they walking?
- 4 Are they looking at each other?
- 5 Are they talking?



- 6 Who or what is splashing some mud on the man?
- 7 Is anybody throwing any rubbish on the pavement at the moment?

**Exercise 4a. Read and translate the sentences paying attention to the verbs in Past Continuous:**

- 1 They were talking to each other when I entered the room.
- 2 When I came up to the theatre I saw many youngsters. They were queuing for tickets.
- 3 At 9 o'clock last morning I was having an English lesson. It finished at 10.
- 4 Ann was preparing for her exam when I phoned. I spoke to her mother and promised to phone on Saturday.
- 5 What was your friend doing at that very moment?

**b Use the verbs in the right tense (Past Indefinite or Past Continuous), read and translate the sentences:**

- 1 I looked at him. He (*to speak*) to a young girl.
- 2 She (*to take off*) her shoes and (*to put on*) some slippers when she came to the museum.
- 3 When I left home it (*to snow*) heavily.
- 4 I looked out of the window. It (*to rain*). I had to stay indoors.
- 5 The sun (*to shine*) brightly and I (*to leave*) in high spirits.
- 6 It (*to be*) five o'clock sharp. I still (*to wait*) for them to come.

**Exercise 5a. Use the verbs in the right tense (Future Indefinite or Future Continuous), read and translate the sentences:**

- 1 I (*to swim*) in the sea at this time tomorrow.
- 2 I (*to swim*) and go on an excursion to the mountains.
- 3 I hope it (*not to rain*) tomorrow.
- 4 We were sure they (*not to take off*) their shoes when they enter our house.
- 5 He is sure she (*to open*) all the presents in front of the guests.



## **b Read and act out these mini-dialogues:**

- What makes you annoyed?
- They are speaking too loudly. And I cannot concentrate on these figures.
- By the way, what language are they speaking?
- I have no idea.
  
- When did you last see her?
- I saw her in town last Monday, but she didn't see me. She was looking the other way.
- It's a pity you didn't talk.
  
- Can you meet me at the airport next Friday?
- At what time are you arriving?
- The plane is to arrive at 3.30.
- Oh, I am sorry. I shall be having a lecture at this time. But I'll ask Peter to meet you.
- I hope he will not be busy.

## **Exercise 6. Translate into English:**

- 1 Завтра в это время я буду уже в Англии.
- 2 Что он будете делать в это время завтра?
- 3 В это время он будет занят поисками оригинального подарка для своей девушки. У нее скоро день рождения.
- 4 Гид шел впереди, показывая дорогу всей группе.
- 5 Она очень удивилась, увидев, что все сняли обувь при входе в дом.

## **Speak English**

### **A holiday resort**

*TV commentator:* Just under two million people visit Bournemouth every year. It is a very popular holiday resort, and it's easy to see why. Bournemouth Bay has seven miles of sandy beach, and the town offers plenty of things to do, both outdoors and indoors.

While the commentator speaks, various scenes of Bournemouth are shown: the cliffs and beach, the pier, a busy street with the tourist information centre,



a young girl paddling in the sea with a bucket, crowded Bournemouth beach, the Pavilion theatre, posters for concerts, the Bournemouth shopping arcade, the new Conference Centre on construction.

*TV commentator:* Tourists don't come to Bournemouth all the year round, however. And Bournemouth works hard to attract other people too. This new International Conference Centre is scheduled to open in 2008. Its main hall will seat up to four thousand conference delegates. Or it can be used as an exhibition area or as a sports centre. It should help to keep people coming to the town even when it's not the holiday season. Seems like sensible planning. Or does it? What do the people of Bournemouth think about it?

*Woman:* Oh, I'm against it. It will attract a lot more people to Bournemouth, and I think Bournemouth is quite busy enough already.

*Youngish man:* Well, I don't really know. Well, I don't think it's going to make much difference to me personally. But it's costing rather a lot, isn't it? I'd have thought that Bournemouth had enough conference facilities already.

*Middle-aged man:* Well, I'm all in favour of it. It'll bring people into the town. And that means it'll bring money. It's good for trade. Everyone benefits. I think it's a very good idea. I'm all for it.

*TV commentator:* So, opinions are divided. Is it welcome evidence of planning for prosperity, or is it one more example of the way we are destroying our own environment? Town development can be highly controversial.

## Do you know these words?

**beach** пляж; **to be on the beach** оказаться в тяжелом положении / на мели, разориться

**cliff** утес; крутой обрыв

**pier** мол; пирс; простенок; столб, свая



**to paddle** плескаться, играть; плыть на байдарке; **to paddle one's own canoe** ни от кого не зависеть, действовать независимо

**bucket** ведро

**to attract** привлекать, притягивать

**to schedule** намечать, планировать *syn.* **to plan, to organize**

**sensible** разумный; заметный

**to cost** стоить

**to be in favour of smth** одобрять что-либо, выступать за что-либо

**trade** торговля; занятие, ремесло, профессия

**to divide** разделять, делить; **to divide into several parts** разделить на несколько частей

**prosperity** [prə'sperɪtɪ] процветание, преуспевание

**to destroy** разрушать, уничтожать

**environment** [ɪn'vaɪərənmənt] окружающая среда, окружение; **environmental research** исследование окружающей среды, **environmental protection** защита окружающей среды

**controversial** [ˌkɒntrə'vɜːʃl] противоречивый; **controversy** ['kɒntrəvɜːsi] спор, дискуссия, полемика

### Exercise 7a. Read the following words paying attention to the sound [ŋ]:

|       |          |            |
|-------|----------|------------|
| young | paddling | cling      |
| long  | shopping | bring      |
| among | coming   | destroying |
| song  | going    | bringing   |
| thing | planning | costing    |

### b Read these questions paying attention to the intonation:

- 1 What do the people of Bournemouth think about it ↘?
- 2 What do you think about it?
- 3 What is your opinion?
- 4 Is it welcome evidence of planning for prosperity?
- 5 Is it one more example of the way we are destroying our own environment?
- 6 But it's costing rather a lot, isn't it?
- 7 But it costs a lot, doesn't it?



**Exercise 8. Read the compound sentences paying attention to the intonation:**

If the first clause is rather independent, it is pronounced with a *fall*. If it is closely connected with the second clause it is pronounced with a *rise* (the judgement can be subjective). The second clause is pronounced with a *fall*.

It is a very popular re ↘ sort, ⚡ and it's easy to see ↘ why.  
or

It is a very popular re ↘ sort, ⚡ and it's easy to see ↘ why.

- 1 Bournemouth Bay has a very good beach, and the town offers plenty of things to do.
- 2 It has seven miles of sandy beach, and the town offers plenty of things to do.
- 3 It will attract a lot more people and I think Bournemouth is quite busy already.
- 4 It will attract a lot more people to Bournemouth and I think Bournemouth is quite busy enough already.
- 5 A few people answered the commentator's question, and the opinions were divided.

**Exercise 9. Repeat what the commentator said about Bournemouth.**

**b Complete the answers of the three persons:**

- 1 Oh, I'm against ... It will attract ..., and I think ... busy enough already.
- 2 Well, I don't really ... I don't think it's going to make much ...
- 3 But it's costing ... it?
- 4 I would have thought that ... had enough ... facilities already.
- 5 Well, I'm all in favour ... It will bring ... the town.
- 6 And that means ... money. It's good for ...
- 7 Everyone benefits. I think it's ... idea. I'm all ...



## Exercise 10. Translate into English:

- 1 Сейчас на пляже много людей. Они загорают и купаются в море. Дети играют в воде.
- 2 Это типичная картина для любого летнего курорта.
- 3 Зимой картина полностью меняется.
- 4 Власти города делают очень многое для привлечения туристов и гостей на курорт.
- 5 Горожане обсуждают план строительства международного центра.
- 6 Предполагаемое строительство вызывает у людей противоречивые мнения.
- 7 Многие активно выступают против этого строительства.

## Exercise 11a. Act out this report of the commentator and the answers of the people.

b Say whose answer you liked better and why.

c Work in pairs. Imagine you live in Bournemouth and one day you are stopped in the street by a public opinion poll activist, who asks you to sign the petition For Good Resort.

## Exercise 12a. Imagine you are a commentator reporting from another resort. Make a report for the English-speaking viewers. The following may be of help:

*I am taking you to ...*

*We now see ...*

*Let us ask ...*

## b Agree or disagree with the following statements. Substantiate your points of view.

- 1 Most holiday resorts are located on seashores.
- 2 Winter holiday resorts and sports always go together.
- 3 It is a tradition for many people to have holidays in summer.



### The Smiths' holiday

Last year the Smiths decided to spend their summer holiday in Cornwall. They chose to stay in a self-catering flat in a private house near the beach. Self-catering flats, cottages and villas are becoming more and more popular. Many people like the privacy and independence from hotel routine; it is also cheaper for families with children. The Smiths had found the flat through the advertisement in the newspaper. Like all sensible people, they had booked the flat six months in advance, since they knew that if they delayed, they would find that the whole of Cornwall had been booked up.

They left London early in the morning and were soon on the motorway to the west. But the sun was already setting when they at last reached the little seaside town. They were all exhausted as they got out of the car in front of a four-storeyed house on the sea front.

*Peggy:* Look at all that sand, children! Tomorrow, Daddy will help you build a sandcastle — two sandcastles, won't you, Daddy?

*Ian:* We'll see! Just now I want my supper — and a wash. Come on! Let's get inside.

*Landlady:* Good evening, madam. What can I do for you?

*Peggy:* The name's Smith. We've booked your upstairs flat.

*Landlady:* Smith? Ah, yes! I'm afraid there's been a mistake, madam. You booked for next Friday.

*Ian:* Oh Lord! I told you not to let mother do the booking for us!

*Peggy:* All right, Ian. Is there anywhere else, do you think?

*Landlady:* In August, madam? I'm terribly sorry, but the whole town's been booked up. I'm afraid you won't find a room anywhere.

*Ian:* Not even a bed and breakfast place?

*Landlady:* You might possibly find a farm if you went inland.

*Peggy:* We want to be by the sea - because of the children.

*Landlady:* Then I don't know what to suggest. There's a caravan park two miles along the coast, but I'm sure it's full. Or there's a Butlin's Holiday Camp.



*Ian:* No, thank you! We want some peace and quiet. We've been twelve hours on the road. We're exhausted.

*Landlady:* Well ... I'm sure we can do something for the children. They can sleep in my lounge. But I'm afraid we can't help you and your wife.

*Peggy:* Oh, that's all right! We can sleep in the car tonight. Cheer up, Ian! And tomorrow we shall make up something.

*Note:* Billy Butlin is the Canadian who started the Butlin's camps. The business grew very quickly in many countries, which made him very rich. He was knighted later.

### Do you know these words?

**self-catering** самообслуживание

**privacy** уединение; **in the privacy of one's thoughts** в глубине души

**independence** независимость, самостоятельность

**cheap** дешевый; *syn.* **reasonable, budget, economy**;

**to book** заказывать, резервировать; **all the seats are booked (up)** все места проданы

**to delay** откладывать, задерживать; **delay** задержка, промедление

**to reach** достигать, доходить; **reach** охват, в пределах досягаемости

**exhausted** [ɪɡ'zɔ:stɪd] измученный, обессиленный; *syn.* **worn-out, empty, finished**

**to go inland** зд. отъехать от моря

**coast** побережье; **to coast** плавать вдоль побережья

**lounge** [laundʒ] холл, комната для отдыха; **to lounge away one's life** празднично проводить жизнь/время; **lounge suit** пиджачный костюм

### Exercise 13a. Repeat Jan's words which showed that he was really annoyed.

#### b Complete Peggy's words:

- 1 Look at all that sand, children. Tomorrow, Daddy will ... won't you, Daddy?
- 2 My name's Smith. We've booked ...
- 3 All right, Ian. Is there anywhere ...
- 4 We want to be ...
- 5 Oh, that's ... We can sleep ... Cheer up, Ian. And tomorrow ...



**c Repeat the suggestions the landlady made.**

**Exercise 14a. Use articles if necessary, read and translate the sentences:**

- 1 ... Smiths decided to spend their holiday in Cornwall
- 2 They chose to stay in ... self-catering flat in ... private house near ... beach.
- 3 They found ... flat through ... advertisement in ... local newspaper.
- 4 They booked ... flat six months in ... advance.
- 5 Strictly speaking, they asked Peggy's mother to make ... booking.
- 6 Usually ... whole of Cornwall is booked up for ... summer.
- 7 Therefore they did not delay ... booking.

**b Use prepositions if necessary, read and translate the sentences:**

- 1 They left (...) London early in the morning.
- 2 Soon they were (...) the motorway (...) the west.
- 3 The sun was setting when they reached (...) the seaside town.
- 4 They got out (...) the car in front of a four-storeyed house (...) the sea front.
- 5 They went (...) the house to see the landlady.

**Exercise 15a. Translate into English:**

- 1 Летний отдых в апартаментах и коттеджах становится все более популярным.
- 2 Они проговорили с хозяйкой дома более получаса. Хозяйка хотела им помочь.
- 3 Я думаю, их отдых был испорчен.
- 4 Сколько времени они потратили на дорогу?
- 5 Я думаю, они больше сюда не приедут.

**b Act out the talk of the Smiths with the landlady.**



**c Answer the following questions:**

- 1 Did Ian sound an egoistic person?
- 2 Whose fault was it that the Smiths came at the wrong time?
- 3 Where did they stay in the end?
- 4 What kinds of holiday places are popular with Englishmen?

**Exercise 16a. Match the terms and their definitions, say a few sentences starting like this:**

*It is a very good... and you may...*

- |                       |  |
|-----------------------|--|
| 1 <i>holiday camp</i> | a accommodation like a hotel but cheaper and with a fewer services   |
| 2 <i>youth hostel</i> | b a place providing holiday accommodation in little chalets or flats, with restaurants, bars, swimming pools and lots of other facilities and entertainments |
| 3 <i>guesthouse</i>   | c cheap accommodation, mainly for young people, with, perhaps, ten or more people sleeping in bunk beds in one room  |

**b Read and translate into Russian, say a few sentences starting like this:**

*Now I know that it was the British who...*

- 1 It was the British who started the fashion for seaside holidays at the end of the eighteenth century.
- 2 Nobody in Britain lives more than 120 kms away from the sea.
- 3 Many Londoners go to Brighton for the day or weekend during the summer, and Brighton is often called 'London by the sea'.
- 4 English employers are not forced by law to give their employees paid holidays.
- 5 Great majority of employers have written agreements with the employees giving them three or four weeks' paid holiday a year, not counting the eight days of national holidays.

**c Say what you learned from this lesson about English traditions of having a holiday. Compare these holidays with ours.**



## Retell the text

### **The family who relax for a living**

(an extract from a magazine article)

Jessica and Jamie Seaton, the couple behind the mail order company Toast, provide not only clothes, but also the perfect example.

My arrival found the elder Seatons with their 17-year-old daughter Rachel and 13-year-old son Nick in the yard of their stone farmhouse in Fulham, Wales. The Seatons had invited me to supper the night before.

Soon we sat round the kitchen table drinking Pimms' and chatting like old pals. Orlando the marmalade cat and Tibbs the tabby, like any other pets, were adding a special comfort to the house .

The Seatons, in the easy unstructured linen clothes that they sell by mail order under the label Toast, appeared to be a living advertisement for their wares.

The Seatons are originally from Northern England. Jessica and Jamie met at Birmingham University 20 years ago. As graduates in archaeology and ancient history, they came to Wales to work on an Iron Age dig. When the job ended, says Jamie, 'the only way to stay down here was to be self-employed, doing a crafty kind of thing. We bought a knitting machine and a pile of wool for 300 pounds, worked out how to write a pattern and off we went. We had no idea about business first.'

Now they are successful knitwear designers. The latest Toast catalogue concentrates on linen pyjamas and gowns, pure Irish linens and Indian cottons, mouthwatering colours, generous cuts, wearable shapes and ... bearable prices.

The Seatons are now looking ahead. The new catalogue, says Jamie, will be more opulent, with richer colours, velvet gowns and drawstring trousers, cashmere and silk pyjamas and many other things.

The Seatons say that Wales and Welsh blankets with their traditional tapestry look, is inspiring their confidence and creativity. It is a rewarding place to live and work.



## Do you know these words?

**mail order company** торгово-посылочная фирма (направляющая по почте заказанные товары)

**to chat** болтать; *syn.* **to chatter**; **chatbox** болтун, пустомеля

**pal** приятель, товарищ; **to pal up** подружиться

**tabby** полосатая кошка

**pet** любимое животное, живущее в доме; **to pet** баловать, ласкать

**linen** полотно, холст; **linen** льняной

**advertisement** [əd'vɜ:tismənt] реклама; *сокр. разг.* **ad**; **advertisement**

**column** столбец или отдел объявлений в газете

**wares** изделия; посуда

**dig** раскопки; **to dig** копать, рыть

**craft** ремесло; умение, ловкость, хитрость; **crafty** ['kræ:ftɪ] умелый; хитрый; *syn.* **shrewd**, **cunning**, **artful**

**to knit** вязать; **knitwear** вязаные вещи, трикотажные изделия

**pile** кипа; множество; *syn.* **mass**, **mountain**

**gown** платье; **morning gown** халат;

**pure** чистый; безупречный

**she was perfectly gowned** она была прекрасно одета

**generous** ['dʒenərəs] великодушный, щедрый

**bearable** сносный, терпимый; **to bear (bore, borne)** переносить; **I can't bear him** я не переношу его

**opulent** богатый, обильный

**velvet** бархат; **velvety** бархатистый

**silk** шелк; **silky** шелковистый

**tapestry** гобелен, декоративная ткань

**to inspire** [ɪn'spaɪə] вдохновлять; **inspiration** вдохновение, **to draw inspiration** черпать вдохновение

**to reward** [rɪ'wɔ:d] вознаграждать; **reward** вознаграждение, награда

*Note:* Pimms'/Pimm's Пиммс (фирменное название алкогольного напитка из джина, разбавленного особой смесью)

## Exercise 17a. Read and paraphrase the following:

- 1 The family who relax for a living.
- 2 Jessica and Jamie are the couple behind the mail order company.
- 3 They also provide the perfect example.
- 4 Soon we sat chatting like old pals.
- 5 The cat and the tabby were adding a special comfort to the house.



- 6 The Seatons appeared to be a living advertisement for their wares.
- 7 The only way to stay down here was to be self-employed, doing a crafty kind of thing.

**b Answer the following questions:**

- 1 How did the Seatons happen to come to Wales?
- 2 What business did they start?
- 3 Did they make a success?
- 4 Why did they choose pure Irish linens?
- 5 What did they say about Wales and Welsh blankets?

**Exercise 18a. Translate into English:**

- 1 Беседа была довольно длительной.
- 2 Они познакомились двадцать лет назад.
- 3 Свой бизнес они начали с покупки вязальной машины.
- 4 Теперь они занимаются шитьем и гобеленами.
- 5 Это процветающий семейный бизнес.

**b Retell the text.**

**Exercise 19a. Read and retell this short text**

## **Tapestry**

*Tapestry* is a heavy textile fabric having a vericoloured, often pictorial design woven across the warp, used especially for wall hangings or furniture coverings.

Sometimes *tapestry* is applied to a textile imitating a genuine tapestry.

*Tapestry* is synonymous with *canvaswork*.

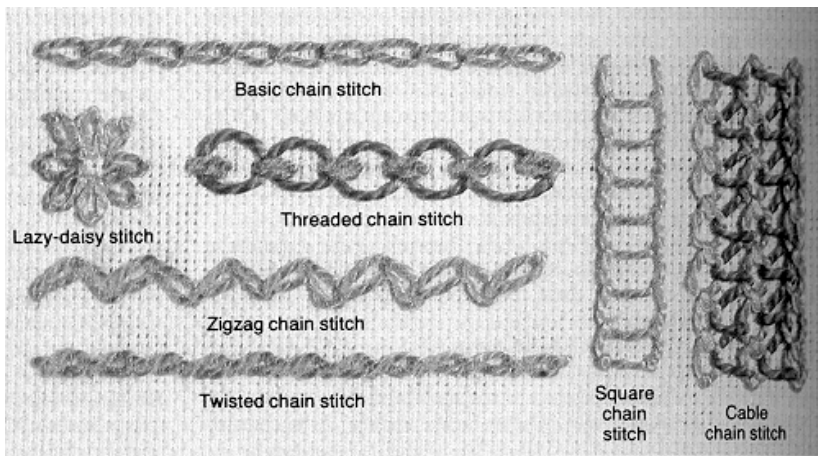
Six groups of stitches are used in canvaswork, they are: chain stitch, cross-stitch, feather stitch, blanket stitch, running stitch and weaving stitch.

The art of decorative stitching is synonymous with *embroidery*.

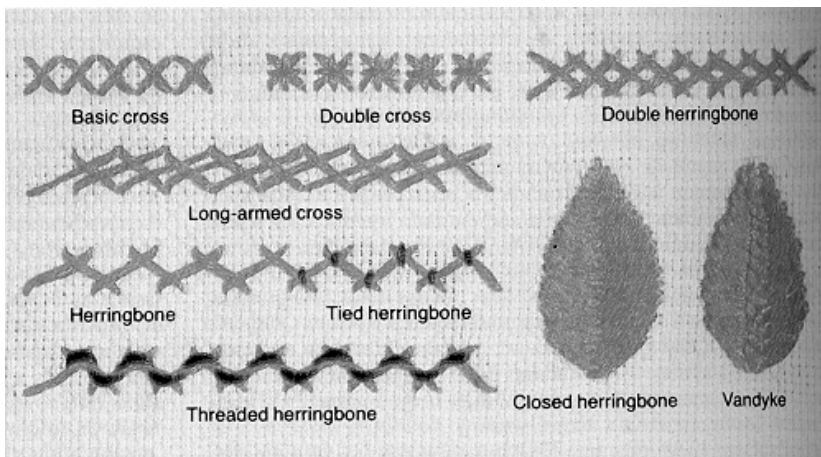


Have a look at the pictures, say which stitches are familiar to you and make a few short sentences like these:

e.g. *I remember when my grandma...*  
 or *When I was in the museum of ...*



**Chain stitch.** The basic chain stitch is a series of interlocking loops. When worked in loose rows, it can be used to cover an area.



**Cross-stitch.** All types of cross-stitch are formed by two crossing arms. They can be used in outlines, borders, or to fill an area.



**c Have a look at this detail from the Flemish tapestry ( *The Hunt of the Unicorn* made in about 1500) and answer the following questions:**

- Where do you think it is exhibited?
- Is it considered a work of art?
- Why do you think many people admire tapestry and embroidery?
- What do you think about people who have chosen these crafts to earn their living?

**d Sum up all the information given in this part of the lesson about handicrafts.**



### Extend your vocabulary

## **Family life in Britain**

A ‘typical’ British family used to consist of mother, father and two children, but in recent years there have been many changes in family life. Some of these have been caused by new laws and others are the result of changes in the society. For example, since the law made it easier to get a divorce, the number of divorces has increased. In fact one marriage in every three now ends in divorce. This means that there are a lot of one-parent families. Society is now more tolerant than it used to be of unmarried people, unmarried couples and single parents. As a result of these changes in the pattern of people's lives, there are many households which consist of only one person or one adult and children.

You might think that marriage and the family are not so popular as they once were. However, the majority of divorced people marry again, and they sometimes take responsibility for a second family.

Members of a family — grandparents, aunts, uncles, cousins — keep in touch, but they see less of each other than they used to. This is because people often move away from their home town to work, and so the family becomes scattered. Christmas is the traditional season for reunions. Although the family group is smaller nowadays than it used to



be, relatives often travel many miles in order to spend the holiday together.

In general, each generation is keen to become independent of parents in establishing its own family unit, and this fact can lead to social as well as geographical differences within the larger family group.

Relationships within the family are different now. Parents treat their children more as equals than they used to, and children have more freedom to make their own decisions. The father is more involved with bringing up children, often because the mother goes out to work. Increased leisure facilities and more money mean that there are greater opportunities for the individual to take part in activities outside the home. Although the family holiday is still an important part of family life, many children have holidays away from their parents, often with a school party or other organized group.

### Do you know these words?

**to consist of smb/smith** [kən'sist] состоять из кого/чего-либо

**to cause** причинять, вызывать; **cause** причина

**law** закон, право, юриспруденция

**divorce** развод; **to divorce smb** разводиться с кем-либо

**to increase** [in'krɪs] увеличиваться

**marriage** брак, замужество, женитьба; **to marry smb** жениться на ком-либо, выйти замуж за кого-либо

**tolerant** терпимый; **tolerance** терпимость; **intolerance** нетерпимость

**household** семья, домашнее хозяйство

**adult** взрослый

**responsibility** [rɪˌspɒnsə'bɪlɪtɪ] ответственность; **to take the responsibility** взять на себя ответственность; **a position of responsibility** ответственное положение

**to scatter** простирается, разбрасывать; распространяться

**reunion** воссоединение; встреча (друзей)

**smaller than it used to be** меньше, чем раньше

**keen** острый, резкий; **keen wind** резкий ветер; **keen pleasure** большое удовольствие

**to establish** основывать, создавать

**to treat smb/smith** относиться к кому/чему-либо

**to be involved with smth** быть связанным с чем-либо

**to bring up** воспитывать, растить



**leisure** ['leɪzə] досуг, свободное время; **at leisure** на досуге; **leisure time** свободное время

**facilities** возможности, условия; оборудование, помещение; **leisure facilities** возможности для проведения досуга; **facilities for study** благоприятные условия для учебы

**Exercise 20a. Write a few word combinations with these words:**

|                 |                      |                 |
|-----------------|----------------------|-----------------|
| <i>culture</i>  | <i>cultural</i>      | <i>cultured</i> |
| English culture | cultural background  | cultured person |
| Russian culture | cultural institution | cultured people |
| .....           | .....                | .....           |

**b Translate into English paying attention to these constructions:**

|                         |  |
|-------------------------|--|
| <i>to marry smb</i>     | — жениться на ком-либо, выйти замуж за кого-либо |
| <i>to get married</i>   | — пожениться, жениться, выйти замуж              |
| <i>to divorce smb</i>   | — развестись с кем-либо                          |
| <i>to get a divorce</i> | — получить развод, развестись                    |

- 1 Они поженились несколько лет назад.
- 2 — Когда он женился?
- 3 — Во время учебы в университете.
- 4 В начале этого года моя подруга вышла замуж.
- 5 Как только они закончат университет, они поженятся.
- 6 Он развелся с женой в прошлом году.
- 7 Никто не знает, почему они развелись.
- 8 Она говорит, что он не получит развода.

**Exercise 21a. Translate into Russian paying attention to the construction *used to do smth* which means 'to do smth often in the past':**

- 1 They used to meet on Christmas.
- 2 They used to exchange letters.
- 3 We used to go to the country for holidays.
- 4 A typical family used to consist of four persons.



- 5 The family group is now smaller than it used to be.
- 6 Society is now more tolerant than it used to be of bachelors.
- 7 They see less of each other than they used to.

**b Translate into English:**

- 1 Мы часто встречались по случаю различных праздников.
- 2 Обычно вся семья собиралась на Рождество.
- 3 При встречах он раньше рассказывал много интересного о своих поездках.
- 4 На зимние каникулы они обычно уезжали в горы.
- 5 Родители часто приглашали всех друзей сына в гости.
- 6 Он часто напоминал ей о ее ответственности.
- 7 Всю ответственность за случившееся она взяла на себя.

**c Translate the words into Russian:**

|                            |                               |
|----------------------------|-------------------------------|
| traditional white weddings | engagement ring, wedding ring |
| wedding party              | honey-moon                    |
| bride and bridegroom       | to go honeymooning            |

**Exercise 22a. Match and translate the synonyms:**

|                  |            |
|------------------|------------|
| reunion          | relative   |
| relationships    | meeting    |
| relation         | grown-up   |
| adult            | family     |
| wife and husband | off-spring |
| household        | couple     |
| child            | relations  |

**b Write out the antonyms of the following words from the text:**

|                      |                 |
|----------------------|-----------------|
| old _____            | very few _____  |
| bigger _____         | united _____    |
| more difficult _____ | minority _____  |
| separately _____     | increased _____ |
| inside _____         | to begin _____  |



**Exercise 23a. Make the following adjectives negative with the help of the prefixes *un-*, *im-*, *in-*, *ir-***

|                   |                 |
|-------------------|-----------------|
| patient _____     | tolerant _____  |
| married _____     | popular _____   |
| responsible _____ | dependent _____ |
| different _____   | valid _____     |

**b Make a few short sentences with these words, like this:**

*They were **indifferent** to their own children.*

**Read the text**

**Do many Englishmen live in houses?**

In Britain families like to live in houses rather than in flats or apartments. 'Apartments' is American English.

78% of people live in houses and only 21% live in flats.

Most houses are made of brick.

Many live in two storey terraced or semi-detached houses. Sometimes when people get older they move to a bungalow which is a house with only one storey.

A country cottage which is made of stone or a mansion is only a dream for most people.

While in most European countries, in particular in cities, people tend to live in flats, a high percentage of British families live in houses with their own gardens. The majority of houses and flats are owned by the people who live in them, while about 35 per cent are rented, mostly from the local councils.

Whole terraces of 19th century workers' houses are being renovated in many cities and new housing estates are being built on factory wastelands and in disused docklands. Some of these new residential areas are so pleasant that better-off families like living in them and the houses are becoming too expensive for workers with low incomes.

There are now more than thirty new towns in Britain. They all have been planned and built since 1945. They have a park-like quality; the houses are surrounded by green open spaces, gardens and trees. The central square is a shopping precinct, or traffic-free zone, which is covered on all sides to keep shoppers dry. Each new town, with populations between fifty and eighty thousand, has its well-designed industrial estate within cycling distance of every home.



**Exercise 24a. Read the text and mark the following statements as true (T) or false (F):**

- 1 Most British families prefer living in flats. ☐
- 2 In Britain most houses are made of wood. ☐
- 3 Terraced houses or terraces are identical to semi-detached houses. ☐
- 4 A bungalow is a one-storey house. ☐
- 5 A country cottage made of stone is called a mansion. ☐
- 6 Very few Englishmen dream of living in a mansion. ☐
- 7 Many English families have gardens. ☐

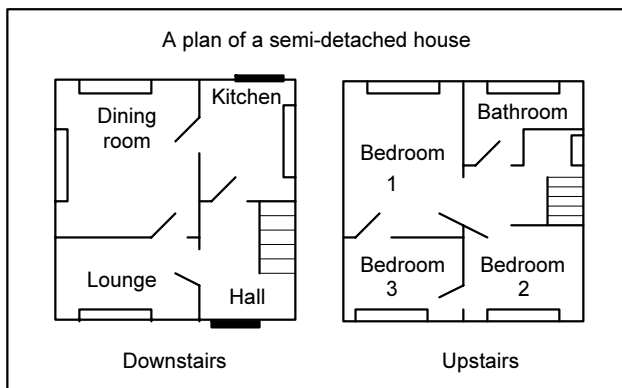
**b Read and translate the paragraph speaking about new housing estates built on factory wastelands and in disused docklands.**

**Exercise 25. Mark the correct answer with a tick:**

- 1 How many flats and houses are privately owned in Britain?  
(a) 35 per cent.  
(b) 65 per cent.  
(c) The percentage is not indicated in the text.
- 2 Are there any new towns in Britain?  
(a) There are more than 1945 of them.  
(b) There are more than thirty newly-built towns.  
(c) More than thirty towns are being built.
- 3 Are new towns nice-looking?  
(a) No, there are many industrial estates.  
(b) No, they are too open places.  
(c) Yes, they are green and spacious.
- 4 What usually makes the centre of the town?  
(a) Green open spaces.  
(b) A supermarket with a parking lot.  
(c) A shopping precinct, or traffic free zone.
- 5 Does every new town have some industrial facilities?  
(a) No, only towns with population of fifty thousand people.  
(b) No, only towns with population of eighty thousand.  
(c) No, only towns with population within the above range.
- 6 How do the people usually get to their work places?  
(a) By car.  
(b) By bicycle or motorcycle.  
(c) By train.



**Exercise 26. Have a look at this picture and read the plan in full sentences:**



The following may be of help: *On the ground floor you can see ...*  
*If we go upstairs ...*  
*There are usually ...*

Write English

## An advertisement

**Exercise 27a. Read the advertisement of a real estate agent selling one of the houses:**



Moving to a Wilcon Home is now incredibly easy.  
In fact there are a whole range of ways we can smooth out the process of buying a truly luxurious new home.



Our Part Exchange Scheme takes the worry out of selling your home — and you don't even have to pay any estate agent fees. Alternatively our Easy Mover, Easy Start or Deposit Paid schemes may better suit your needs.

Which makes a Wilcon home more attractive than ever. And we should know. We've been building many of the finest homes in the country since 1905.

Simply call us or cut out the coupon and send it — it won't cost you a penny.

**b Have a look at this picture and write an advertisement of a real estate agent selling a half of one of these semi-detached houses:**



### Make an interview

#### **A new housing estate**

**Exercise 28a. Write about ten or fifteen questions to prepare for the interview.**

The General Manager of the new housing estate is to be interviewed.

**The following may be of help:**

*In the latest issue of ... I read about ...*

*Let me ask you about ...*

*And what about ...*

*And how are you offering ...*

*May I ask you as well ...*

**b Work in pairs. Act out the interview with one of your group-mates.**





---

## LESSON 4

# OTHER CULTURES AND CROSS-CULTURE

|                         |  |
|-------------------------|--|
| Revise Grammar:         | Continuous Tenses in the Passive Voice<br><i>Cultural background of the US</i> |
| Extend your vocabulary: | <i>Some features of Canadian culture</i><br><i>Culture of Australia</i>        |
| Read the text:          | <i>Culture of New Zealand</i>  |
| Speak English:          | <i>Cross-cultural understanding</i><br><i>Greetings</i>                        |
| Retell the text:        | <i>Cultural diversity</i>  |
| Write English:          | Modern life and traditions   |
| Have a discussion:      | Traditions, customs, habits and conventions                                    |

---

### Revise Grammar    Continuous Tenses in the Passive Voice

#### Read the text

### Cultural background of the US

American culture is a *Western culture*, with influences from Europe, the native American peoples, African Americans and young groups of immigrants. The United States is traditionally known as a melting pot, with a trend toward cultural diversity. Due to the extent of American culture, there are many integrated subcultures within the United States.



The citizens and many other residents of the United States refer to themselves and each other as *Americans*, and the their country as the United States or as America. Non-Hispanic Americans understand, and may say, '*the Americas*' with the meaning of the two major continents of the Western hemisphere, but generally will resist using 'America' in that sense. While to many foreigners '*Yankee*' is synonymous with the American people, Americans almost always use the term for the sports teams, or with reference to those living in the northeastern US in contrast to Southerners. The major exception to that is Americans' occasional ironic usage of 'Yankee', or especially 'Yank' construed by Americans as a British usage.

Where did the word Yankee come from? Although there are many different theories, nobody really knows. Whatever its origin, the term was used in colonial times by New Yorkers and by British soldiers to refer jokingly to the people of New England (now the six states between New York State and the Canadian border). During the American Revolutionary War (1775—1783), the New Englanders adopted the term; they have used it ever since, with great pride, to refer to themselves.

About half of Americans live in what is known as the suburbs, or belts around major cities. The suburban nuclear family is identified as part of the 'American dream': a married couple with children owning a house in the suburbs. One of the biggest differences in suburban living is the housing occupied by the families. The suburbs are filled with single-family houses, which are usually one or two stories tall, separated from retail districts, industrial areas, and sometimes even public schools.

Variations in the traditions occur due to class, racial, ethnic, religious, regional and other groups of people. A very interesting exhibition of ethnic minorities traditions is now being held in the centre of Manhattan, attracting a lot of visitors daily.

### Do you know these words?

**background** истоки; фон, подоплека; **to keep in the background** держаться в тени; **against the background** на фоне

**melting pot** плавильный котел

**trend** тенденция, направление; **to trend** иметь тенденцию, склоняться; **the road trends to the north** дорога идет на север

**diversity** [daɪ'vɜ:səti] разнообразие, различие

**due to smth** благодаря чему-либо

**extent** степень, мера; пространство

**hemisphere** ['hemɪ,sfiə] полушарие



**to resist** (smth) сопротивляться (чему-либо)  
**sense** значение, смысл; чувство; **sense of being proud of smb/smith** чувство гордости кого/чего-либо  
**occasional** редкий, случающийся время от времени  
**pride** гордость; **proud** гордый; **to be of proud smb/smith** гордится кем/чем-либо  
**suburbs** предместья, окрестности  
**belt** пояс, ремень  
**storey** этаж  
**retail** розничная торговля; *ant.* **wholesale** оптовая торговля  
**district** район, округ, участок  
**exhibition** [ˌeksɪˈbɪʃn] выставка  
**to hold (held, held)** проводить, устраивать; **to hold an exhibition /a fair/ a conference** проводить выставку /ярмарку/ конференцию

## Read the text

### Continuous Tenses in the Passive Voice

Continuous Tenses in the Passive Voice выражают длительные действия в настоящем, прошедшем или будущем времени, выполняемые лицом или предметом, не являющимся подлежащим предложения. Подлежащим является лицо или предмет, на которое направлено действие.

Continuous Tenses in the Passive Voice образуются с помощью вспомогательного глагола *to be* в продолженном настоящем, или прошедшем времени (Present/Past Continuous) и причастия прошедшего времени смыслового глагола:

Another exhibition *is being held* in Texas.

When we came to the USA a world conference of humanists *was being held* in Boston.

**Exercise 1a. Write out from the text the sentence in which the verb was used in Present Continuous Passive, read and translate the sentence**

**b Read and translate the sentences, explain the formation and use of verbs in Continuous Tenses Passive:**

- 1 He is organising a photo exhibition about the life of native Americans. A lot of photos are being sent to the organising committee from different parts of America.



- 2 When he came to Texas a very interesting festival of Spanish folk dance was being held there.
- 3 Various problems of ethnic minorities are now being discussed in the American press.
- 4 When he came into the auditorium some questions of cultural diversity were being discussed.
- 5 These immigrants cannot leave now. Their documents are being prepared.
- 6 He thought their passports were still being prepared.
- 7 They did not realize their papers were so carefully studied.

**Exercise 2. Choose the right form of the verbs, read and translate the sentences:**

- 1 A few residents of this community (*interview, are interviewed, are being interviewed*) now.
- 2 The citizens and other residents of the USA (*refer, are referred, are being referred*) to as Americans.
- 3 Non-Hispanic Americans (*resist, are resisted, are being resisted*) using the word America meaning North America and South America.
- 4 Almost always, the term Yankee (*use, is used, was being used*) for the sports teams.
- 5 Sometimes this term (*used, is used, was being used*) with reference to Americans living in the north-eastern US.
- 6 Occasionally the term Yankee (*is used, used, is being used*) ironically.
- 7 The term (*is coined, is being coined, was being coined*) in colonial times by New Yorkers and by British soldiers to refer jokingly to the people of New England.

**Exercise 3. Read and act out these mini-dialogues:**

- Do you remember what is New England?
- Oh, yes. It was a part of North America. The first six states between New York State and the Canadian border formed New England in the past.



- By the way, the term Yankee was adopted and widely used by New Englanders.
- But as far as I understood the text, this terms is not being widely used now.
- As the text says, about half of Americans live in the suburbs of cities.
- That's true. The suburbs practically form belts around major cities.
- And the suburbs are mostly filled with single-family houses.
- Have a look at this picture. It is an American village. A two storey house is being built. My friend has sent this picture to me. It is his new house.

**Exercise 4a. Choose the right verb and use it in the right form, read and translate the sentences:**

*to identify, to separate, to be, to dream, to study*

- 1 They ... from retail districts, industrial areas and sometimes even public schools.
- 2 The suburban nuclear family ... as part of 'the American dream'.
- 3 Many Americans ... of having a family with children and owning a separate house in the suburbs.
- 4 Many traditions ... different due to ethnic, religious, racial and other factors.
- 5 Some traditions carefully ... by foreigners before they immigrate to the US.

**b Translate into English:**

- 1 Американская культура — это сплав различных культур.
- 2 Рассматривается несколько теорий о происхождении этих терминов.
- 3 Сейчас как раз и обсуждаются кросс-культурные проблемы.
- 4 В этнографическом музее сейчас открыта большая выставка их работ.
- 5 Теперь исторический центр — это предместье города.



## Extend your vocabulary

### Some features of Canadian culture

The culture of Canada, as a product of a North American developed nation, shares some common cultural roots with the United States. While the two countries share some aspects of a common cultural heritage, there is also a separately identifiable Canadian culture. Some distinctions of this culture are the greater integration of native or aboriginal influences, the retention of traditions descended from those of French settlers, and a notable infusion of Celtic elements.

Occasionally, the distinctions of these elements in Canada is disputed as a separate culture. One matter of contention in the effort to study Canadian culture rests in the fact of Canada's bilingualism; there is little reason to question the distinct identities of the English-speaking and French — speaking peoples of Canada.

Most French Canadians live in Quebec, though there are other concentrations of French-speakers throughout Canada with varying degrees of ties to Quebec. History made Quebec a place where cultures meet, where people from all over the world experience America, but from a little distance and through a different eye. Often described as a cross-roads between Europe and America, Quebec is a home to people that are connected to the strong cultural currents of the USA, France and the UK all at the same time.

Canadian culture has also been greatly influenced by more recent immigration of people from all over the world. Many Canadians value multiculturalism, indeed some see Canadian culture as being inherently multicultural.

### Do you know these words?

**to share** делить(ся); разделять; **to share a room with smb** жить с кем-либо в одной комнате/одном номере; **to share the opinion** разделять это мнение

**common** общий; вульгарный

**heritage** ['herɪtɪdʒ] наследие

**distinction** [dɪ'stɪŋkʃn] отличие; **nice distinction** тонкое различие

**retention** сохранение, удержание

**settler** поселенец; *slang* решающий договор, решающий удар

**notable** заметный; выдающийся; *syn.* **famous, well-known, outstanding**

**infusion** вливание; примесь



**matter** вопрос; сущность; **to matter** иметь значение; **it does not matter** это не имеет значения

**contention** спор, раздор; предмет спора

**effort** усилие, напряжение; **to make an effort** сделать усилие; **without effort** легко, не прилагая усилия

**current** струя, поток; течение, ход; **against the current** против течения; **current** текущий, современный, последний;

**recent** недавний, новый; **recently** недавно

**to value** оценивать; дорожить; **he values himself on his knowledge** он гордится своими знаниями

**inherently** [ɪn'hiərəntli] неотъемлемо, свойственно

**Exercise 5a. Write, read and translate the words of the same root, like these:**

|                    |   |                                    |
|--------------------|---|------------------------------------|
| <b>heir</b>        | — | наследник                          |
| <i>to inherit</i>  | — | наследовать                        |
| <i>inheritance</i> | — | наследство, наследование           |
| <i>inherent</i>    | — | присущий, врожденный, свойственный |
| <i>inherently</i>  | — | присуще, врожденно, свойственно    |

immigrant

identity

note

settler

linguistics

influence

nation

value

experience

**b Write a few sentences of your own using these words:**

- 1 to value \_\_\_\_\_ value \_\_\_\_\_
- 2 to share \_\_\_\_\_ share \_\_\_\_\_
- 3 to influence \_\_\_\_\_ influence \_\_\_\_\_
- 4 to rest \_\_\_\_\_ rest \_\_\_\_\_
- 5 to reason \_\_\_\_\_ reason \_\_\_\_\_
- 6 to question \_\_\_\_\_ question \_\_\_\_\_
- 7 to dis'pute \_\_\_\_\_ dis'pute \_\_\_\_\_



**Exercise 6a. Write out the sentences with the word *share* from the text.**

**b Say if the word *share* is a noun or a verb in the following sentences, read and translate the sentences:**

- 1 I share your opinion.
- 2 Please let me take a share in the expenses.
- 3 What share did he have in their success?
- 4 Dormitory rooms at her university must be shared by two students.
- 5 The university assigned a student to share a room with Helen.
- 6 Helen did not want to share the room with that girl. She wanted to choose her own room-mate.
- 7 Every member of the family had a share in the profits.

**c Translate into English using the verb *to share*:**

- 1 Эти две студентки — подружки, они живут в одной комнате.
- 2 Он, конечно, не хочет жить в одном номере с незнакомцем.
- 3 Я не разделяю его мнения о происхождении этого слова.
- 4 Она давно уже разделяет с ним и радости и горе.
- 5 Дети поделили между собой все подарки.

**Exercise 7a. Match the English and Russian equivalents:**

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1 common interests              | a элементарная честность           |
| 2 common land                   | b здравый смысл                    |
| 3 common honesty                | c человек незаурядных способностей |
| 4 common labour                 | d обыкновенный человек             |
| 5 common soldier                | e гражданская жена                 |
| 6 common sense                  | f рядовой (солдат)                 |
| 7 common manners                | g общие интересы                   |
| 8 common woman                  | h общественные участки земли       |
| 9 common law wife               | i неквалифицированный труд         |
| 10 the common man               | j грубые манеры                    |
| 11 a man of no common abilities | k вульгарная женщина               |



### **b Translate into Russian:**

- 1 Canada shares common cultural roots with the USA.
- 2 These two countries share some aspects of a common cultural heritage.
- 3 The husband is French, the wife German, and the lodger Italian, but they have English as a common language.
- 4 It is to the common advantage that street traffic should be well controlled.
- 5 It was common knowledge among students that ...
- 6 Pine-trees are common in many parts of the world.
- 7 Is this word in common use?

### **c Translate into English:**

- 1 Общеизвестно, что ...
- 2 Эти растения широко распространены в ...
- 3 В общих интересах изменить ...
- 4 Его грубые манеры ...
- 5 Он человек незаурядных способностей и ...

### **Extend your vocabulary**

## **Culture of Australia**

The original culture of Australia can only be surmised: cultural patterns among the remote descendants of the first Australians cannot be assumed to be unchanged after 53,000 (or more) years of human habitation of the continent. Much more is known about the richly diverse cultures of modern Aboriginal Australians, or at least of those few who survived the impact of European colonisation. Although the effect of the arrival of Europeans on Aboriginal culture was profound and catastrophic, the reverse is not the case: broadly speaking, mainstream Australian culture has been imported from the United States and Europe (in particular, the United Kingdom).

Much of Australia's culture is derived from European and American roots, but distinctive Australian features have evolved from the environment and Aboriginal culture. The vigour and originality of the arts in Australia – films, opera, music, painting, theatre, dance, and crafts – are achieving international recognition.

Australians traditionally have a very strong '*underdog attitude*', that is they will support those who appear to have the lesser hand, so long as



Australia is not involved. This underdog attitude is most evident with sport, as sport is also a large part of Australian culture. Should an Australian be asked to choose between two unknown sides, chances are they would choose the least likely to win.

And there is another side of this underdog attitude in Australians. This is the culture of 'cutting down the tall poppy', which reveals itself in many aspects of Australians' outlooks. As a result, Australians are extremely critical of their political leaders and high-flyers, while being always sympathetic to those who are being done wrong and in strife.

### Do you know these words?

**to surmise** [sə:'maɪz] предполагать, подозревать

**remote** отдаленный; **remote control** дистанционное управление

**descendant** [dɪ'sendənt] потомок; **direct descendant** прямой потомок

**to assume** принимать на себя; предполагать

**habitation** жилье; проживание

**diverse** разнообразный; иной; *syn.* **various, different, ant. similar, identical**

**profound** глубокий; полный

**to derive** получать, происходить; **he derives his character from his father** он унаследовал характер отца

**to evolve** развиваться(ся); **to evolve a plan / theory** создать план/теорию

**vigour** ['vɪɡə] сила, законность; **vigorous** сильный, решительный; **vigorous protest** решительный протест

**to achieve** достигать; успешно выполнять; **to achieve one's purpose** достичь цели

**recognition** признание

**underdog** побитая собака; неудачник; подчинившаяся сторона

**to support** поддерживать; **supporting actor** актер вспомогательного состава; **supporting programme** кинофильм, идущий в дополнение к основному

**to appear** появляться; казаться; **appearance** проявление; внешний вид  
**lesser** меньший

**evident** очевидный; *syn.* **clear, visible, apparent**

**the least likely to win** тот, у кого меньше всех шансов на победу

**outlook** вид, перспектива, точка зрения

**sympathetic** [ˌsɪmpə'tetɪk] сочувствующий; **sympathetic ink** симпатические чернила

**strife** борьба, спор, раздор; *syn.* **conflict, struggle, fighting**



**Exercise 8a. Add the missing letters, read and translate the words:**

|               |              |                |
|---------------|--------------|----------------|
| desc...ndant  | to su...vive | abor...ginal   |
| im...act      | to arr...ve  | pr...found     |
| env...ronment | to d...rive  | catastro...hic |
| cr...ft       | to ach...eve | extr...me      |

**b Add as many nouns as you can and translate the word combinations:**

|                      |             |                 |            |
|----------------------|-------------|-----------------|------------|
| <i>aboriginal</i>    |             | <i>diverse</i>  |            |
| – " –                | culture     | – " –           | forms      |
| – " –                | settlements | – " –           | structures |
| <i>sympathetic</i>   |             | <i>critical</i> |            |
| – " –                | words       | – " –           | views      |
| – " –                | audience    | – " –           | reviews    |
| <i>international</i> |             | <i>original</i> |            |
| – " –                | exhibitions | – " –           | culture    |
| – " –                | conferences | – " –           | words      |

**Exercise 9a. Match the adjectives and nouns, and translate the word combinations:**

|                 |               |
|-----------------|---------------|
| 1 cultural      | a leaders     |
| 2 political     | b descendants |
| 3 remote        | c patterns    |
| 4 human         | d effect      |
| 5 underdog      | e habitation  |
| 6 diverse       | f attitude    |
| 7 international | g cultures    |
| 8 catastrophic  | h recognition |

**Exercise 10a. Translate these compounds and write the words which form them:**

|              |       |
|--------------|-------|
| 1 mainstream | _____ |
| 2 crossroads | _____ |
| 3 crossword  | _____ |
| 4 high-flyer | _____ |
| 5 outlook    | _____ |
| 6 outside    | _____ |
| 7 outcome    | _____ |



## **b Explain the meaning of these word combinations:**

- 1 a strong underdog attitude
- 2 the culture of ‘cutting down the tall poppy’
- 3 the richly diverse culture of Aboriginal Australians

## **Read the text**

### **Culture of New Zealand**

The culture of New Zealand is a fusion of Maori culture and that of the descendants of the early British colonists and later settlers, many of whom were of working class origin.

While British culture predominates within the country, Maori culture is increasingly being identified with New Zealand, due to haka displays by New Zealand sporting teams, and to tens of thousands of visitors who each year experience and film or photograph Maori culture events held at places such as Rotorua.

British and Irish culture in New Zealand has been significantly influenced by Maori and other Polynesians. Scottish influences are strong, mainly in the southernmost parts of the South Island. In general, early immigrants from other parts of Europe and Asia, and World War II refugees (particularly the Dutch) were readily assimilated.

Small enclaves of these early immigrant cultures remain as islands in a sea of British colonial culture. Unlike Australia, New Zealand has not experienced sizeable immigration from Mediterranean countries in Southern Europe, but in recent years there has been a considerable influx of migrants from Asia, which now makes up a significant proportion of the population, particularly in Auckland.

After the Second World War, significant immigration from the Pacific Islands began. The wide variety of Pacific Island cultures has combined in New Zealand, mostly in South Auckland, to form a distinctive subculture that is separate from Maori culture.

For a variety of reasons many Maori and Pacific people have been socially disadvantaged, forming an underclass in some areas. Cultural considerations for both Maori and Pacific people now have a significant influence on educational, medical and social organisations, particularly in areas with high concentrations of these population groups.



**Exercise 11. Read the text and mark the correct answers with a tick:**

- 1 What kind of fusion is the culture of New Zealand?
  - (a) It's a fusion of Maori culture and culture of early British colonists.
  - (b) It's a fusion of cultures of Aboriginal Australians and white settlers.
  - (c) It's a fusion of Maori culture, culture of the descendants of British colonists and culture of later settlers.
- 2 What culture predominates within New Zealand?
  - (a) That is Maori culture.
  - (b) That is British culture.
  - (c) That is Irish culture.
- 3 What makes Maori culture very popular?
  - (a) Only haka displays by New Zealand sporting teams.
  - (b) Exclusively, Maori culture events held at Rotorua and other places.
  - (c) Haka displays by NZ sporting teams and Maori culture events.
- 4 What cultures influence British culture in NZ?
  - (a) Only cultures of Maori and other Polynesians.
  - (b) Mostly Scottish culture.
  - (c) Cultures of Polynesians, and cultures of immigrants from Europe and Asia.
- 5 Are there many immigrants from Asia?
  - (a) New Zealand has not experienced sizeable immigration from Asia.
  - (b) There has been considerable immigration from Asia in recent years.
  - (c) There has been a certain influx of migrants from Asia in recent years.

**Exercise 12. Mark the right words with a tick:**

- 1 Significant immigration from the Pacific Islands began after the (*First, Second*) World War.
- 2 Pacific Island cultures have formed a subculture that is (*a part of, different from*) Maori culture.
- 3 For (*one reason, many reasons*) Maori and Pacific people are socially disadvantaged.
- 4 Maori and Pacific people form an underclass (*in some parts of, throughout*) New Zealand.
- 5 As far as educational, medical and social organisations for Aborigines are concerned, things are changing for the (*worse, better*).



## Speak English

### Cross-cultural understanding

Peter is an experienced journalist. He travels a lot and deals with people from various countries. Now an interviewer asks him a few questions about cross-cultural understanding. Peter speaks about a few areas that are important for someone who plans to communicate across cultural frontier.

*Interviewer:* So if you meet someone from another country — perhaps a different culture — what do you need to think about?

*Peter:* Well, I always try to know something about the current political and economic situation in the other country. I also try to find out a little about the infrastructure — I mean the telecommunications, the transport, that sort of thing.

*Interviewer:* And do you find out about the general background, basic information about the country?

*Peter:* The culture, yes. Certainly, the religion, the language — I try to learn a few polite phrases — the geography, maybe a little history.

And how people live, what kind of culture it is, how people socialise, what food they eat, what drinks they have, their customs and traditions. All that is very important.

*Interviewer:* What about family life?

*Peter:* Yes, that too. How families live, if private life and business ever mix ... and also business customs and conventions. I don't want to be surprised by anything.

### Do you know these words?

**to deal (dealt, dealt) with smb** иметь дело с кем-либо; **to deal in smth** заниматься чем-либо

**frontier** граница; *syn.* **border**

**to socialize (to socialise)** ['souʃəlaɪz] 1) общаться; 2) обобществлять; национализировать

**to mix** смешивать, соединять; общаться; **the colours mix well** эти цвета хорошо сочетаются

**convention** собрание; конвенция; обычай; **conventional** обусловленный, условный, обычный; **he made a very conventional speech** в своей речи он ничего нового не сказал



**Exercise 13a. Read the words paying attention to the sound [ə]:**

|            |           |          |
|------------|-----------|----------|
| journal    | certain   | to learn |
| journalist | certainly | learner  |
| word       | first     | learning |
| wording    | firstly   | burning  |

**b Read the following sentences paying attention to the intonation:**

Simple affirmative and negative sentences are pronounced with the *falling tone*:

Peter is a ↘ journalist.

Peter is not the ↘ interviewer.

- 1 He is an experienced journalist.
- 2 The journalist is being interviewed.
- 3 The journalist is answering various questions of the interviewer.
- 4 The journalist's answers are very clear and extensive.
- 5 The interviewer is not arguing with the journalist.

**Exercise 14a. Read the special questions paying attention to the falling tone:**

- 1 What do you need to ↘ think about?
- 2 What about family life?
- 3 What about other customs?
- 4 What about their food?
- 5 What did you like?
- 6 When did you last go there?
- 7 Whom did you talk to?

**b Read the general questions paying attention to the rising tone:**

- 1 Do you find out about the general ↗ background?
- 2 Do you find out basic information about the country?
- 3 Are you travelling this summer?
- 4 Are you fond of travelling?



5 Is this resort very popular?

**Exercise 15a. Complete as in the interview, read and translate the sentences:**

- 1 I always try to know something about the current ...
- 2 I also try to find out a little about ...
- 3 I try to learn a few ...
- 4 And how people live, what kind of culture ...
- 5 How families live, if private life..
- 6 I don't want ...

**b Translate into English:**

- 1 Они много путешествуют и встречаются с людьми различных культур.
- 2 Он рассказывает о том, как представители разных культур понимают друг друга.
- 3 Прежде чем отправиться в путешествие в другую страну, нужно многое узнать об этой стране.
- 4 Он старается выучить не только необходимые слова и фразы, но и узнать о последних политических и экономических событиях в этой стране.
- 5 Необходимо знать также религию, традиции и обычаи этой страны.

**Exercise 16. Work in pairs.**

**a Reproduce the interview.**

**b Act out a similar interview. Imagine that the interviewer is asking the interviewed about a certain country, its traditions and cross-cultural understanding.**

**c Agree or disagree with the following statements and substantiate your point of view:**

- 1 Political and economic situation usually means stability, trends and outlook.
- 2 Infrastructure usually covers telecommunication, transport, education, public health.



- 3 When we speak of culture we mean people, their language, the way they live, arts, architecture, etc.

## Speak English

### Greetings

People's nationalities can often be recognized by the way they greet each other. Many Europeans shake hands, wave or nod when they meet someone. The French usually kiss on the cheeks. But the Japanese and Chinese normally bow when they greet each other.

Here are a few examples of how Englishmen greet each other in words:

- Good morning, Mary.
- Good morning, David. I'm glad to see you.
- So am I.
  
- Good afternoon, Ann. How are things with you?
- Hi, Jane. Not bad. And what about you?
- Likewise, thank you, everything is all right.
  
- Hi, Peter. I haven't seen you for ages. How are you?
- Oh, John, I am so glad to see you. I am fine, and what about you?
- I am fine too.
- Glad to hear that.

### Do you know these words?

**to shake hands (shook, shaken)** здороваться за руку; **to shake one's head** покачать головой (в знак неодобрения или несогласия); **to nod** кивнуть головой (в знак согласия)

**to wave** помахать (рукой); **to wave a farewell** помахать рукой на прощание

**to kiss on the cheek** поцеловать в щеку; **to kiss one's hand to smb** послать кому-либо воздушный поцелуй

**to bow** поклониться; **to bow one's thanks** поклониться в знак благодарности



**Exercise 17. Complete the following table and add as many other formulas of greetings and responses as you know:**

| Greetings<br>(of person A) | Responses<br>(of person B)            | Responses<br>(of person A)           | Responses<br>(of person B)   | Responses<br>(of person A)   |
|----------------------------|---------------------------------------|--------------------------------------|------------------------------|------------------------------|
| Good after-noon.           | Good after-noon. I'm glad to see you. | So am I. And how are you getting on? | Not bad. And what about you? | Thank you. Everything is OK. |
| _____                      | _____                                 | _____                                | _____                        | _____                        |
| _____                      | _____                                 | _____                                | _____                        | _____                        |
| _____                      | _____                                 | _____                                | _____                        | _____                        |

**Exercise 18a. Read the following sentences paying attention to the falling tone:**

- 1 How ↘ are you?
2 How are things with you?
3 How are you feeling these days?
4 How are you getting on?
- 5 How are you doing?
6 How is Ann?
7 How is Tom?
8 How are your parents?

**b Work in pairs. Imagine you are greeting an English-speaking friend of yours.**

**c Act out some greetings and introductions: Imagine you are introducing your brother to your English-speaking friend. The following may be of help:**

Let me introduce ... to ...  
How do you do.  
(in response) How do you do.

**Exercise 19. Say what you see in these pictures.**



1



2



3



4





5



6



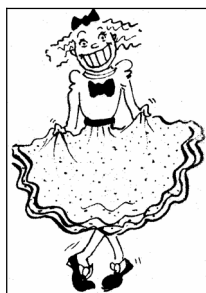
7



8



9



10

### These are the key words:

shaking hands

waving

nodding

curtseying

hugging

kissing on the cheeks

saluting

clicking the heels

bowing

taking a hat off

### Retell the text

## Cultural diversity

Cultural diversity is the variety of human societies or cultures in a specific regions, or in the world as a whole. Obvious cultural differences exist between peoples, such as language, dress and traditions. Here are some examples.

**Talking.** Discussion on family is unwelcome between some cultures. For example, it is unacceptable to Saudi. But Americans or Euro-



peans rather often speak about various aspects of family life. Many nationalities do not like discussing politics and religion.

**Business.** In some countries, such as the USA, Latin American countries, Britain, France, Italy businessmen like joking. It helps to relieve tension. In others countries, such as Germany, China, Japan, Arab countries, joking is usually regarded as flippant or unprofessional.

In cultures where alcohol is taboo, no alcoholic drinks are served at business receptions. However, it is quite usual to have a glass of wine or a beer with lunch in Europe, but it is very bad form to drink too much. In Italy, a nation of wine drinkers, it is very unusual to drink outside meal times. In Sweden it is quite usual to have a beer with colleagues after work.



**Japanese tea ceremony**

In many countries, coffee and business seem closely linked. Coffee seems to be what cements relationships, everywhere from Saudi Arabia to Argentina, via North America and Norway. Though in China and Japan, tea is more popular than coffee.

**Holidays and leisure.** Different cultures have different perceptions of leisure. A drink with friends and associates in a bar is popular in many countries. But it can be anathema to some cultures where alcohol is taboo. Likewise, regular physical exercise is not everyone's idea. Leisure activities and holidays in particular may be totally different for different people.

Besides obvious cultural differences, there are significant variations in the way societies organise themselves, in their shared conception of morality, and in the ways they interact with their environment.

There is a general consensus among mainstream anthropologists that humans first emerged in Africa about two million years ago. Since then we have spread throughout the world, successfully adapting to widely differing conditions and to periodic cataclysmic changes in local and global climate. Many separate societies that emerged around the globe differed markedly from each other, and many of these differences persist to this day.



## Do you know these words?

**unwelcome** нежелательный; *syn.* **unwanted, unpopular, unpleasant**  
**joke** шутка; **it's no joke** дело серьезное, это не шутка; **to make a joke**  
пошутить

**to relieve tension** ослабить напряжение

**flippant** легкомысленный; дерзкий; болтливый

**meal times** время еды

**associate** товарищ, коллега, партнер; **to associate with smb** обращаться  
с кем-либо

**likewise** также, подобно; я тоже

**to emerge** [ɪ'mə:dʒ] появляться, возникать; **emergent** неожиданно по-  
являющийся; новый

**markedly** заметно

**to persist** [pə'sist] сохраняться, удерживаться, упорствовать;  
**he persisted in his opinion** он упорно стоял на своем

## Exercise 20a. Answer the following questions:

- 1 What does the term 'cultural diversity' mean?
- 2 What cultural differences are considered obvious, according to this text?
- 3 Do many nationalities like speaking about their family life?
- 4 Do many peoples like discussing politics and religion in everyday life?
- 5 What about leisure activities and holidays?

## b Complete as in the text and read the sentences:

- 1 In some countries, such as ... businessmen like joking.
- 2 In other countries, such as ... joking is usually regarded as flippant or non-professional.
- 3 In cultures where alcohol is ..., no alcoholic drinks ...
- 4 However, it is quite ... to have ... with lunch in Europe.
- 5 But it is very bad form to ...

## Exercise 21. Agree or disagree with the following statements.

Use specific examples to support your point of view:

- 1 France, but not Italy is commonly considered to be a nation of wine drinkers.



- 2 In many countries, Sweden included, it is quite usual to have beer with colleagues after work.
- 3 Coffee and business are closely linked in most countries of the world.

**Exercise 22a. Use articles if necessary, read and translate the sentences:**

- 1 Coffee seems to be what cements ... relationships everywhere from ... Saudi Arabia to ...Argentina, via ... North America to ... Norway.
- 2 In China and Japan, ... tea is more popular than ... coffee.
- 3 Different cultures have ... different ideas of ... leisure.
- 4 A drink with ... associates in ... bar is popular in ... many countries.
- 5 A drink with ... friends and associates is absolutely impossible in countries where ... alcohol is ... taboo.
- 6 Regular physical exercises are not popular in ... every country of ... world.
- 7 Leisure activities may be totally different for ... different people.

**b Make a few sentences using the following words:**

*He is French. And the French often kiss each other when they meet.*

| <i>a person</i>        | <i>people's nationality</i> |
|------------------------|-----------------------------|
| French/ a Frenchman    | the French                  |
| Russian/ a Russian     | Russians                    |
| English/ an Englishman | the English                 |
| German/ a German       | Germans                     |
| American/ an American  | Americans                   |

**c Translate into English:**

- 1 При встрече друг с другом японцы обычно кланяются .
- 2 Я думаю, они не любят говорить о политике и религии.
- 3 Шутки обычно помогают снять напряжение.
- 4 Я не знал, что в Швеции принято после работы выпить пива со своими коллегами.
- 5 Италию называют страной любителей вина.



**Exercise 23a. Choose the right variant, read and translate the sentences:**

- 1 Cultural diversity is the variety of human societies (*at, in*) a region or (*of, in*) the world.
- 2 Obvious cultural differences exist (*with, between*) peoples.
- 3 There are many variations (*in, by*) the way societies organise themselves.
- 4 There are many different ways they interact (*by, with*) their environment.
- 5 Many anthropologists agree that humans first emerged (*near, about*) two million years ago.
- 6 They have adapted (*to, for*) widely differing conditions.
- 7 These societies differ markedly (*with, from*) each other.

**b Translate into English:**

- 1 Культурные различия этих народов очень незначительны.
- 2 Любая культура включает сложный комплекс ценностей.
- 3 В каждой культуре существует своя система ценностей.
- 4 Именно система ценностей оказывает влияние на коммуникацию и способы ведения бизнеса.

**Exercise 24a. Write a plan and retell the text accordingly.**

**b Read the following text and retell it:**

People in most cultures have strong ideas about which foods are acceptable for human consumption and which are not. People in some countries think the custom in the United States of eating corn on the cob is disgusting because that food is fit only for pigs. The Ukrainian favorite food *salo*, raw pig fat with black bread and *vodka*, might cause nausea in some, as would knowing that horse meat from California is served in restaurants in Belgium, France, and Japan.



## Write English

### **Modern life and traditions**

**Exercise 25. Write extensive answers to the following questions:**

- 1 Are there any common traditions in all the countries of Europe or other continents?
- 2 Why is it necessary to learn traditions and conventions of other countries?
- 3 Do most tourists study the traditions and customs of the countries they are traveling to?

**Exercise 26. Write an essay on one of the following topics:**

- 1 *Modern life is causing many traditions to become less important.* (Choose one of the traditions and explain why you think it should be continued. Use specific reasons and examples to support your point of view.)
- 2 *Because of developments in communication and transportation, countries are becoming more and more alike.* (How is your country becoming more similar to other places in the world? Use specific examples and details to support your answer.)

## Have a discussion

### **Traditions, customs, habits and conventions**

**Exercise 27a. Be ready to discuss with your group-mates the following topics:**

- 1 Obvious traditions of the Russian people
- 2 Some striking customs and traditions of the United Kingdom
- 3 Common traditions of English-speaking countries



**b Be a moderator of one of the discussions. The following may be of help:**

*Let us start ...*

*What do you think about ...?*

*What is your opinion ...?*

*Would you like to say ...?*

*Please, keep quiet ...*

*I don't think that we should interrupt ...*

*Let me sum up ...*

*Let us draw a line here.*

**c Write a report of the discussion for a newspaper or a magazine in the name of the journalist who was present at the discussion.**





---

## LESSON 5

# MASS MEDIA

|                         |  |
|-------------------------|--|
| Revise Grammar:         | Perfect Tenses in the Active Voice<br><i>Audience and technology</i>         |
| Extend your vocabulary: | <i>BBC, radio and television</i><br><i>Get a life – turn off your TV set</i> |
| Retell the texts:       | <i>War in Europe</i><br><i>General hints on the British press</i>            |
| Speak English:          | <i>Future of English magazines</i>   |
| Read the texts:         | <i>Mass media in the USA</i><br><i>The soap opera</i>                        |
| Write English:          | Advertising  |
| Make a presentation:    | A new radio station  |

---

### Revise Grammar Perfect Tenses in The Active Voice

#### Read the text

### Audience and technology

Mass media are those media reaching large numbers of the public via radio, television, movies, magazines, newspapers and World Wide Web. The term ‘*media*’ was coined in the 1920s with the advent of nationwide radio networks, mass-circulation newspapers and magazines.

Mass media reach a mass audience. Some commentators consider that mass audience has formed a mass society with special characteristics, notably atomization or lack of social connections. Modern mass



media techniques such as advertising and propaganda have influenced the mass society greatly.

During the 20th century, the advent of mass media was driven by technology that allowed the massive duplication of material at a low cost. Physical duplication technologies such as printing, record pressing and film duplication allowed the duplication of books, newspapers and movies at low prices to huge audiences. Television and radio allowed the electronic duplication of content for the first time.

The advent of the World Wide Web has marked the first era in which any individual can have a means of exposure on the scale of mass media. For the first time, anyone with a web site can address a global audience, although serving high levels of web traffic is still expensive. It is possible that the rise of peer-to-peer technologies has begun the process of making the cost of bandwidth manageable.

### Do you know these words?

**mass media** средства массовой информации

**audience** ['ɔ:dʒəns] зрители, слушатели, публика

**via** [vaɪə] через; **to travel from London to Paris via Dover** путешествовать/ехать из Лондона в Париж через Дувр

**to coin** создавать (новые слова, выражения); чеканить (монету), штамповать

**advent** приход, прибытие; пришествие; **Advent** рождественский пост

**network** сеть

**lack of smth** нехватка чего-либо; **to lack smth** испытывать нехватку чего-либо

**huge** огромный, громадный; *syn.* **massive, colossal, titanic**

**means** средство, средства, способ, способы

**exposure** выставление; подверженность (постороннему) воздействию; (внешнее) воздействие

**to serve** служить, обслуживать

**expensive** [ɪk'spensɪv] дорогой; *syn.* **dear, costly**

**peer** ровня, ровный; **peer-to-peer computer network** одноранговые / децентрализованные / пиринговые сети — *компьютерные сети, основанные на равноправии участников. В таких сетях отсутствуют выделенные серверы, а каждый узел является как клиентом, так и сервером. Термин использован впервые в 1984 г. фирмой IBM.*

**band** полоса частот; **bandwidth** диапазон частот

**to manage** управлять; **manageable** управляемый; выполнимый



## Perfect Tenses in the Active Voice

Perfect Tenses in the Active Voice (Present Perfect, Past Perfect, Future Perfect) выражают законченные действия, выполненные лицом или предметом, являющимся подлежащим предложения, до указанного или подразумеваемого момента в настоящем, прошедшем или будущем времени.

Perfect Tenses образуются с помощью вспомогательного глагола *to have* в Present/Past/Future Indefinite и причастия прошедшего времени смыслового глагола:

*We have studied* four lessons.

*They had completed* studying Lesson Five by November.

*We shall have completed* studying all the lessons by the end of the academic year.

### Exercise 1a. Read and translate the sentences, explain the use of Present Perfect:

- 1 Some commentators consider that mass audience has formed a mass society with special characteristics.
- 2 Modern media techniques have influenced the mass society greatly.
- 3 The advent of Internet has marked the era in which any individual can theoretically contact anybody.
- 4 The rise of direct technologies has begun the process of making the costs lower.
- 5 I have not studied all the words of this text yet.
- 6 Mass media have not reached all the parts of the world so far.
- 7 This mass-circulation newspaper has never advertised for any jobs and vacancies.

### b Read and act out these mini-dialogues:

- Have you come across the term ‘peer-to-peer technologies’ before?
- Speaking frankly, I have not. But now I know very well what it means.



- Have you ever tried to address a global audience?
- Well, you see, I often work on the computer and send various messages to people whom I know very well. But I have never addressed a global audience.
- Neither have I.
  
- Is web traffic still very expensive?
- To my mind it is. Though the costs are becoming lower. But the progress is very slow. The costs have not decreased this year, as far as I know.

### **c Translate into English:**

- 1 Все, что мы знаем об обществе и мире, в котором живем, мы узнаем через массмедиа.
- 2 Компания создала свой корпоративный web-сайт и проводит рекламную кампанию.
- 3 Это сформировало новое общество со всеми своими специфическими характеристиками.
- 4 Реклама значительно повлияла на многие сферы жизни общества.
- 5 Телевидение пришло практически в каждый дом страны.
- 6 Цены на подключение и пользование Интернетом стали ниже.

### **Exercise 2a. Read and translate the sentences, explain the use of Past Perfect and Future Perfect:**

- 1 He was surprised not to find this magazine at the newsagent's. Most probably they had sold out all the circulation.
- 2 They hope all the newsagents will have sold this new magazine by the end of the month.
- 3 The news analyst stressed that mass audience had formed a mass society.
- 4 The student came to the laboratory at six. His friend had completed printing the material by that time.
- 5 He will have completed the duplication of the book by six o'clock.
- 6 She did not know what to say. She had never read anything about physical duplication technologies in English.
- 7 He will have finished writing his review by the end of the working day.



### **b Translate into English:**

- 1 Он написал очень интересный реферат, так как привез из Англии новый материал о современных технологиях в средствах массовой информации.
- 2 Когда же на прилавках книжных магазинов появится его новая книга?
- 3 Она ничего не знала о существовании этой радиостанции и ее новостных передачах.
- 4 Автор приехал в Москву в июне. К этому времени в журнале уже началась публикация его романа.
- 5 Представители телеканала заявили, что они уже широко разрекламировали этот фильм.

### **Exercise 3a. Choose the right form of the verb (Present Indefinite, Present Continuous or Present Perfect), read and translate the sentences:**

- 1 Listen attentively. He (*to speak*) about atomization or lack of social connections and other features of a mass society.
- 2 A commentator (*to be*) an eye-witness who (*to give*) a broadcast commentary on an event, e.g. a football match or horse-race. Sometimes a commentator (*to mean*) a writer of some commentary.
- 3 New technologies and techniques (*to create*) new services.
- 4 More and more people (*to use*) the services of duplication.
- 5 What material you (*to print*) now?
- 6 These technical means (*to develop*) constantly.
- 7 They (*to provide*) such services at a very high price.

### **b Translate into English:**

- 1 В этом году они осуществили еще один проект, связанный с теле- и радиовещанием .
- 2 Термин «аудитория» понимается одинаково как практиками, так и теоретиками, занимающимися вопросами массовой информации. Этот термин уже прочно вошёл в нашу повседневную жизнь.
- 3 Для многих средств массовой информации аудитория обычно не видна. Поэтому термин имеет несколько абстрактный характер. И сама реальность постоянно меняется.



- 4 Читательская аудитория этой книги самая различная. У этого фильма зрительская аудитория будет очень незначительной. По всеобщему мнению, детская аудитория самая благодарная.

**Exercise 4a. Use the verb in the right Tense (Future Indefinite, Future Continuous, Future Perfect), read and translate the sentences:**

- 1 They (*to complete*) the project before the beginning of next year.
- 2 The company hope that this technology (*to allow*) the massive duplication of various materials at a low cost.
- 3 We (*to have*) a discussion of all these problems in a few days.
- 4 Olga (*not to take part*) in the program next week. She (*to visit*) a new record pressing laboratory at this time.
- 5 This invention (*to allow*) quicker duplication of books.

**b Translate into English:**

- 1 Введение новой технологии позволит улучшить качество печати.
- 2 Они будут стараться расширить радио- и телеаудиторию.
- 3 Мы сможем внедрить эту технологию еще до конца года.
- 4 Я уверен, что его новый проект на телевидении будет таким же актуальным, как и прежний.
- 5 У этого телешоу оказался очень низкий рейтинг. Критика была очень серьезной и справедливой.

**Extend your vocabulary**

**BBC, radio and television**

The *British Broadcasting Corporation* (BBC) is based at Broadcasting House in London, although it has studios in many other parts of the country. It is controlled by a board of governors appointed by the government, but once appointed this board has complete freedom and the government cannot interfere. Everyone who owns or rents a television set has to pay a yearly licence. There is no advertising on BBC radio or television, and it is from the sale of licences that the BBC gets most of its money. An an-



nual licence for a colour set costs more than twice as much as for a black and white set.

There are 4 radio channels, each of which 'specialises'. Radio 1 has mainly pop music. Radio 2 has light music, comedy, sport. Radio 3 has classical and twentieth century music, talks on serious subjects, ancient and modern plays. Radio 4 specialises in the spoken word — the main news reports, talks and discussions, plays, etc.

In addition, the BBC has local radio stations in many cities and districts. The BBC also broadcasts news and information about Britain to countries all over the world. This World Service provides programmes in forty different languages, as well as English.

The BBC has two television channels: BBC1 and BBC2. BBC2 offers more serious programmes than BBC1 — documentaries and discussions, adaptations of novels into plays and serials, operas and concerts. BBC1 programmes consist largely of lighter plays and series, humour and sport, but there are also some interesting documentaries. BBC2 is watched by only 10 per cent of all viewers.

All in all, television sets in Britain have four channels: BBC1, BBC2, ITV and Channel 4. These last two are independent commercial organisations which get most of the money from advertising. ITV consists of fourteen programme companies, each serving a different part of the country whereas Channel 4 serves the whole country. In Wales this channel shows many programmes in the Welsh language. ITV and Channel 4 are both controlled by the Independent Broadcasting Authority (IBA).

There are a number of commercial radio stations in Britain. In between advertisements, they broadcast pop music and news flashes.

From time to time new TV channels and radio stations open up.

### Do you know these words?

**board** правление, совет; доска; стол, питание; **board and lodging** квартира и стол, пансион; **to go on the boards** стать актером

**to appoint** назначать; **appointment** назначение, деловая встреча

**to interfere** [ˌɪntəˈfɪə] вмешиваться, мешать, служить помехой

**to own** владеть; *syn.* **to have, to possess**

**licence** лицензия; **license** (Am.); **to grant / issue a licence** выдать лицензию

**annual** ежегодный, годовой; **annual report** ежегодный отчет

**channel** [tʃænl] канал; ср. **canal** [kəˈnæl] канал (искусственный)



**serial** сериал; **serial** серийный; **serial number** порядковый номер  
**flash** вспышка; короткий кадр; **a flash of lightning** вспышка молнии

**Exercise 5a. Read and translate the sentences, say if the words in italics are nouns or verbs:**

- 1 Everyone who owns or *rents* a television set has to pay a yearly licence.
- 2 An annual licence for a colour *set* costs more than twice as much as for a black and white set.
- 3 Radio 3 has classical and twentieth century music, *talks* on serious subjects, and plays.
- 4 BBC2 *offers* documentaries and discussions, adaptations of novels into plays and serials.
- 5 ITV consists of fourteen *programme* companies, each serving a different part of the country.
- 6 In Wales this channel *shows* many programmes in the Welsh language.
- 7 In between advertisements, the commercial radio *stations* broadcast pop music and news flashes.

**b Say how these nouns are formed and translate them:**

|            |               |
|------------|---------------|
| governor   | interference  |
| government | advertisement |
| owner      | television    |
| ownership  | discussion    |
| viewer     | information   |
| provider   | service       |

**Exercise 6a. Translate these pairs of words and say what difference between them is, if any:**

|           |   |           |            |   |            |
|-----------|---|-----------|------------|---|------------|
| channel   | — | programme | concert    | — | show       |
| channel   | — | canal     | company    | — | campaign   |
| programme | — | flash     | to control | — | to manage  |
| serials   | — | series    | owner      | — | proprietor |

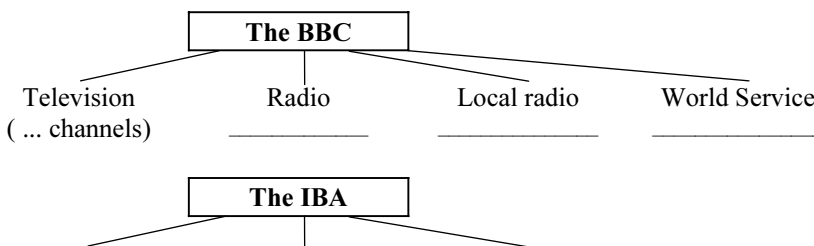


**b Mark the meaning (with a tick) in which these words are used in the text, and translate the words:**

*board* — long, thin, flat piece of wood  
 — flat surface on which games are played  
 — group of persons controlling a business  
 — food served at table

*authority* — power or right to give orders  
 — a person having authority  
 — a group of persons having authority  
 — a book that supplies reliable information

**Exercise 7a. Complete the charts showing the lines of business of these organisations:**



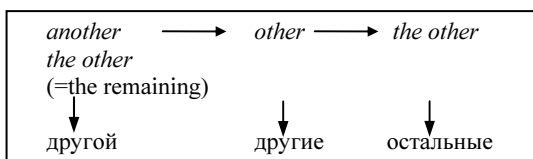
**b Write out from the text types of radio and television programmes, and add a few more, broadcast in Britain:**

| Radio and TV programmes                  | TV programmes                        | Radio programmes        |
|--|--------------------------------------|-------------------------|
| <i>News</i><br><i>Pop music</i><br>_____ | <i>Soap operas</i><br>_____<br>_____ | _____<br>_____<br>_____ |

**c Draw a similar table of programmes broadcast in Russia.**



**Exercise 8a. Translate into English paying attention to the word *other*.**



- 1 Переключите, пожалуйста, на другой телевизионный канал.
- 2 Я хотела бы посмотреть любую другую передачу на канале “Культура”.
- 3 Уже очень поздно и работает только ночной канал, а остальные завершили свои передачи.
- 4 У нас два телевизора: один — в комнате, другой — на кухне.
- 5 Вчера я успел посмотреть вечерний выпуск новостей на одном канале и спортивную программу на другом.

**b Underline the words written in the way Americans prefer:**

|                         |                      |
|-------------------------|----------------------|
| to licence — to license | neighbour — neighbor |
| to honour — to honor    | center — centre      |
| behaviour — behavior    | traveler — traveller |

**Exercise 9. Make a few sentences of your own using the following:**

- 1 to broadcast news/a speech/a concert
- 2 a broadcast of a football match/ world tennis championship
- 3 a broadcasting station
- 4 a radio/television network
- 5 a network of channels/ canals/railways
- 6 an intelligence/spy network
- 7 a world communications network



Extend your vocabulary

**Get a life - turn off your TV set**  
(an item from *The Editor* magazine)

*White Dot* is an anti-television campaign group which rages against the tyranny of the ‘plastic box’.

It is called television! And all you have to do is turn it off! It's that simple. You are going to be amazed at what happens next. Give up your TV and you are doubling your free time! It's a whole extra 10 years of your life to be the person you tell everybody you are.

All those things that television promised you: excitement, sex, friendship, understanding — it lied. A plastic box can't give you any of those. It's a bit like when you are in love with some idiot who treated you badly. How did you put up with that?

Someday, people will look back on television as the dangerous experiment on human guinea pigs that it really is. Your descendants won't have anything to do with it. Instead of saying ‘How could I live without it?’, they will say ‘My God! We almost didn't live through it!’ They'll be shocked at what you did with your time - disgusted.

*White Dot* is just trying to hasten that day. Real life is a craze that's going to sweep the nation....

The average time people spend watching TV is four hours a day - one day a week, doing nothing but sitting and staring. Some people devote that much time to God. What are you worshipping? Add it up. If you were on your death-bed and someone could give you back those missing 10 years to be with people you loved, would you take up their offer? Or would you say, ‘No thanks, I'm glad I spent that time watching TV.’

To help you decide, use the handy chart below. Assuming that you live to be 80 (most people don't), it can tell you how long you have left and how much of that time you'll spend watching television. Why not cut it out and tape it to your remote control? And instead of watching TV, why not spend your free time with harmless fun or real life entertainment or something else?

| This ‘handy chart’ tells you how many of your remaining years will be spent glued to the box: |      |      |      |     |     |     |     |     |
|---|------|------|------|-----|-----|-----|-----|-----|
| Your age  | 0    | 10   | 20   | 30  | 40  | 50  | 60  | 70  |
| Years left  | 80   | 70   | 60   | 50  | 40  | 30  | 20  | 10  |
| TV years  | 18.3 | 11.7 | 10.0 | 8.3 | 6.3 | 5.0 | 3.3 | 1.7 |



## Do you know these words?

**to be amazed at smb/smith** восхищаться кем/чем-либо; **amazement** восхищение

**it's a bit like smth** это немного похоже на что-либо

**to put up with smth** мириться с чем-либо

**dangerous** ['deɪnzərəs] опасный; **a dangerous journey** опасное путешествие

**guinea pig** морская свинка, «подопытный кролик»

**instead of smb/smith** вместо кого/чего-либо; **instead of doing smth** вместо того, чтобы делать что-либо

**to be disgusted** возмущаться, чувствовать отвращение

**craze** мания, повальное увлечение; **crazy** сумасшедший, фанатично увлеченный

**to sweep (swept, swept)** уничтожать; мести, подметать; **to sweep a room** подметать пол в комнате

**average** ['ævərɪdʒ] средний, среднеарифметический

**to stare at smb/smith** пристально смотреть на кого/что-либо

**to devote smth to smb/smith** посвящать что-либо кому/чему-либо

**to worship** ['wɔːʃɪp] поклоняться, боготворить

**to take up an offer** принять предложение; **to take up photography** заниматься фотографией

**handy** удобный; близкий

**chart** диаграмма, схема, чертеж, таблица

**to cut out (cut, cut)** вырезать

**to be glued to smth** приклеиться к чему-либо; **to have one's eyes glued to** не отрывать взгляд от; **glue** клей

## Exercise 10a. Match and translate the synonyms:

|             |               |
|-------------|---------------|
| to get      | to accept     |
| to turn off | to love       |
| to rage     | to occur      |
| to happen   | to forget     |
| to give up  | to look       |
| to stare    | to have       |
| to worship  | to switch off |
| to take up  | to storm      |



**b Write down the antonyms of the following words:**

|                                  |               |
|----------------------------------|---------------|
| to turn off _____                | harmful _____ |
| to give up _____                 | real _____    |
| to put up with _____             | simple _____  |
| to have nothing to do with _____ | crazy _____   |
| to cut out _____                 | right _____   |

**Exercise 11a. Write a few short sentences using the following words:**

|                        |                    |
|------------------------|--------------------|
| to be disgusted _____  | average _____      |
| to be shocked _____    | remote _____       |
| to be displeased _____ | entertaining _____ |

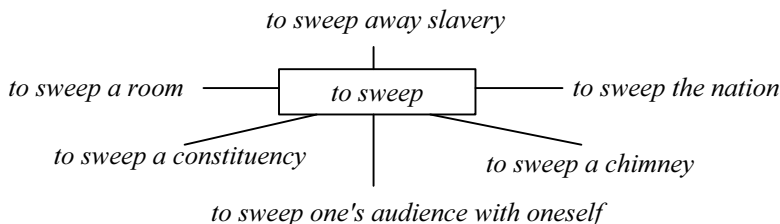
**b Insert the correct prepositions:**

|   |                                |
|---|--------------------------------|
| to devote too much time ... smth            | to stare ... smb or smth       |
| to spend too much time sitting ... a TV box | to be shocked ... smth         |
| to experiment ... smth                      | to be amazed ... what happened |
|   | to put up... smth              |

**Exercise 12. Write down the words which are pronounced in the following way:**

|                     |                  |
|---------------------|------------------|
| ['tɪrənɪ] _____     | [tə 'dʌbl] _____ |
| [ɪk'saɪtmənt] _____ | [tə 'laɪ] _____  |
| ['deɪndʒərəs] _____ | [tə 'leɪ] _____  |
| [ə'meɪzd] _____     | [tə 'steə] _____ |

**b Mark (with a tick) the word combinations used figuratively and translate them into Russian:**





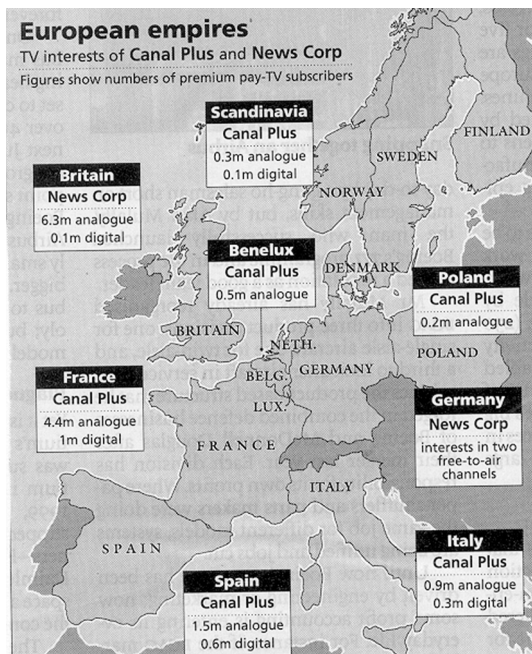
## c Translate into English:

- 1 Вы не забыли выключить телевизор?
- 2 Многие люди считают, что от телевизора можно отказаться, а мне такая идея никогда не приходила на ум.
- 3 В этой таблице приведены очень интересные цифры. Например, средний возраст жизни — 80 лет. А если мне уже 20 лет, то я проведу у телевизора 10 лет, а если 30 лет, то — 8,3 года.

## Retell the text

### War in Europe (an item from *The Economist*)

A shot fired in London in December signalled the beginning of a battle between two empires over Europe. Rupert Murdoch, whose television interests span the globe, announced the formation of News Corporation Europe, to further his European pay-TV ambitions. To realise them, he will have to oust Canal Plus, Europe largest pay-TV operator, from its dominant position.





Canal Plus, which set up Europe's first premium pay-TV channel in 1984, got an early lead in the business. In a recent burst of growth, it has expanded through Europe, and now from analogue to digital. But such swift expansion is proving expensive; Canal Plus is losing money.

In the long run, there is probably plenty of money to be made in pay-TV. But in the short term, many markets look difficult. Some, such as Germany, where Canal Plus has just pulled out, have too many free-to-air channels. Others, such as Scandinavia, already have too many pay-TV operators for the size of the market.

Why does Mr. Murdoch want to jump into this mess? First because he has some problems. He has failed to launch a satellite broadcaster in America, and Star TV, his Asian satellite operation, is still losing money. Second, Canal Plus' s hold on the European market is not as strong as it looks. A subscriber base is built on ownership of sport and film rights, which can generally be snatched away. And this switch from analogue to digital , which is happening across Europe makes it easier for new operators to get into the business.

Whoever wins will pay a huge price. The law of pay-TV in Europe seems to be that most markets can support one operator comfortably. But two players mean a price war, such as happened in Germany a year ago when Leo Kirch tried to sink Premiere, and doubled the price of movies overnight. For the loss-making Canal Plus, that is a fighting prospect.

### Do you know these words?

**shot** выстрел; **to shoot (shot, shot)** стрелять; **to shoot a film** снимать фильм

**to fire** выстрелить; *зд.* прозвучать

**battle** бой, сражение; **battle-field** поле боя

**to span** охватывать; соединять; **to span a river with a bridge** построить мост через реку

**to further** продвигать, способствовать, содействовать

**to oust** вытеснять

**to expand** расширять(ся), увеличивать(ся); *syn.* **to widen, to grow, to increase**

**swift** быстрый, скорый

**to prove** оказываться; доказывать

**in the long run** в конечном итоге, в общем; **at a run** подряд



**mess** беспорядок; **in a mess** в беспорядке; **to make a mess of things** напутать, напортить, провалить все дело  
**subscriber** [səb'skraɪbə] подписчик  
**ownership** владение, собственность, право собственности  
**to snatch away** отобрать, выхватить, вырвать  
**switch** переход, переключение; **to switch on** включить; **to switch off** — выключить; **to switch over the roles** поменяться ролями  
**to sink (sank, sunk)** потопить; тонуть; опускаться; **my heart sank** я упал духом

### Exercise 13a. Answer the following questions:

- 1 What *War in Europe* did the newspaper speak about?
- 2 What do you know about Rupert Murdoch?
- 3 Why did he want to oust Canal Plus?
- 4 Why is the word Canal used instead of the word Channel in the name of the channel?
- 5 Was Canal Plus prospering?
- 6 Who won the battle, to your mind?

### b Paraphrase the following sentences:

- 1 A shot fired in London signalled the beginning of a battle.
- 2 Its hold on the European market is not very strong.
- 3 This ownership can be snatched away.
- 4 Most markets can support only one operator comfortably.
- 5 Two players mean a price war.

### Exercise 14a. Use articles if necessary, read and translate the sentences:

- 1 Rupert Murdoch announced ... formation of ... News Corporation Europe. ... new pay-TV operator.
- 2 Canal Plus was ... largest pay-TV operator in ... Europe.
- 3 ... channel was set-up in 1984 and it was working in ... most countries of ... Europe.
- 4 It was improving from ... analogue to ... digital, which was very expensive, and was losing ... money.



- 5 In ... long run Canal Plus could earn a lot of money and compensate for ... losses
- 6 But in ... short term it was losing some customers.
- 7 Mr Murdock had some problems in ... America and ... Asia, and he wanted to get into ... European market therefore.

### **b Translate into English:**

- 1 Это послужило началом борьбы двух империй.
- 2 Телеимперия Мердока охватывает почти всю Европу.
- 3 Он объявил о создании новой компании.
- 4 Для реализации своих амбиций он решил вытеснить «Канал Плюс» с занимаемых им позиций.
- 5 Сейчас существует наземное, спутниковое и кабельное телевидение.
- 6 Регулярное телевидение появилось в 1936 г. в Великобритании и Германии, в 1939 г. — в России (Москва и Ленинград), в 1941 г. — в США.

### **c Retell the text.**

### **Retell the text**

## **General hints on the British press**

Britain is one of the few countries where daily newspapers are delivered at the door, before breakfast. Paperboys and girls push the papers through letterboxes before going to school. It is a luxury for the British, and for the paperboy or girl it is a way of earning extra pocket money.

National newspapers are papers which are sold in all parts of Britain. Nearly all the national newspapers have their head offices in London, but the famous newspaper street, Fleet Street, now *houses* only one of them, *The Daily Express*. The rest have moved to cheaper parts of London, particularly Docklands, once part of the port of London.

The national papers can be divided into two main groups: quality papers and popular papers. Quality papers like *The Times*, *The Guardian*, *Daily Telegraph*, *The Independent*, *Financial Times*, *The Observer*,



*The Sunday Times* and *Sunday Telegraph* report national and international news very thoroughly. They also publish articles on many general subjects. The popular papers tend to make news sensational, and to publish 'personal' articles which shock and excite. *News of the World* has the largest circulation in the Western world. Much of its information concerns the private lives of people who are in the news.

Besides the national press there is also the provincial press or newspapers published outside London. They present national as well as local news. Many of them have a good standard but are less well-known. A new development in provincial press is the rapid growth in the number of free newspapers. More than 800 of these local papers are given free of charge to 36,000,000 people each week. They are financed mainly by advertising.

There are 7,000 periodicals published in the UK weekly, monthly or quarterly. Of these, women's magazines have the largest circulations: *Woman* and *Woman's Own*. There are magazines and journals for almost every trade, profession, sport, hobby or interest. The most important periodicals for the more serious readers are: *The Economist*, *The Spectator*, *The New Statesman*. It should be noted that *Punch*, a long-established humorous magazine, also has serious articles.

### Do you know these words?

**hint** намек, совет, зд. некоторые сведения; **to hint at smth** намекать на что-либо

**to deliver** поставлять, приносить; **to deliver a lecture** прочитывать лекцию

**luxury** роскошь

**to move to** переехать в

**thorough** ['θʌrə] полный, тщательный; *syn.* **complete, total, absolute**

**circulation** [ˌsəːkjʊˈleɪʃn] тираж

**free of charge** бесплатный, бесплатно; *syn.* **free, gratis, without charge**

### Exercise 15a. Answer the following questions:

- 1 How are daily newspapers delivered to English readers?
- 2 What national quality newspapers are published in Britain?
- 3 What is Fleet Street famous for?



- 4 What is Docklands?
- 5 How many periodicals are published in the UK?
- 6 Does *Punch* publish only humorous materials?

**b Use the verbs in the right forms, read and translate the sentences:**

- 1 National newspapers (*to sell*) in all parts of Britain.
- 2 Almost all national newspapers (*to have*) their head offices in London.
- 3 Quality national newspapers (*to report*) national and international news thoroughly.
- 4 They (*not to make*) news sensational to shock and excite readers.
- 5 They also (*to publish*) various articles on many general subjects in a very objective way.
- 6 The provincial newspapers (*to publish*) outside London.
- 7 They (*to present*) national and local news at a good standard but they (*to be*) less well-known.

**Exercise 16a. Choose the right words from this list, read and translate the sentences:**

*humorous, periodicals, free of charge, advertising,  
quarterly, circulations, trade*

- 1 Many provincial newspapers are distributed ...
- 2 Most provincial press is financed by ...
- 3 There are about seven thousand periodicals published in the UK weekly, monthly, or ...
- 4 Women's magazines have the largest ...
- 5 There are magazines and journals for almost every ..., profession, sport, hobby or interest.
- 6 *The Economist* is one of the most important ....
- 7 They publish a few ... magazines of which *Punch* is most popular.

**b Translate into English:**

- 1 В статье говорится о различных газетах и журналах, издаваемых в Англии.



- 2 В названиях газет и журналов обычно употребляется определенный артикль, например *The Times*.
- 3 В журналах для женщин обычно много интересного. Иногда в целях рекламы к ним прилагаются образцы кремов, духов.

**c Write a plan of the text and retell it accordingly.**

## Speak English

### **Future of English magazines**

At a conference in London.

*Speaker:* Ladies and gentlemen! Now, let me introduce the next speaker, Mr James Corner, Board Director of National Magazine Company. He is also a magazine publisher. Some ten years ago he launched Harpers & Queen. He has co-authored two books on the business of women's magazines and seven books on magazine nostalgia.

*Mr Corner:* I am very glad to have a chance to speak to you today. I would like to enlarge on the future of the British magazine industry. The main thing is the future of the industry is bright. The state of the art shows a higher degree of professionalism than ever before, in editorial business and technology.

The rationalization in publishing companies, and the methods of distribution, together with the high standards of the magazines themselves, point the way to an industry which knows where it is going and which has the ability to compete with the 'mega-bucks' poured into the newspaper and electronic media... If you have any particular questions I shall be very glad to try and answer them.

*Journalist:* My name's Paul Briggs, Farmer's Weekly. Will you please tell us a few words about strategic benefits of magazines?

*Mr Corner:* It is quite natural that magazines have strategic benefits. We have seen their unique quality of the classification of audiences for the assistance of advertisers and the advantage of their long life when compared to the ephemeral flash of the television or radio commer-



cials. Oh, when compared to the necessarily limited on-sale period of the daily or Sunday newspaper.

*Journalist:* I'm from The Lancet magazine. Peter Stone. Mr Corner, and what is your opinion of the interrelations between the industry and audience. How are they changing, to your estimation?

*Mr Corner:* The magazine industry is so diverse and so brilliant at finding audiences for the hundreds of categories of literate readers, from the glittering array of women's market, to sports and hobbies. To professional titles and the explosion of computer magazines. And, certainly, the thousands of business-to-business titles covering every trade activity ...

### Do you know these words?

**to launch** [lo:ntʃ] запускать, начинать; **to launch a campaign** начинать кампанию

**editorial** редакционная статья; редакционный, редакторский

**distribution** распространение, сбыт; дистрибуция; **distributor** дистрибьютор

**to pour** литься, вливаться; **to pour tea** наливать чай

**benefit** выгода, польза, прибыль

**assistance** [ə'sistəns] помощь; *syn.* **help, aid**

**ephemeral** эфемерный, недолговечный

**commercial** рекламная передача, реклама; **commercial** коммерческий, торговый

**to your estimation** по вашей оценке

**to glitter** блестеть; **all that glitters is not gold** не все то золото, что блестит

**array** [ə'reɪ] масса, множество; наряд; **to array** *поэт.* украшать, одевать

**title** заглавие, название; титр; титул, звание; **title page** титульный лист; **title role** заглавная роль

**explosion** взрыв; **a bomb explosion** взрыв бомбы



### Exercise 17a. Read these sentences remembering this rule:

Articles, prepositions, pronouns, auxiliary verbs, the verb 'to be'  
*are not usually stressed in the sentences.*

- 1 'Let me intro'duce the 'next ↘ speaker.
- 2 Mr James Corner is Board Director of National Magazine Company.
- 3 He is also a magazine publisher.
- 4 He has co-authored a few books.
- 5 Will you tell us a few words about strategic benefits of maga ↗ zines?
- 6 What is your opinion of the interrelations between the industry and  
↘ audience?
- 7 How are they changing?

### b Read these complex sentences remembering the following:

The clause, starting the sentence, is usually pronounced  
with *the rising tone*.

- 1 The' main ↗ thing is ∞ the future of the industry is ↘ bright.
- 2 It knows very well where it is going.
- 3 If you have any particular questions I shall be very glad to answer them.
- 4 It is quite natural that magazines have strategic benefits.

### Exercise 18a. Complete as in the original, and read the sentences outloud:

- 1 I am very glad to have a chance to ...
- 2 I would like to enlarge on ...
- 3 The state of the art shows a higher degree of professionalism than ever before in ...
- 4 The rationalization in publishing companies, and the methods of distribution point the way to an industry which has the ability to compete with... media.



- 5 It is quite natural that magazines have strategic ...
- 6 We have seen their unique quality of the classification ... advertisers.
- 7 We have seen the advantage of their long life when compared to ...

**b Read Mr Corner's words speaking about different categories of readers and their interests.**

**c Read and act out that part of the press conference.**

### Read the text

## **Mass media in the USA**

The media of the United States consists of several different types of communications media: television, radio, cinema, newspapers, magazines, and internet-based Web sites. The U.S. also has a strong music industry.

Television in the United States is regulated, along with radio, by the Federal Communications Commission. There are several thousand local stations, of which many belong to the seven nationwide commercial broadcast networks. Traditionally, there were three: NBC, ABC, and CBS. The four newer networks are Fox, UPN, the WB, and 1. There is also a non-profit public television network, PBS, which is partially subsidized by the federal government. Besides, there are also many networks which can be received on a television only after arranging for a subscription to a cable or satellite service.

American radio broadcasts only in two bands: FM and AM. Some stations are only talk radio – featuring interviews and discussions – while music radio stations broadcast one particular type of music; Top 40, hip-hop, country, etc.

In the 20th century, the motion picture industry rose to become one of the most successful and powerful industries in the U.S.

Newspapers have declined in their influence and penetration into American households over the years. The U.S. does not have a national paper per se, although the influential dailies the *New York Times* and the *Wall Street Journal* are sold in most U.S. cities. *The Times* has a moderate-left stance, while the *Journal* is moderate-right and is strongly pro-business. All major metropolitan areas have their own local newspapers. With a very few exceptions, all the newspapers in the U.S. are privately owned.



The U.S. has three leading weekly news-magazines: *Times*, *News-week* and *U.S. News and World Report*. Besides it has a dozen major political magazines and hundreds of specialized magazines that serve the diverse interests and hobbies of the American people.

**Exercise 19. Read the text and mark the correct answers with a tick:**

- 1 How many types of communication make mass media in the USA?
  - (a) Two.
  - (b) Six.
  - (c) The text said nothing about that.
- 2 Is television regulated in any way?
  - (a) Yes, it is regulated by the Federal Communications Board.
  - (b) Yes, it is regulated by the Federal Communications Commission.
  - (c) No, it is not.
- 3 To whom do local television and radio stations belong?
  - (a) To NBC.
  - (b) To CBS.
  - (c) To the seven commercial networks.
- 4 What is PBS?
  - (a) It's a nationwide commercial broadcast network.
  - (b) It's a communications committee.
  - (c) It's a non-profit public television network.
- 5 Is PBS subsidized by the federal government?
  - (a) Yes, it is fully subsidized by the federal government.
  - (b) It is partially subsidized by the federal government.
  - (c) No, it is subsidized by the state government of New Jersey.
- 6 Is cable service free?
  - (a) Yes, it is.
  - (b) No, it is provided for by subscribers.
  - (c) It is free only in the day-time.
- 7 Do music radio stations broadcast interviews and discussions as well?
  - (a) Yes, but only very seldom.
  - (b) No, but there are special talk radio stations which do so.
  - (c) No, but there is one talk radio station featuring interviews and discussions.



## Exercise 20. What words in the text mean that:

- 1 The popularity of newspapers is going down in the USA.
- 2 No national paper is published in the US in fact.
- 3 Two most popular newspapers are sold throughout the US.
- 4 Almost all local newspapers are privately owned.
- 5 There are three popular news-magazines.
- 6 A few other political magazines are published in the US.
- 7 There is a great variety of specialized magazines catering for different tastes of readers.

## Read the text

### **The soap opera** (an article from a magazine)

The soap opera marks its half century on the air today. The anniversary is also a milestone for Procter & Gamble, which has part-produced and funded *As The World Turns* since 1956.

The genre got its name from the adverts for Ivory soap that P&G would run in the breaks in the programme. In the heyday of the P&G soap, the company was producing as many as 13 shows, including the only other surviving soap *The Guiding Light*, which is 70 next year.

In the early days, P&G's aim in producing soaps was to target women at home during the day. The soaps were seen as risky, because they were the first TV entertainment of their kind to appear outside prime evening hours.

But they were a roaring success, helping sell P&G's soap, detergent and shampoo products and building brand awareness that was passed on to further generations as mothers watched with their young children. They also helped launch careers of some well-known actors.

Yet, TV ratings have fallen in recent years. Marketers are increasingly questioning the value of broadcast TV advertising. P&G is trying to reverse the decline by applying some experimental marketing practices to the old soap opera TV medium as it attempts to bridge the gap between old and new media.

Last month, P&G launched an internet-based, lottery-style promotion called Daytime Dollars, giving away a \$500 prize to viewers whose 'unique number' appeared on the programme. ...



**Exercise 21. Read the text and mark the following statements as true (T) or false (F):**

- 1 The first soap opera appeared on the air a century ago. ☐
- 2 The first soap operas advertised soap produced by numerous American companies. ☐
- 3 P&G advertised their soap during the breaks in films and shows. ☐
- 4 The soaps first appeared in the prime evening hours. ☐
- 5 The soaps helped the company to sell a few products, but not only soap. ☐
- 6 Some actors became very popular thanks to the soaps. ☐
- 7 In recent years the popularity of the soaps has gone down. ☐

**Exercise 22. Mark the meaning (with a tick) in which these words are used in the text:**

- marketers* — producing companies  
shops  
purchasers
- to reverse* — to change  
to annul  
to go the other way round
- to bridge* — to join by means of a bridge  
to cover a period of time  
to overcome
- gap* — opening in a wall  
interval  
wide separation
- to launch* — to start  
to set afloat  
to aim
- to give away* — to sacrifice  
to distribute  
to reveal
- programme* — list of singers in an opera  
performance  
plan



## Write English

### Advertising

**Exercise 23a. Write extensive answers to the following questions:**

- 1 Is advertising an essential source of finance for most television and radio companies in the world?
- 2 Are ways of advertising on the radio, on television, in newspapers, in magazines, on billboards similar?
- 3 What is the most effective way of advertising?

**b Write an essay on one of the following topics:**

- 1 Advertisements often contain lies.
- 2 Many viewers hate commercials in television and radio programmes.
- 3 Advertising is an art.

**c Write an advertisement of a certain product of your choice.**

## Make a presentation

### A new radio station

**Exercise 24a. Imagine a new radio station is being opened in Moscow and a press conference is being held for the occasion. Many foreign journalists have been invited. Act out this press conference.**

**Here are some hints:**

For the Speaker: *First of all I would like ...*

*It is a great event ...*

*Now let me introduce ...*

For the General Director of the radio station:

*Let me thank you for ...*

*I hope ...*

*I have employed ...*

*We are planning ...*

For journalists: *Will you please tell us ...?*

*What is your idea ...?*

*When can we ...?*

*I wish you good luck and many prosperous years of ...*





---

## LESSON 6

# LITERATURE

|                         |  |
|-------------------------|--|
| Revise Grammar:         | Perfect Tenses in the Passive Voice<br><i>Charles Dickens, the master storyteller of Victorian England</i> |
| Retell the texts:       | <i>Oscar Wilde and other great names</i><br><i>Contemporary English writers</i>                            |
| Speak English:          | <i>Outstanding Russian novelists</i>   |
| Extend your vocabulary: | <i>George Byron</i><br><i>A few other famous poets</i><br><i>Alexander Pushkin and Russian poetry</i>      |
| Read English:           | <i>Illustrations in books</i>  |
| Write English:          | Book fairs   |
| Have a discussion:      | Books and readers  |



### Read the text

### Charles Dickens, the master storyteller of Victorian England

**Charles Dickens**, the famous British novelist, was born in 1812 near Portsmouth. He was the second child of John Dickens, a clerk in the navy pay office. Charles had a comfortable early childhood. He had an able schoolmaster; at home he reveled in the novels of Defoe, Fielding, Smollett and others. But when he was eleven the family's money difficulties became acute. As soon as Charles was twelve, he was sent to work in a shoe polish factory. John Dickens was arrested for debts and confined to the Marshalsea prison, where his wife and younger children joined him.



After three months a legacy released John Dickens from the Marshalsea, and some time later he sent his son back to school, this time under an ignorant and uncongenial master.

Leaving school at fifteen, Charles obtained a post in a solicitor's office. For a year and a half he remained in this work, acquiring close knowledge of legal types and ways. Then he learned shorthand and, after developing his skill in reporting legal cases, he became a parliamentary reporter in 1832. He also wrote sketches under the pen name 'Boz' for the *Monthly Magazine*.

In 1836, just as the serial publication of the *Pickwick Papers* was starting, he married Cathrine Hogarth, and late in this same year his growing success as an independent writer enabled him to give up newspaper employment.

During his middle and later years the writing of his novels occupied by no means the whole of his time. His early successes had gained him admission into literary and fashionable society. He engaged strenuously in philanthropic work. A talented actor, he threw himself into amateur theatrical ventures in aid of charity. About the time of the separation from his wife (1858), he began to put a good deal of his energy into public readings from his works. These were semidramatic performances. They were immensely popular, but extremely exhausting for the performer. Dickens's friends believed that they shortened his life.





An illustration to the *Pickwick Papers* by the English painter **Phiz**, whose real name was H.W. Browne. He was the main illustrator of Dickens's, W. Scott's and G. Byron's works.

He died suddenly of a stroke in June 1870, leaving unfinished his novel *The Mystery of Edwin Drood*.

And still alive are his novels with stage and screen versions, and numerous unforgettable characters that crowd his books. Among them are Mr. Pickwick and Sam Weller, the comic heroes of his first literary success. Mr. Micawber was the character based on Dickens's own father in the largely autobiographical novel *David Copperfield*. Fagin of *Oliver Twist* and the miser Scrooge in *A Christmas Carol* are other unforgettable characters.

All fifteen of his novels were first published as serials of monthly chapters.

Initially, he had this form wished on to him by a publisher. Dickens quickly perceived the advantages that serial publication had for him, and the monthly number remained his favourite vehicle throughout his life. He would aim to deliver the manuscript to the printer by the twentieth for publication on the last day of the month. He had necessarily to keep in close touch with his illustrator, who might well be working on a scene he had conceived but not yet written.

This method of writing left Dickens free to modify future developments of the novels. He was always highly sensitive to his readers' reactions, expressed in critical comments uttered privately or publicly and



communicated directly or indirectly; or they might be implied in rising or falling sales.

## Do you know these words?

**navy** военно-морской флот, морское ведомство; *поэт.* эскадра, флотилия; **navy-blue** темно-синий

**to revel in smb/smith** [revl] упиваться, наслаждаться кем/чем-либо

**acute** острый; **acute eyesight** острое зрение, **acute pain** острая боль

**to be confined to prison** быть приговоренным к тюремному заключению

**legacy** наследство; наследие

**to reveal** [rɪ'vi:l] открывать, разоблачать; **to disclose, to expose**

**solicitor** адвокат; **to solicit** просить, требовать, ходатайствовать

**shorthand (writing)** стенография

**to give up** бросать, отказываться от; **to give up smoking** бросать курить

**amateur** ['æmətə] любительский

**charity** благотворительность; **charities** благотворительные учреждения или дела; **charity begins at home** своя рубашка ближе к телу

**to perceive** понимать, осознавать

**advantage** преимущество; **to take advantage of the situation** воспользоваться ситуацией

**to utter** произносить; *syn.* **to pronounce, to say**

## Perfect Tenses in the Passive Voice

Perfect Tenses in the Passive Voice выражают законченные действия в настоящем, прошедшем или будущем времени, выполненные лицом или предметом, не являющимся подлежащим предложения. Подлежащим предложения является лицо или предмет, на которое направлено действие.

Perfect Tenses in the Passive Voice образуются с помощью вспомогательного глагола *to have* в Present/Past/Future Perfect и причастия прошедшего времени смыслового глагола:

Many novels of this author *have been translated* into Russian.

I was sure that all his novels *had been translated* into Russian.

One of his novels *will have been translated* into Japanese by the end of the year.



**Exercise 1. Read and translate the sentences, explain the formation and use of verbs in Past Perfect Passive:**

- 1 At that time he did not know his father had been arrested.
- 2 Only some time later did he learn that the father had been confined to the Marshalsea prison.
- 3 Three months later Charles was sent back to school. His father had been released from prison by that time.
- 4 At the age of twenty Charles became a parliamentary reporter. He had acquired some knowledge of legal cases and shorthand writing before.
- 5 He gave up newspaper employment soon after he had started publishing the *Pickwick Papers*.
- 6 He separated from his wife in eighteen fifty eight. He had been married for twenty two years.
- 7 Charles Dickens died at the age of fifty eight in 1870. His novel *The Mystery of Edwin Drood* had not been finished.

**Exercise 2. Use the verbs in the right forms (Past Perfect Active or Passive), read and translate the sentences:**

- 1 During the middle and later years the writing of his novels did not occupy all his time. His early successes in writing (*to gain*) him admission into literary and fashionable society.
- 2 A talented actor, he threw himself into amateur theatrical performances in aid of charity. Most probably he (*to earn*) enough money to afford it.
- 3 The public readings of his works were very exhausting for Dickens and his friends believed they shortened his life. A lot of such readings (*to arrange*) in London.
- 4 All fifteen of his novels were first published as serials of monthly chapters. It was his publisher who (*to recommend*) him this form.
- 5 Every serial was to be published on the last day of the month. Therefore the manuscripts (*to deliver*) to the publisher by the twentieth of the month.
- 6 Sometimes his illustrator worked on a scene which (*not to write*) yet.



- 7 This method enabled Dickens to modify the developments of his novels. He (*to take*) into account his reader's reactions and critical comments.

**Exercise 3. Read and act out these mini-dialogues, explain the use of Tenses and Voices:**

- And still alive are his novels with stage and screen versions.
- Yes, that's true. And most of his novels have been translated and published in various countries of the world.
- He is a true world-known author.
- Have you got any novels written by this great writer in the original?
- Yes. I have the *Pickwick Papers* with illustrations by the English painter Browne. And I have also got *David Copperfield*, which is the largely autobiographical novel.
- But I had only one, *Oliver Twist*. And I am sorry to say it has been lost. I cannot find it anywhere in my flat.

**Exercise 4. Translate into English:**

- 1 Эта книга издана с иллюстрациями другого художника.
- 2 Трудно представить, сколько раз был переиздан этот роман.
- 3 Вы знаете, на какие языки мира был переведен роман «Давид Копперфильд»?
- 4 Я читал этот роман в прошлом году. Мне подарили трехтомник Диккенса.
- 5 Диккенс начинал как репортер. Его репортерские статьи отмечались иронией, живостью изложения и богатством языка.
- 6 Диккенс стал известным еще в конце 30-х годов XIX века вскоре после того, как были опубликованы первые главы «Записок Пиквикского клуба».
- 7 Выставка начнется в декабре. Я думаю, к этому времени уже будет издано новое собрание его сочинений.



## Retell the text

### Oscar Wilde and other great names

**Oscar Fingal O'Flatherie Wills Wilde** (1856—1900) was born in Dublin into the family of a distinguished Irish surgeon and educated at Dublin and Oxford Universities. His mother was a writer of poetry and prose.

Oscar Wilde's major works include the novel *The Portrait of Dorian Gray* and several sparkling comedies, up to now repeatedly produced all over the world: *Lady Windermere's Fan*, *A Woman of No Importance*, *An Ideal Husband*, *The Importance of Being Earnest*. He also wrote fairy-tales, poems, short stories, political and literary essays.



Wilde's splendid literary career and social position suddenly collapsed when in 1895 he was sentenced to two-years' term of imprisonment for immoral practices. After his release he lived in obscurity in France. In 1898 he published his best known poem *The Ballad of Reading Goal*.

Here is an extract from Oscar Wilde's short story *Lord Arthur Savile's Crime*.

(Lord Arthur was going to marry Savile but a cheiromantist told him that before he married Savile and lived happily he was to kill someone and there was no escape from the murder.)

... Lord Arthur looked over the list of the friends and relatives, and, after careful consideration, determined to blow up his uncle, the Dean of Chichester. The Dean, who was a man of great culture and learning, was extremely fond of clocks, and had a wonderful collection of timepieces. It seemed to Lord Arthur that this hobby of the good Dean offered him an excellent opportunity for carrying out his scheme. Where to procure an explosive machine was, of course, quite another matter.

Soon Lord Arthur found just the man for his purpose, introducing himself as Mr. Robert Smith. And a few days later the man brought a pretty little French clock, surmounted by a figure of Liberty trampling on the hydra of Despotism.



Lord Arthur's face brightened up when he saw it. 'If it is delivered tomorrow night or Thursday morning, it will be time enough for the moment of the explosion,' said Lord Arthur politely, 'say Friday at noon exactly, the Dean is always at home at that hour.'

For the next two days he was in a state of the greatest excitement, and on Friday at twelve o'clock drove down to the Buckingham to wait for news. None of the papers, however, contained even the slightest allusion to Chichester, and Lord Arthur felt that the attempt must have failed. He was destined to disappointment, for two days afterwards, as he was going upstairs, his mother called him into her room, and showed him a letter she had just received from the Deanery.

'Jane writes charming letters,' said the Duchess. 'You must really read her last.' Lord Arthur seized the letter from her hand. It ran as follows:

The Deanery, Chichester

27th May.

My Dearest Aunt,

Thank you so much for the flannel for the Dorcas Society, and also for the gingham.

We have had great fun over a clock that an unknown admirer sent Papa last Thursday. Papa said it was historical and put it on the mantelpiece in the library, and we were all sitting there on Friday morning, when just as the clock struck twelve, we heard a whirring noise, a little puff of smoke came, and the goddess of Liberty fell off, and broke her nose. It looked so ridiculous that James and I went off into fits of laughter, and even Papa was amused. I suppose such clocks are quite fashionable in London ... Do you think Arthur would like one for a wedding present? ...

## Do you know these words?

**distinguished** [dɪ'stɪŋɡwɪʃt] выдающийся, известный

**surgeon** хирург; **surgery** хирургия; кабинет врача

**imprisonment** тюремное заключение

**obscurity** неизвестность; неясность, темнота; **to live in obscurity** жить в неизвестности; **to sink into obscurity** быть преданным забвению

**to determine** [dɪ'tə:mɪn] определять, устанавливать; *syn.* **to establish, to find out**

**to blow up** взрывать; раздувать

**dean** 1) настоятель собора; 2) декан (факультета)

**deanery** 1) дом настоятеля собора; 2) дом декана



**to procure** доставать, добывать; **procurement** приобретение, сводничество

**to fail** потерпеть неудачу; провалиться; **to fail an exam** провалить экзамен; **to fail at an exam** провалиться на экзамене; **he failed to see her** он не увидел ее

**destined** ['destɪnd] предназначенный, предопределенный; **destiny** судьба

**gingham** полосатая или клетчатая льняная материя

**mantelpiece** ['mæntlprɪs] каминная доска

**whirring** шум, жужжание

**to amuse** забавлять, развлекать; *syn.* **to entertain**; **to delight**

### Exercise 5a. Read the text and answer the following questions:

- 1 Is Oscar Wilde an Irish writer?
- 2 Who were his parents?
- 3 What was his education background?
- 4 What only novel did he write?
- 5 How many sparkling comedies did he create?
- 6 Why did he spend two years in prison?
- 7 Did he die in exile?

### b Translate into English:

- 1 Оскар Уайльд также писал изысканные стихи, лирические, грустные сказки, пьесы. Его крупный роман — «Портрет Дориана Грея».
- 2 Он написал несколько интересных статей о литературе и искусстве.
- 3 — А вы читали его знаменитую поэму «Баллада Редингской тюрьмы»?  
— Да, читал, конечно. Это последнее свое произведение Уайльд написал в тюрьме.
- 4 Пьесы Уайльда «Веер леди Уиндермир», «Идеальный муж», «Как важно быть серьезным» имели большой успех на сцене. Они до сих пор идут во многих театрах России. Оскара Уайльда по праву считают одним из основоположников интеллектуального театра.



**c Sum up the information about Oscar Wilde, the great ‘sharp’ writer.**

**Exercise 6a. Complete the sentences using the text, read and translate the sentences:**

- 1 Lord Arthur was going to marry Savile but a cheiromantist told him ... and there was no escape from the murder.
- 2 After careful consideration, he determined to kill or blow up ... Chichester cathedral.
- 3 He was extremely fond of ... and had a wonderful collection of ...
- 4 Soon Lord Arthur found the man for his purpose, who a few days later brought Lord Arthur a pretty little French ... which was an explosive machine.
- 5 Lord Arthur asked the man to deliver ... as the Dean was always at home at that time.
- 6 For the next two days Lord Arthur was in ... excitement waiting for news, but none of the papers had even the slightest ... Chichester.
- 7 Lord Arthur felt ... must have failed.

**b Choose the right prepositions, read and translate the sentences:**

- 1 Two days afterwards Arthur’s mother called him (*in, into*) her room and showed him a letter she had received (*from, off*) Jane, the Dean’s daughter.
- 2 The letter spoke (*in, about*) great fun over the clock the Dean had received (*from, off*) an unknown admirer.
- 3 The Dean said the clock was historical and put it (*on, in*) the mantelpiece (*in, into*) the library.
- 4 The next day as the clock struck twelve, the clock exploded, the goddess of Liberty, the main decoration (*of, off*) the clock had her nose broken and looked very funny.
- 5 Most probably they understood who the admirer was and suggested giving Arthur a similar clock (*for, on*) a wedding present.

**c Retell the extract from Oscar Wilde’s short story *Lord Arthur Savile’s Crime*.**



**Exercise 7. Guess who the three novelists are, fill in the gaps and retell the text:**

- 1 \_\_\_\_\_ (1867—1933) is an English novelist and dramatist. His work examines the social issues of the Victorian period. He wrote *The Forsyte Saga* in 1922, and its sequel *A Modern Comedy* in 1929. His other novels include \_\_\_\_\_  
He is a Nobel Prize winner of 1932.
- 2 \_\_\_\_\_ (1799—1850) is one of the major novelists of the 19th century. His first success was *The Chouans* inspired by Walter Scott, which began the long series of novels *The Human Comedy*, including *Eugenie Grandet*, *Pere Goriot* and *Cousin Bette*. He also wrote the *Rabelaisian Ribald Tales*.
- 3 \_\_\_\_\_ (1850—1893) is a prominent French novelist and short story writer. He established a reputation with the short story *Ball of Fat* and wrote some 300 short stories all in all. His novels include *A Woman's Life* and *Bel-Ami*. He was encouraged as a writer by Gustave Flaubert.

**Retell the text**

**Contemporary English writers**



**Jeffrey Archer** is a master storyteller, the author of novels which have all been worldwide bestsellers. He was born in 1940 and educated at Wellington School, Somerset and Brasenose College, Oxford. He wrote his first novel, *Not a Penny More, Not a Penny Less*, in 1974. It achieved instant success. His other works include a few collections of short stories and ten novels, here are the titles:

*Shall We Tell the President?*  
*Kane and Abel*  
*The Prodigal Daughter*  
*First Among Equals*  
*A Matter of Honour* and others.



He was created a life peer in the Queen's Birthday Honours of 1992. He lived in Cambridge with his wife and two sons at the time.

**Frederick Forsyth** is the author of eight bestselling novels:

*The Day of the Jackal*

*The Odessa File*

*The Dogs of War*

*The Devil's Alternative* and others.

His novel *The Deceiver* is now an International TV Series with screenplay written by Murray Smith.

He also wrote a short story collection. He has also collected together an anthology of flying tales, *Great Flying Stories*, which includes stories by Sir Arthur Conan Doyle, Roald Dahl, Len Deighton, and H.G.Wells.

**P.D. James** was born in Oxford and educated at Cambridge High School. She worked in the National Health Service, the police department of the Home Office. She is a Fellow of the Royal Society of Literature and a Fellow of the Royal Society of Arts. She has won awards for crime writing from Britain, America, Italy and Scandinavia, and has received honorary degrees from six universities. She was created a life peer in 1991. In 1997 she was elected President of the Society of Authors.

Her novels include:

*An Unsuitable Job for a Woman*

*Innocent Blood*

*The Skull Beneath the Skin*

*Shroud for a Nightingale*

*A Certain Justice* and others.

## Do you know these words?

**instant** немедленный, безотлагательный; **instant love**; *syn.* **love at first sight** любовь с первого взгляда; **instant relief** мгновенное облегчение; **instant coffee** растворимый кофе

**prodigal** ['prɒdɪɡl] расточительный

**peer** пэр, лорд

**honorary** почетный; **honour** честь, почет; **an honorary office** почетная должность

**innocent** ['ɪnəsnt] невинный, невиновный; **innocence** невинность, невиновность

**blood** кровь



**beneath** под; **beneath our very eyes** прямо на наших глазах  
**skin** кожа; **to get under the skin** раздражать, действовать на нервы  
**shroud** пелена, покров  
**nightingale** соловей

**Exercise 8a. Read the text and answer the following questions:**

- 1 Was the name of Jeffry Archer familiar to you?
- 2 What works of this author, if any, have you read?
- 3 How old is he now and where is he living?
- 4 Was his first book a bestseller?
- 5 What other books has he written lately?
- 6 Have they been translated into Russian?
- 7 Do you prefer reading English authors in the original?

**b Choose the right words read and translate the sentences:**

- 1 Frederic Forsyth is the author of about ten (*bestsellers, bestselling*) novels.
- 2 Some of his novels have become International TV (*Series, Serial*).
- 3 He is also a short (*story, stories*) writer and he has also collected together an anthology of (*fly, flying*) or very popular detective stories.
- 4 Pamela James, another popular author had a certain experience working in the National (*Health, Medical*) Service and in a police department.
- 5 She is a (*Fellow, fellowship*) of the (*Queen, Royal*) Society of Literature.
- 6 She has received (*honor, honorary*) degrees from six universities.
- 7 Pamela James was (*elected, chosen*) President of the Society of Authors in 1997.

**c Translate into English:**

Биография Джеффри Арчера очень интересная. Он был членом английского парламента занимал должности в партии консерваторов. Из-за долгов в результате неудачной коммерческой сделки он был вынужден покинуть парламент. Он решил изложить свой опыт в романе. Написанный им роман стал бестселлером. Теперь Арчер — автор более 20 романов. В 1993 г. он был избран в Палату лордов.



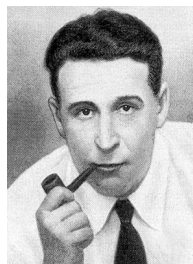
d Retell the text about the three contemporary writers.

**Exercise 9.** Read the following texts, use articles if necessary and retell them:

**Arthur Conan Doyle** (1859—1930) is ... Scottish writer. He created ... detective Sherlock Holmes and his assistant Dr Watson, who first appeared in *A Study in Scarlet* and featured in ... number of subsequent stories, including ... *Hound of ... Baskervilles*.

**Agatha Mary Clarissa Christie**, born Miller (1890—1976) is ... English detective novelist. She created ... characters Hercule Poirot and Miss Jane Marple and wrote more than 70 novels. ... number of her books have been filmed, for example *Murder on ... Orient Express*. Her play ... *Mousetrap*, which opened in London in 1952, is ... longest continuously running show in ... world.

**George Sémenon** (1903—1989) is a Belgian crime writer. Initially a pulp fiction writer, in 1931 he created Inspector Maigret of the Paris Surete who appeared in a series of detective novels.



## Speak English

### Outstanding Russian novelists

*An English student:* Excuse me, where can I buy a novel of Dostoevsky, if I pronounce the name properly, in English?

*A Russian student:* One of the best bookshops is in the centre of Moscow near the Underground station Lubyanka.

*An English student:* Thank you very much. I have been trying to have at least one of the novels of this great author for some time but was unlucky. I couldn't find one in English. We have a few extracts from his novels in our textbooks. Mostly, they are very tragic and impressive.

*A Russian student:* It seems to me his works are very sad, though critics usually write he is famous for his psychological approach.



- An English student:* I remember his life story is very sad, he was a gambler, very often he lacked money and was on the verge of committing suicide.
- A Russian student:* Yes, literary critics and specialists in literature have studied his life very thoroughly. Most people sympathise with this great man and great author.
- An English student:* He is certainly a classical author. It seems to me he is famous all over the world and he is becoming more and more popular in England.
- A Russian student:* The same is true about Russia. His works are regularly published and the circulation is usually very big.
- An English student:* Have any of his tragedies been filmed?
- A Russian student:* Yes, very many, at that. And most of them are real masterpieces!

### Do you know these words?

**at least** по крайней мере

**unlucky** неудачный, несчастливый; *syn.* **unhappy, unfortunate**

**gambler** игрок (в азартные игры); **to gamble** играть в азартные игры;

**gambling house** казино

**on the verge** на пороге

**to commit suicide** ['sjuisaid] совершать самоубийство

**to sympathise with smb** сочувствовать кому-либо

**masterpiece** шедевр; *syn.* **master-work, magnum opus** (*Lat.*)

### Exercise 10a. Read these questions paying attention to the intonation:

- 1 Where can I ↘ buy it?
- 2 Where can I buy a novel of Dosto ↘ evsky?
- 3 Excuse me, where can I buy a novel of Dostoevsky, if I pronounce the name ↘ properly, in English?
- 4 Have any of his tragedies been ↗ filmed?
- 5 Have all of them been ↗ filmed?

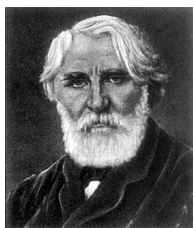


**b Complete the sentences as in the talk, and read the sentences outloud:**

- 1 One of the best bookshops is ...
- 2 I have been trying to have at least ...
- 3 We have ... textbooks.
- 4 Mostly they are very ...
- 5 He is famous for ...
- 6 I remember his life story is ...
- 7 Literary critics and specialists in literature have studied ...

**c Reproduce the talk.**

**Exercise 11. Translate the text into English and act out a talk of two students about Ivan Turgenev:**



Произведения **Ивана Сергеевича Тургенева** (1818–1883) отличаются поэтическим реализмом и яркими образами персонажей. В России и за рубежом широко известны его романы “Рудин”, “Дворянское гнездо”, “Отцы и дети”, пьесы “Месяц в деревне”, “Нахлебник”, стихотворения в прозе “Русский язык”, “Как хороши, как свежи были розы” др. Последние 20 лет жизни Тургенев провел за границей, периодически приезжая в Россию. Советы Тургенева использовали в своих рукописях французские писатели Гюстав Флобер, Эмиль Золя, Альфонс Доде.

Тургенев был близок с А.И. Герценом, Т.Н. Грановским, В.Г. Белинским, разделяя их убеждения западников.

Богатая книжная коллекция писателя составила основу Тургеневской библиотеки в Париже.

**Полина Виардо** (Viardo Garcia), французская певица и композитор (1821—1910), была близким другом Тургенева. Она автор нескольких романсов на слова Тургенева. Виардо также написала несколько комических опер на либретто Тургенева.



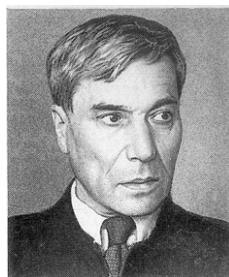


## Exercise 12. Act out similar talks of two students about Leo Tolstoy, Boris Pasternak or Vladimir Nabokov.

The following may be of help:

**L.N. Tolstoy** (1828—1910) wrote *War and Peace* in 1863—1869 and *Anna Karenina* in 1873—1877. From 1880 Tolstoy underwent a profound spiritual crisis and took up various moral positions, including passive resistance to evil, rejection of authority, religious or civil, and private ownership, and a return to basic mystical Christianity. He was excommunicated by the Orthodox Church, and his later works were banned.

**Boris Leonidovich Pasternak** (1890—1960) is a Russian poet and novelist. His novel *Dr Zhivago* was originally banned in the USSR, but was awarded a Nobel prize in 1958, which Pasternak declined. The ban on *Dr Zhivago* has since been lifted and Pasternak has been posthumously rehabilitated.



**Vladimir Nabokov** (1899—1977) left his native Russia in 1917 and began writing in English in the 1940s. His most widely known book is *Invitation of a Beulah*. His other books, remarkable for their word play and ingenious plots, include *Invitation of a Beulah*, *The Real Life of Sebastian Knight*, *Pnin*, and his memoirs *Invitation of a Beulah*.

## Extend your vocabulary

### George Byron

**Lord George Gordon Byron** (1788—1824) spent most of his early childhood in Aberdeen, Scotland with his widowed mother. When he succeeded to the barony at the age of ten, they moved to England. Mrs Byron was emotionally unbalanced and, though fond of her son, could indulge in the most violent and scurrilous abuse of him. As he lost sympathy with her, he drew closer to his half sister, Augusta.





In 1809 he set out on a Mediterranean tour with J.C.Hobhouse, who had become his friend at Cambridge. They visited Portugal, Spain, Malta, and those parts of the Ottoman Empire now known as Albania, Greece and Turkey. Returning in 1811, Byron published a long poem based on these travels, *Childe Harold's Pilgrimage*, cantos 1 and 2. This was tremendously successful.

In January 1815 he married the high-minded and intellectual Annabella Milbanke. In January 1816, one month after the birth of their daughter, Annabella left him. A public scandal resulted, and hostility towards the poet was widespread. In April, 1816 Byron sailed from England for the second and last time.

He journeyed up the Rhine to Switzerland, where he saw much of the Shelleys, and then moved on to Italy. These regions provided him with material for *Childe Harold's Pilgrimage*, cantos 3 and 4. A period of dissipation in Venice preceded the formation of his last and firmest love attachment, that to Teresa Guiccioli. To be near her, he lived in Ravenna and later in Pisa. Italy remained his home until he left for Greece in 1823. In Italy he had supported the Italian national movement; in Greece, too, he worked to free a subject people from foreign rule. He was at Missolonghi organising an artillery force — with which, despite his lameness, he was ready to go into action — when he contracted a fever and died.

In his numerous poems Byron was sentimental and affected, satirical and realistic, melancholic and humorous. His friends Hobhouse and the poet Thomas Moore knew him as a humorous and high-spirited companion.

Byron found a perfect poetic form for the total self-expression. He conceived *Don Juan* as a medley poem, and both for it and for *The Vision of Judgement* he adopted the Italian verse form, ottava rima. *Beppo* was the poem in which he mastered this instrument.

*Don Juan* is a vast unfinished picaresque novel in verse. The hero has adventures, amatory, nautical, military and social, in Spain, Greece, Russia and England. These adventures provide Byron with varied opportunities for satirical comedy and he regularly interferes with his own witty, cynical and worldly comments on the action.

*The Vision of Judgement* is a satirical attack on Robert Southey and his official commemoration, as poet laureate, of the dead King George III.



## Do you know these words?

**widow** вдова, **widower** вдовец

**to succeed to smth** унаследовать что-либо; *syn.* **to inherit smth**

**to indulge** давать себе волю; **he indulged the company with a song** он доставил всем удовольствие, спев песню

**violent** сильный, бурный; **violence** сила, стремительность

**scurrilous** грубый, оскорбительный; *syn.* **rude, vulgar**

**abuse** оскорбление; **to abuse** оскорблять

**to draw (drew, drawn)** тянуть; привлекать; **to draw smb's attention to** привлечь чье-либо внимание к

**canto** песнь (часть поэмы)

**tremendous** ошеломительный; ужасный

**hostility** враждебность; **hostile** враждебный

**dissipation** легкомыслие; рассеяние; расточение; **to dissipate doubts** рассеять сомнения

**firm** твердый; крепкий, прочный

**attachment** привязанность, преданность; *syn.* **devotion**

**subject** подчиненный, подвластный

**rule** правление; **to rule** управлять, править; **to rule out** исключать

**despite smth** несмотря на что-либо; *syn.* **in spite of smth**

**lameness** хромота; **to be lame** хромать

**affected** задетый, тронутый; **affection** привязанность, любовь

**to conceive** понимать, постигать, почувствовать; *syn.* **to see, to understand**

**medley** смешенный, разнородный

**picaresque** [ˌpɪkəˈresk] авантюрный, плутовской

**witty** остроумный; *syn.* **clever, humorous**

**commemoration** празднование; поминовение; **to commemorate** праздновать (годовщину), чтить память

## Exercise 13a. Underline the synonym used in the text and make a short sentence of your own with it:

|            |            |
|------------|------------|
| rude       | extreme    |
| vulgar     | violent    |
| scurrilous | affected   |
| insulting  | artificial |
| strong     | mannered   |
| severe     | unnatural  |

b Write out the numerous adjectives characterising Byron as a poet.



c Add as many adjectives as you can which could be used with the following nouns:

|         |          |          |            |
|---------|----------|----------|------------|
| witty   |          | amatory  |            |
| cynical | comments | nautical | adventures |
| worldly |          | military |            |
| _____   |          | _____    |            |
| _____   |          | _____    |            |

#### Exercise 14. Translate into English:

- 1 Русские слова «стихотворение» и «поэма» переводятся на английский язык одним и тем же словом — *poem*.
- 2 Русское слово «поэзия» обычно переводится как *poetry*. Но иногда используется слово *verse*. Например, предложение «Он пишет в стихах и в прозе» переводится следующим образом: *He writes both in verse and in prose*.
- 3 Сочетание «лирическая поэзия» переводится как *lyrical verse*.
- 4 Обычно слово *verse* переводится как «строфа», «стих».

#### Exercise 15. Read the poem written by Lord Byron and write out the words which seem very poetic to you:

##### She Walks in Beauty

She walks in beauty, like the night  
 Of cloudless climes and starry skies;  
 And all that's best of dark and bright  
 Meet in her aspect and her eyes;  
 Thus mellow'd to that tender light  
 Which heaven to gaudy day denies.  
 One shade the more, one ray the less,  
 Had half impaired the nameless grace  
 Which waves in every raven tress,  
 Or softly lightens o'er her face;  
 Where thoughts serenely sweet express  
 How pure, how dear their dwelling-place.  
 And on that cheek, and o'er that brow,  
 So soft, so calm, yet eloquent,  
 The smiles that win, the tints that glow,  
 But tell of days in goodness spent,  
 A mind at peace with all below,  
 A heart whose love is innocent!

Note: mellow'd = mellowed  
 o'er = over



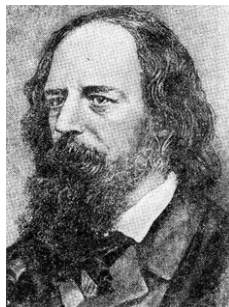
## Extend your vocabulary

### A few other famous poets



**Percy Bysshe Shelley** (1792—1822) is an English lyric poet. He was a leading figure in the Romantic movement. Expelled from Oxford University for atheism, he fought all his life against religion and for political freedom. This is reflected in his early poems such as *Queen Mab*, 1813. He later wrote tragedies including *The Cenci*, 1818, lyric dramas such as *Prometheus Unbound*, 1820, and lyrical poems such as *Ode to the West Wind*. He drowned while sailing in Italy.

**Alfred Tennyson** (1809—1892) is an English great poet. He was poet laureate in 1850—1892. His verse has a majestic, musical quality. His works include *The Lady of Shalott*, *The Lotus Eaters*, *Ulysses*, *The Charge of the Light Brigade*, a long series of poems on the Arthurian legends *The Idylls of the King*, etc.



In his poem *Godiva* he spoke about this legendary heroine. According to the legend Lady Godiva's husband Leoffric, one of the great earls of Edward the Confessor imposed a very heavy tax on the inhabitants of Coventry. Lady Godiva importuned him to remit it, which he promised to do if she rode naked through the streets of Coventry at noon. She took him at his word, asked the people to keep within doors and shut their windows on the appointed noonday, and complied with his condition. She was riding naked through the city when it struck noon. And suddenly one window opened. It was Tom, a local tailor. The same moment he was struck blind. That's how *the Peeping Tom* came to the English sayings: *Don't play Peeping Tom*.

### Do you know these words?

**to expel** исключать, изгонять

**to drown** утонуть; *syn.* **to sink**

**earl** граф (титул)

**confessor** духовник, исповедник; **to confess** признавать(ся), исповедывать(ся)



**to impose** навязывать, вводить, устанавливать; **to impose restrictions on...** вводить ограничения на...

**inhabitant** житель, обитатель; **to inhabit** жить, обитать

**to importune** [ɪm'pɔ:tju:n] надоедать просьбами

**to remit** 1) прощать; 2) передавать; 3) посылать (по почте)

**naked** нагой, голый, обнаженный

**to shut (shut, shut)** закрывать, захлопывать; **to shut the stable after the horse's gone** после драки кулаками не машут

**to comply with smth** [kəm'plaɪ] выполнять что-либо

**tailor** портной

**to be struck blind** ослепнуть

**Peeping Tom** чрезмерно любопытный человек

**Exercise 16a. Write a few short sentences based on the above text with these words:**

lyric poet

lyric poem

leading figure

lyric drama

poet laureat

early poem

verse

long series of poems

**b Choose the right words from this list, read and translate the sentences about the legendary heroine Godiva:**

*naked, blind, noontide, earls, tax, Peeping*

- 1 According to the legend her husband Leoffric, one of the great ... of Edward the Confessor, imposed a very heavy tax on the people of Coventry in 1040.
- 2 Lady Godiva begged her husband not to make the people pay the ...
- 3 Leoffric promised to do so if she agreed to ride ... through the streets of Coventry at noon.
- 4 When the people learned about it they decided to keep indoors and shut their windows on the appointed ...
- 5 When Lady Godiva was riding ... through the city at the appointed time only one window opened. It was Tom, a local ... The same moment he was struck ...
- 6 That's how the expression ... Tom came to the English language.
- 7 Englishmen use the verb *to peep* mostly in a derogatory meaning.



## Extend your vocabulary

### Alexander Pushkin and Russian poetry

**Alexander Pushkin** (1799–1837) is the unsurpassable Russian poet whose novels, dramas, lyric poems and fairy-tales made a big contribution to the Russian and world literature.

His works include the novel in verse *Eugene Onegin* (1823—1831) and the tragic drama *Boris Godunov* (1825). His novels, dramas and lyric poems made a big contribution to the Russian and world literature.



Pushkin's range was wide, and his willingness to experiment freed later Russian writers from many of the archaic conventions of the literature of his time.

Here is one of the great many of Pushkin's poems. It was translated into English by D.M. Thomas, an American professional translator:

#### **She's gazing at you so tenderly**

She is gazing at you so tenderly,  
Drowning you in sparkling conversation,  
Gay and witty, and her eyes  
Absorbing you with their yearning.  
But last night she was using all her skill  
To give me secretly her little foot  
Under the tablecloth for me to caress.

#### **Exercise 17a. Say if there is any difference between these words:**

distinguished, unsurpassable, unsurpassed, prominent, outstanding, unparalleled, talented, gifted, immense, popular, tremendous, successful, exceptional

#### **b Give synonyms of the following words:**

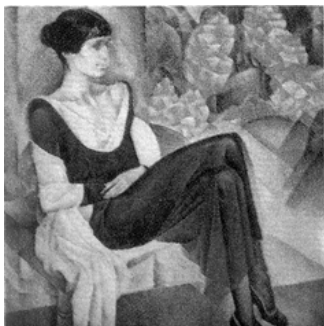
|                 |                |
|-----------------|----------------|
| to gaze _____   | gay _____      |
| tenderly _____  | witty _____    |
| sparkling _____ | yearning _____ |



### Exercise 18. Translate into English:

- 1 Пушкин по праву считается родоначальником новой русской литературы.
- 2 Пушкин — создатель современного русского литературного языка.
- 3 Его произведения поражают многообразием жанров и стилей.
- 4 «Евгений Онегин» — это роман в стихах. В тексте урока приведен рисунок русского художника Николая Кузьмина, одного из лучших иллюстраторов этого романа.
- 5 Народная драма «Борис Годунов» была написана в 1825 г., а опубликована в 1831 г.
- 6 Эти произведения Пушкина вдохновили великих русских композиторов Петра Ильича Чайковского и Модеста Петровича Мусоргского на создание прекрасных опер.

### Exercise 19. Say which of the following poems belongs to Anna Akhmatova (1889–1966) and which belongs to Marina Tsvetaeva (1892–1941):



#### **Everything promised him to me**

Everything promised him to me:  
the fading amber edge of the sky,  
and the sweet dreams of Christmas,  
and the wind at Easter, loud with bells,  
and the red shoots of the grapevine,  
and waterfalls in the park,  
and two large dragonflies  
on the rusty iron fencepost.



And I could only believe  
that he would be mine  
as I walked along the high slopes,  
the path of burning stones.

### **Where does this tenderness come from?**

Where does this tenderness come from?  
These are not the — first curls I  
have stroked slowly — and lips I  
have known are — darker than yours  
  
as stars rise often and go out again  
(where does this tenderness come from?)  
so many eyes have risen and died out  
in front of these eyes of mine  
  
and yet no such song have  
I heard in the darkness of night before,  
(where does this tenderness come from?)  
here, on the ribs of the singer.

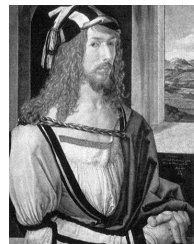
Where does this tenderness come from?  
And what shall I do with it, young  
sly singer, just passing by?  
Your lashes are — longer than anyone's.

## Read English

### **Illustrations in books**

In Europe engraving pictures on metal plates began in the 15th century, probably in the Rhineland. Until the advent of photography four centuries later it was used to mass-produce original drawings and paintings and to illustrate books. Great artists — including *Durer*, *Rembrandt*, *Goya*, and *Picasso* — have used the technique to produce original works of art.

In his lifetime, Durer's works of art included 250 woodcuts and more than 100 engravings. He drew the sketches for his woodcuts, but they were cut into the woodblock by skilled artisans. The engravings, however, are entirely Durer's own work, and he created them as individual works of art. A number of his engravings are portraits of peasants who were regular



**Albrecht Durer**  
(1471—1528)



marketgoers to his local market square at Nuremberg, in Germany, and the fairs at Frankfurt.

**Exercise 20. Read the text and mark the right answers with a tick:**

- 1 In what part of Europe did engraving picture begin?
  - (a) In France.
  - (b) In England.
  - (c) In Germany.
- 2 Thanks to what invention was it widely used to illustrate books?
  - (a) It was the invention of photography.
  - (b) It was due to lithography.
  - (c) It was thanks to original drawings.
- 3 Did any great artists use the technique of engraving?
  - (a) No, practically none used it.
  - (b) Yes, every great artist used it.
  - (c) Yes, there were quite a few great artists who did so.
- 4 Did Albrecht Durer make woodcuts and engravings entirely by himself?
  - (a) No, skilled artisans always helped him.
  - (b) Artisans helped him to complete woodcuts only.
  - (c) Artisans sometimes helped him to complete engravings.
- 5 Whom did Durer often portray in his engravings?
  - (a) Peasants.
  - (b) Skilled artisans.
  - (c) Heroines of fairy-tales.



An engraving by **Albrecht Durer**  
from the series of *The Apocalypse*



## Exercise 21. Read these two texts and find the answer to the question

*Which of the two artists illustrated some of Milton's works or did both of the artists make such illustrations?*

**Gustav Dure** (1832—1883) is a French artist. Chiefly known as a prolific illustrator, he was also active as a painter, etcher, and sculptor. He produced closely worked engravings of scenes from, for example, Rabelais, Dante, Cervantes, the Bible, Milton and Edgar Allan Poe.



*An illustration by Gustav Dure to the Bible*



*An illustration by A.V. Beardsley to Oscar Wilde's Salome*

**Aubrey Vincent Beardsley** (1872—1898) is a British illustrator. His flowing designs, characteristic of the *art nouveau style*, are usually figurative ink drawings done in black and white, contrasting areas of elaborate intricacy with stark white spaces and dense black shadows. Works that he illustrated include Wilde's *Salome*, Pope's *Rape of the Lock*, and Ben Jonson's *Volpone*.

## Write English

### Book fairs

**Exercise 22a. Write extensive answers to the following questions:**

- 1 For what purposes are book fairs usually arranged?
- 2 Who are organisers of such fairs?
- 3 Where are such fairs and exhibitions usually held?
- 4 Are Fiction stands usually most attractive for visitors?



- b Write a detailed description of one of the book fairs you have visited.
- c Imagine you are a journalist. Write a short review of the book fair you have just visited.

### Have a discussion

## Books and readers

**Exercise 23a. Be ready to express your opinion on the following aspects of the topic:**

- 1 Kinds of literature that attracts young people
- 2 The role of poetry
- 3 Popularity of detective stories
- 4 Technical quality and illustrations
- 5 Books for children

**b Have a discussion of the topic with your group-mates.**

**The following may be of help:**

*To my mind ...*

*It seems to me ...*

*As to me, I ...*

*There is no denying the fact ...*

*Tastes differ and ...*

*May I interrupt you? ...*

*I wanted to say ...*





---

## LESSON 7

# PERFORMING ARTS

|                         |  |
|-------------------------|--|
| Revise Grammar:         | Perfect Continuous Tense<br><i>English theatre</i>                   |
| Retell the texts:       | <i>The Swan of Avon</i><br><i>Bernard Shaw</i>                       |
| Speak English:          | <i>Studios, film directors and stars</i>                             |
| Extend your vocabulary: | <i>The fool who is suffered gladly</i><br><i>Ballet's superstars</i> |
| Read English:           | <i>Theatre, and what it is to be human</i>                           |
| Write English:          | Theatres in Russia   |
| Make an interview:      | After a film festival  |

---

### Revise Grammar      Perfect Continuous Tenses

#### Read the text

#### English theatre

The United Kingdom has a vibrant tradition of theatre. Theatre was introduced to the UK from Europe by the Romans and auditoriums were constructed across the country for this purpose.

By the medieval period theatre had developed with the mummers' plays, a form of early street theatre associated with the Morris dance, concentrating on themes such as Saint George and the Dragon and



Robin Hood. There were folk tales re-telling old stories, and the actors traveled from town to town performing these for their audiences in return for money and hospitality.

The medieval mystery plays and morality plays, which dealt with Christian themes, were performed at religious festivals.

The reign of Elizabeth I in the late 16<sup>th</sup> and early 17<sup>th</sup> century saw a flowering of the drama and all the arts. The most famous playwright in the world, *William Shakespeare*, wrote around 40 plays that are still performed in theatres across the world to this day.

The Elizabethan age is sometimes nicknamed 'the age of Shakespeare' for the amount of influence he held over the era. Other important Elizabethan and 17<sup>th</sup>-century playwrights include *Ben Jonson*, *Christopher Marlowe*, and *John Webster*.

The 18<sup>th</sup> century is known for its sentimental comedies, domestic tragedies and an overwhelming interest in Italian opera. Popular entertainment became more important in this period than ever before, with fair-booth burlesque forms that are the ancestors of the English Music Hall. These forms flourished at the expense of English drama, which went into a long period of decline.

A change came in the late 19<sup>th</sup> century with the plays on the London stage by the Irishmen *George Bernard Shaw* and *Oscar Wilde* and the Norwegian *Henrik Ibsen*, all of whom influenced domestic English drama and vitalised it again.

## Do you know these words?

**folk tale** ['fouk'teɪl] народное сказание/рассказ; **fairy-tale** сказка

**hospitality** гостеприимство; **to extend hospitality to smb** проявлять гостеприимство по отношению к кому-либо

**medieval** [ˌmedi'ɪ:v(ə)l] средневековый

**playwright** драматург

**nickname** ['nikneɪm] прозвище; **to give a nickname to smb** добавить прозвище кому-либо; **to nickname smb Fatty** прозвать кого-либо толстушкой

**booth** палатка, балаган; *syn.* **koisk, stall, stand**

**ancestor** ['ænsəstə] предок

**at the expense of smth** за счет чего-либо

**stage** сцена; **to stage** ставить на сцене; **the play stages well** пьеса сценична



## Perfect Continuous Tenses

**Perfect Continuous Tenses** включают два времени – **Present Perfect Continuous** и **Past Perfect Continuous**, которые употребляются только в действительном залоге. **Perfect Continuous Tenses** выражают длительное действие, выполняемое лицом или предметом, являющимся подлежащим предложения, до настоящего момента или указанного момента в прошлом. При этом указывается или подразумевается, с какого момента или как долго действие длится /длилось.

**Perfect Continuous Tenses** образуются с помощью вспомогательного глагола *to be* в Present/Past Perfect и причастия настоящего времени смыслового глагола:

They *have been staging* this play for ten years.

She said she *had been rehearsing* this role for a year.

### Exercise 1a. Read and translate the sentences, explain the use of the Tenses:

- 1 Many plays of William Shakespeare have been successfully running all over the world since the sixteenth century.
- 2 They have been constructing this theatre for a year.
- 3 This theatre has been working for a few months to arrange the performance in the open air.
- 4 This folk-tale has been staged since 2000.
- 5 It has been on at many theatres all over the country since then.

### b Choose the right form of the verb, read and translate the sentences:

- 1 The actress (*is playing, has played, has been playing*) this role for five years.
- 2 The actors (*are travelling, have travelled, have been travelling*) across the country since early May.
- 3 This theatre (*has played, has been playing, plays*) a few medieval morality plays.
- 4 William Shakespeare (*was, is, has been*) still the most famous playwright in the world.
- 5 Around forty plays of this great playwright (*are performed, have been performed, has been performed*) in the world today.



- 6 The eighteenth century (*knows, is known, has been known*) for its sentimental comedies, domestic tragedies and interest in Italian opera.
- 7 Many theatres (*staged, have staged, have been staging*) musical comedies since the nineteenth century.

### Exercise 2. Translate into English:

- 1 Эта форма представлений процветает уже несколько столетий.
- 2 Многие пьесы Шекспира экранизированы в разных странах.
- 3 Пьесы Оскара Уайльда и Бернарда Шоу и сейчас идут на многих театральных сценах мира.
- 4 Творчество норвежского драматурга Генрика Ибсена оказало большое влияние на английский театр.
- 5 Три его пьесы поставлены в этом году в лондонских театрах.
- 6 Фильмы российского кинорежиссера Григория Козинцева «Гамлет» (1964) и «Король Лир» (1970) относят к выдающимся мировым экранизациям Шекспира.

### Exercise 3a. Use the verbs in the right Present Tense:

There (*to be*) about three hundred professional theatres in Britain. London (*to be*) the theatrical centre with about one hundred theatres in the West End and suburbs.

The National Theatre Company (*to perform*) in the National Theatre on the south bank of the Thames. It also (*to tour*) the provinces.

The Royal Shakespeare Company (*to perform*) in the Barbican Theatre in the City of London and in the Shakespeare Memorial Theatre in Stratford-upon-Avon. This company (*to produce*) mainly but not exclusively Shakespeare's plays.

The Round-House Theatre, Royal Court Theatre and Mermaid Theatre of London (*to put on*) modern plays.

### b Answer the following questions:

- 1 Has the Royal Shakespeare Company ever toured Russia?
- 2 How long has this Theatre been working? (It was built in 1932.)
- 3 How many countries has the company toured, to your mind?



## Exercise 4a. Choose the right verb and use it in the right Tense:

*to present, to be, to have, to produce, to take place*

Amateur theatre ... very popular in Britain. The level of involvement in arts ... higher in Britain than in many other countries. Productions ... in nearly every town in Britain. Even small villages may ... a group of players who ... a play once or twice a year. Local operatic groups all over the country ... light operas, particularly comic operas of Gilbert and Sullivan.

### b Answer the following questions:

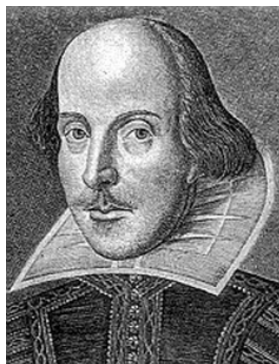
- 1 Have you ever seen any performances of an amateur theatre?
- 2 What was your impression?
- 3 How long have amateur theatre been living in Britain?

### Retell the text

## The Swan of Avon

In April fifteen sixty four a son was born to John and Mary Shakespeare at Henley Street, Stratford-upon-Avon. His mother was the daughter of Robert Arden, an important farmer in Warwickshire. His father was a rich citizen whose business was making and selling leather gloves.

The parents did not guess that their son, William, was going to be such an important figure in English poetry and drama, and that his plays would still be acted four hundred years later — not only in England.



**William  
Shakespeare**  
(1564—1616)



*Royal Shakespeare Theatre, Stratford-upon-Avon*



While still a teenager of nineteen, William married Anne Hathaway, a farmer's daughter some years older than himself. We don't know how he earned his living these early years. He may have helped his father in the family business or he may have been a country schoolmaster for a time. During these years his three children were born: Susannah, the eldest, then twins — a son, Hamnet (not Hamlet) and another girl, Judith. In 1587, Shakespeare went to work in London, leaving Anne and the children at home. One story says this is because he killed some deer which belonged to a rich landowner nearby, and that he had to run away from the law.

Shakespeare soon began to act and write plays. By 1592 he was an important member of a well-known acting company, and in 1599 the famous *Globe* theatre was built on the south bank of the river Thames. It was in this theatre that most of his plays were performed and, like all Elizabethan theatres, it was a round building with the stage in the centre open to the sky. If it rained, the actors got wet! If the weather was too bad, there was no performance.

By 1603, the year when Queen Elizabeth I died, Shakespeare was already the leading poet and dramatist of his time. He continued to write for the next ten years, but in 1613 he finally stopped writing and went to live in Stratford where he died in 1616. He is buried in Holy Trinity Church, Stratford-upon-Avon.

Shakespeare is considered the greatest dramatist. His plays written in blank verse with some prose, can be broadly divided into lyric plays, including *Romeo and Juliet*; comedies, including *The Comedy of Errors*; historical plays, such as *Henry VI*; and tragedies, such as *Hamlet*.

*Ben Jonson*, who lived from 1572 to 1637, and who was also a famous writer of plays, called Shakespeare *Sweet Swan of Avon*. Shakespeare has been known as the 'Swan of Avon' ever since.

## Do you know these words?

**swan** лебедь

**leather** кожа; **leather gloves** кожаные перчатки; **there is nothing like**

**leather** всяк кулик свое болото хвалит

**deer** олень

**to be buried** ['berɪd] быть похороненным

**blank** пустой, чистый

**blank verse** белый стих; **in blank verse** белым стихом

**sweet** сладкий, любимый, милый; *syn.* **dear, charming**



### Exercise 5a. Read the text and answer these questions:

- 1 Who were William Shakespeare's parents?
- 2 At what age did William Shakespeare get married?
- 3 How many children did he have?
- 4 Under what circumstances did he become an actor, poet and playwright?
- 5 What types of plays did this man of genius write?
- 6 In what theatre were most of his plays performed in the sixteenth century?
- 7 When and where did William Shakespeare die?

### b Write down the words which are pronounced in the following way:

[ˈeɪvən] \_\_\_\_\_ [ˈdʒuːljət] \_\_\_\_\_  
[swon] \_\_\_\_\_ [ˈstrætʃəd] \_\_\_\_\_  
[ˈwɪljəm ˈʃeɪkspɪə] \_\_\_\_\_ [ˈhæmlɪt] \_\_\_\_\_  
[ˈroumɪu] \_\_\_\_\_ [ˈtrædʒɪdɪ] \_\_\_\_\_

### Exercise 6a. Complete as in the text, read and translate the sentences:

- 1 The parents did not guess that their son, William, was going to be such an important figure in ...
- 2 By 1592 he was an important member ... company.
- 3 In 1599 the famous ... on the south bank of the river Thames.
- 4 By 1603 Shakespeare was already the leading ...
- 5 Ben Jonson, who was also a famous ..., called Shakespeare ...

### b Translate into English:

- 1 Существует несколько версий о жизни и творчестве Уильяма Шекспира.
- 2 Одни ставят под сомнение существование одного автора всех этих произведений, другие спорят о его имени, третьи доказывают, что общеизвестные даты биографии Шекспира неверны, и так далее.



- 3 Бесспорно принадлежащие ему пьесы называют «Шекспировский канон». Он включает 37 драм.

**Exercise 7a. Answer the following questions:**

- 1 Are there many documents evidencing the life of William Shakespeare?
- 2 What dates and events are often subjected to doubt?
- 3 Why is the life, creative work and even the name of William Shakespeare often disputed and why do many tales appear from time to time about this great man?
- 4 Why did Ben Jonson call Shakespeare 'Sweet Swan of Avon'?
- 5 Was the film *Shakespeare in Love* an Oscar winner?

**b Agree or disagree and substantiate your points of view:**

- 1 Shakespeare is known mostly as a playwright.
- 2 Even Englishmen find the original language of Shakespeare's plays difficult to understand.
- 3 Very few plays written by Shakespeare have been translated into other languages.

**c Retell the text adding all the information given in the exercises.**

**Retell the text**

**Bernard Shaw**

**George Bernard Shaw** (1856—1951) born in Dublin, acquired from his mother his early knowledge of music, especially opera, and painting. He was also well-read in Shakespeare, Bunyan, Shelly, Byron and Dickens. He started writing plays when he was about forty. His first plays aroused the interest of a very small enthusiastic audience and the censor, who banned his third play, *Mrs. Warren's Profession* (1892). In 1898, unwilling to accept the general neglect of his work, Shaw





published two volumes of his plays, *Plays Pleasant and Unpleasant*, and these, together with the success of *The Devil's Disciple in America* and his marriage to an heiress, proved the turning point in his personal and economic fortunes.

During the sixty years of his life as a playwright he wrote a world of plays, among which the most famous are *Pygmalion* (or *My Fair Lady*), *Caesar and Cleopatra*, *Heartbreak House*, *The Millionairess*.

Here is an extract from Bernard Shaw's play *Arms and the Man*:

(the bedroom in the darkness)

*Raina:* Is there anyone there? Anyone?

*A man's voice:* Sh-Sh! Don't call out; or you'll be shot. Be good;  
(subdued but threateningly) and no harm will happen to you.

(Raina is heard leaving her bed, and making for the door.)

Take care; it's no use trying to run away.

*Raina:* But who ...

*The voice:* Remember: if you raise your voice my revolver  
(warning) will go off. (commandingly) Strike a light and let me see you. Do you hear?

(Another moment of silence and darkness as she retreats to the chest of drawers. Then she lights a candle; and the mystery is at an end. He is a man of about 35, in a deplorable plight, bespattered with mud and blood and snow, his belt and the strap of his revolver-case keeping together the torn ruins of his blue tunic of a Serbian artillery officer.)

*The man :* Excuse my disturbing you; but you recognize my  
(more politely, but still uniform? Serb! If I'm caught I shall be killed.  
most determinedly) (menacingly) Do you understand that?

*Raina:* Yes.

*The man:* Well, I don't intend to get killed if I can help it.  
(still more formidably) Do you understand that?  
(He locks the door quickly but quietly.)

*Raina* (disdainfully): I suppose not.

(She draws herself up superbly, and looks him straight in the face, adding, with some cutting emphasis.)



**Eliza Doolittle,**  
a heroine from  
*Pygmalion*



Some soldiers, I know, are afraid to die.

*The man:* All of them, dear lady, believe me. It is our duty  
(with grim goodhumor) to live as long as we can. Now, if you raise an alarm —

*Raina* You will shoot me. How do you know that I am  
(cutting him short): afraid to die?

*The man* (cunningly): Ah, but suppose I don't shoot you, what will  
happen then? A lot of your cavalry will burst into  
this pretty room of yours and slaughter me here  
like a pig; for I'll fight like a demon. I know what  
they are. Are you prepared to receive that sort of  
company in your present undress?

(Raina suddenly conscious of her nightgown, instinctively shrinks, and gathers it more  
closely about her neck. He watches her, and adds, pitilessly.)

Hardly presentable, eh?

(She turns to the ottoman. He raises his pistol instantly and cries.)

Stop! (She stops.)

Where are you going?

*Raina:* Only to get my cloak.  
(with dignified patience)

## Do you know these words?

**to arouse** вызывать; **to arouse interest** вызывать интерес; **to arouse sympathy/suspicion** вызывать сочувствие / подозрение

**volume** том; **voluminous** многотомный

**heiress** ['eəris] наследница; **heir** наследник

**chest of drawers** комод; **medicine chest** домашняя аптечка

**candle** свеча; **candlestick** подсвечник

**in a deplorable plight** в плачевном состоянии; *syn.* **in a deplorable condition**

**to bespatter** забрызгивать грязью

**mud** грязь, слякоть; **muddy** грязный

**menacingly** угрожающе; **to menace** угрожать

**formidable** ужасный; *syn.* **frightful, fearful**

**disdainful** презрительный, пренебрежительный

**to raise an alarm** поднять тревогу; **to raise hands** поднять руки; **to raise a question** поднять вопрос



**to slaughter** ['slo:tə] устраивать резню, кровопролитие; **slaughter** резня, кровопролитие  
**cloak** одеяние, мантия, плащ; **cloak-room** гардероб; раздевальня

**Exercise 8a. Read the text and answer these questions:**

- 1 Where was Bernard Shaw born?
- 2 What kind of education did he get?
- 3 At what age did he start writing plays?
- 4 Were his first plays a success?
- 5 What play of his was banned?
- 6 What was the turning point in his career?
- 7 How many plays all in all did this great dramatist write?

**b Write down the words which are pronounced in the following way:**

['nɒlɪdʒ] \_\_\_\_\_ [ɪ'speʃəli] \_\_\_\_\_  
[tə nɪ'glekt] \_\_\_\_\_ ['pɪtɪləʃli] \_\_\_\_\_  
[dɪ'saɪpl] \_\_\_\_\_ [tu ə'rauz] \_\_\_\_\_  
['fɔ:tʃən] \_\_\_\_\_ [ɪn,θju:zɪ'æstɪk] \_\_\_\_\_

**Exercise 9a. Give extensive answers:**

- 1 What plays of Bernard Shaw are on at Moscow theatres now?
- 2 Which of them have you seen?
- 3 What other plays and playwrights do you rank high?

**b Retell the text about Bernard Shaw.**

**Exercise 10a. Use articles if necessary:**

- 1 After ... text about Bernard Shaw comes ... extract from one of his plays.
- 2 One of the characters is most probably ... young woman, whose name is Raina.
- 3 The other person is ... Serbian artillery officer.
- 4 ... action takes place in ... dark bedroom of Raina. ... officer had ... revolver in his hands.
- 5 He threatened Raina to shoot her if she raised ... alarm.
- 6 He tried to find shelter (укрытие) in ... house.



**b Translate the following verbs into Russian and add a few similar verbs to each group:**

|                   |                  |                    |
|-------------------|------------------|--------------------|
| to converse _____ | to whisper _____ | to cry out _____   |
| to affirm _____   | to murmur _____  | to blurt out _____ |
| to neglect _____  | _____            | _____              |
| _____             | _____            | _____              |

**Exercise 11a. Write out all the adverbs, which can be used with the verb *to speak*, from the stage remarks and translate them into Russian.**

**b Here are some other adverbs which can be used with the verbs *to speak* or *to say smth.* Translate them into Russian:**

|             |            |
|-------------|------------|
| solemnly    | politely   |
| cheerfully  | dryly      |
| obstinately | rapidly    |
| vivaciously | crossly    |
| gently      | briskly    |
| sulkily     | fervently  |
| insistently | sharply    |
| amusedly    | scornfully |

**c Retell the episode.**

**Exercise 12a. Use articles if necessary and answer the questions that follow:**

**Moliere** is ... pen name of Jean-Baptiste Poquelin (1622—1673). He was ...French satirical dramatist and actor. Modern French comedy developed from his work. In 1655 he wrote his first play ... *Blunderer*. His satires include ... *School for Wives*, *Tartuffe* (banned until 1697 for attacking ... clergy), *Le Misanthrope*, .... *Would-Be Gentleman*, and ... *Imaginary Invalid*.





### Questions:

- 1 Have you seen any comedy written by Moliere?
- 2 What was your impression?
- 3 Was it performed by *The Comedie Francaise Company* here on tour?
- 4 Why do you think this theatre has been performing Moliere's comedies for more than a long time?

### **b Retell the text.**

### **Exercise 13a. Retell the text about A.P.Chekhov and K.S. Stanislavsky:**

**Anton Pavlovich Chekhov** (1860—1904) is a great Russian dramatist, and a writer of short stories. His plays concentrate on the creation of atmosphere and delineation of internal development, rather than external action. His first play, *Ivanov* (1887), was a failure, as was *The Seagull* (1896) until revived by Stanislavsky in 1898 at the Moscow Art Theatre, for which Chekhov went on to write his finest plays: *Uncle Vanya*, *The Three Sisters*, and *The Cherry Orchard*.

### **b Write a short essay *K.S. Stanislavsky, the great director and teacher.***

Here are some facts:

**Konstantin Sergeivich Stanislavsky** (1863—1938) is an outstanding actor, director, and teacher of acting. He rejected the declamatory style of acting in favour of a more realistic approach, concentrating on the psychological basis for the development of character. As a director, he is acclaimed for his productions of the great plays of Chekhov.

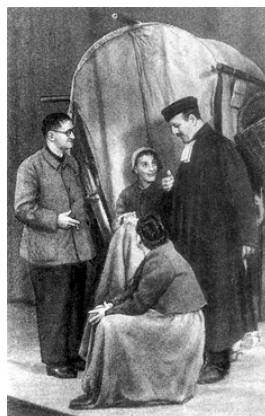


**Stanislavsky in the role of Vershinin in the play *Three Sisters***



## Exercise 14. Guess the name of the German dramatist and poet:

\_\_\_\_\_ (1898—1956) was one of the most influential figures in the 20th-century drama. He aimed to destroy the ‘suspension of disbelief’ usual in the theatre and encourage audiences to develop an active and critical attitude to a play's subject. He adapted John Gay's *The Beggar's Opera* as *The Threepenny Opera*, set to music by Kurt Weill. Later plays include *The Caucasian Chalk Circle*.



**The author is present at a rehearsal of *Mother Courage and her Children***

## Speak English

### Studios, film directors and filmstars

Two students are speaking:

- By the way, do you remember when Hollywood was formed as the centre of the US film industry?
- I would hardly possibly tell you if I had not consulted the encyclopedia yesterday. Now I know it was in 1911.
- And do you know how many studios there are in Hollywood now?
- Oh, yes. It is the home of six film studios at present. They are Columbia, Warner Bros, Paramount, 20<sup>th</sup> Century Fox, Universal, and Disney.
- And now let me show you how much I know. Do you know who owns them?
- I am sorry I don't know.
- But I do remember they are owned by six giant conglomerates: Sony, News Corp., NBC Universal and three others.
- Let us not be so technical. Yesterday I saw a Hitchcock's thriller. A great film director. He was a master of the suspense thriller. His films are suspense classics now.



**A shot from Hitchcock's film *The Birds* (1963)**



- I know Alfred Hitchcock came to Hollywood in 1940 where he made a lot of thrillers. But when people speak about Hollywood they first remember great filmstars like Greta Garbo, Marylin Monroe, Elizabeth Taylor and many more.

### Do you know these words?

**to consult** [kən'sʌlt] проконсультироваться; **to consult smb** проконсультироваться у кого-либо; **to give smb a consultation** проконсультировать кого-либо; **to consult a dictionary** посмотреть слово в словаре; **to consult an encyclopedia** посмотреть слово в энциклопедии  
**(film, theatre) director** режиссер

### Exercise 15a. Read these words paying attention to the sound [w]:

|                                 |             |
|---------------------------------|-------------|
| by the way                      | Hollywood   |
| I would hardly possibly say ... | Warner Bros |
| It was in 1911.                 | when        |
| He was a master of thrillers.   | why         |

### b Read the sentences paying attention to the intonation:

- 1 When did it become the centre of the US film ↘ industry?
- 2 How many studios are there in Hollywood now?
- 3 Who owns them?
- 4 How many films are made there annually?
- 5 Whose names come to your mind?

### Exercise 16a. Translate into English:

- 1 Голливуд — это синоним американского кино, центр кинопромышленности США. Первая его студия основана в 1911 г. Многие кинозвезды живут неподалеку в Беверли-Хиллз.
- 2 Хичкок — мастер сильнейших триллеров. Его фильмы не лишены порой «черного юмора». Он сам появлялся в своих фильмах в «немых» ролях.

### b Use the verbs in the correct forms and read the sentences:

- 1 I would hardly possibly (*to tell*) you if I (*not to consult*) the encyclopedia yesterday.
- 2 I am sorry I (*not to know*) who owns these studios.

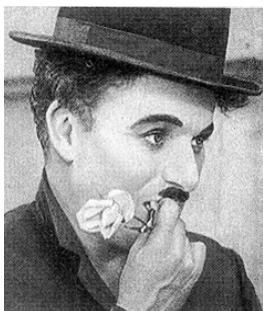


- 3 Hitchcock's films (*to be*) suspense classics now.
- 4 He (*to come*) to Hollywood in 1940 and (*to live*) there till 1980 when he (*to die*).
- 5 The student (*to remember*) a few great filmstars.

c Reproduce the talk.

Exercise 17. Work in pairs.

a Speak about the phenomenon of Charlie Chaplin.



**Charles Spencer** (1889—1977) is an English film actor and director. He made his reputation as a tramp with a smudge moustache, bowler hat, and twirling cane in silent comedies from the mid-1910s, including *The Rink*, *The Kid*, and *The Gold Rush*. His later films combine dialogue with mime and music, as in *The Great Dictator*, and *Limelight*.

b Ask your group-mate a few questions about these stars:

- 1 The stage name of Norma Jean Mortenson or Baker (1926—1962) is \_\_\_\_\_. This US film actress, the voluptuous blonde sex symbol of the 1950s, made adroit comedies such as *Gentlemen Prefer Blondes*, *How to Marry a Millionaire*, *Some Like it Hot* and many others. She often co-starred with \_\_\_\_\_. Among her friends were such high ranking people as \_\_\_\_\_. Her third husband was the famous playwright Arthur \_\_\_\_\_. In 1962 she committed suicide.



- 2 \_\_\_\_\_ is a Swedish-born actress (1917—1982) who went to Hollywood to appear in David Selznick's *Intermezzo* in 1939 and later appeared in *Casablanca*, *For Whom the Bell Tolls* and *Gaslight*



(Academy Award). She projected a combination of radiance, refined beauty, and fortitude. For her role in the film *Murder in the Oriental Express* she was given Academy Award.

**Exercise 18a. Read and translate the text, answer the questions that follow:**

**Academy Award** is an annual award in many categories, given since 1927 by the American Academy of Motion Picture Arts and Sciences (founded by Louis B Mayer of *Metro-Goldwyn-Mayer* in 1927). Arguably the film community's most prestigious accolade, the award is a gold-plated statuette, which has been nicknamed *Oscar* since 1931.

Questions:

- 1 When was the Russian Film Academy established?
- 2 When was its first award given?

**b Why did they choose the name of *Nikka* for the award?**

**c Have a discussion with your group-mates about:**

- 1 Film studios in Russia.
- 2 The Russian Film Academy
- 3 The Nikka and other awards

Extend your vocabulary

**The fool who is suffered gladly**

A tradition of buffoonery that goes back to ancient Greece

Clowns are mostly found today in the circus, but the professional buffoon has a long tradition behind him. He was seen on the stages of ancient Greece and Rome, and as the Old Vice (attendant on the Devil) in medieval religious drama.

From Italian Renaissance comedy — the 'commedia dell'arte' — came *Punch* and *Pierrot* and the comic character of 19th century English pantomime. A character called *Clown* in pantomime was mainly the creation of



the London actor **Joseph Grimaldi** (1779—1837), who played in pantomime from the age of four. Joseph Grimaldi was the first modern clown. He was the son of a Genoese harlequin who played in Italian *commedia dell'arte*.



**Joseph Grimaldi**

In Grimaldi's honour the present day circus clown, who has inherited many of his characteristics, is known as *Joey*. He has as his butt the *Auguste* according to some an 1870's invention of the French circus, but attributed by some others to *Tom Belling* in a Berlin circus in 1864. The *Auguste* is a shambling figure with a bulbous red nose and a fright wig, who interrupts and ruins all Clown's tricks and trips over anything in his way.



**August Coco**, who performed with Bertram Mills's Circus in Britain for 30 years, was an *Auguste*, the clown who does everything wrong and often has buckets of water thrown over him.

### Do you know these words?

**buffoon** шут; **to buffoon** строить из себя шута

**to creat** творить, создавать; **creation** творение; **creative** творческий

**honour** ['ɒnə] честь; **honor** *Am.*; **in honour of smb** в честь кого-либо;

**to give/to pay honour to smb** оказывать кому-либо уважение, по-  
чести

**to inherit** наследовать; **inheritor** наследник

**butt** предмет насмешек

**to attribute to smb/smith** приписывать кому/чему-либо

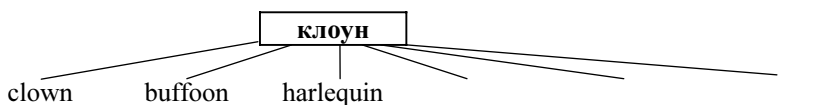


**to shamble** идти неуклюже; **shamble** неуклюжая походка  
**fright** эд. пугало  
**wig** парик; **to have a wig on** быть в парике

**Exercise 19a. Write down the words which are pronounced in the following way:**

|           |       |              |       |
|-----------|-------|--------------|-------|
| [bə'fu:n] | _____ | ['sɛfə]      | _____ |
| ['sæ:kəs] | _____ | [ɪn'herɪt]   | _____ |
| [klaun]   | _____ | ['kɒmɪk]     | _____ |
| [trɪk]    | _____ | ['pæntəmaɪn] | _____ |

**b Complete this chart showing the possible translations of the Russian word:**



**c Translate into English:**

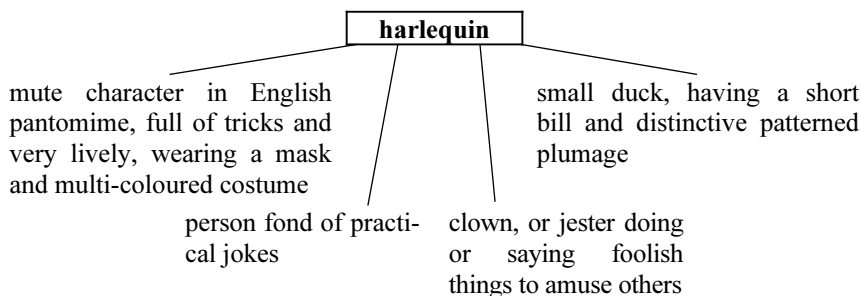
- 1 Слова *clown*, *buffoon* и те, которые вы дописали, являются синонимами.
- 2 Синонимы — это слова различные по звучанию, но тождественные или близкие по смыслу.
- 3 В английском языке синонимия развита очень широко. Существует большое количество словарей синонимов и антонимов английского языка.
- 4 Английское слово *clown* произошло от латинского *colonus*, что означает деревенщина, грубиян.
- 5 Традиционные клоунские маски, или амплуа, — *Август* в Европе (в России — *Рыжий*), плутоватый, по-детски наивный, и его партнер *Белый* клоун, заносчивый насмешник.

**Exercise 20a. Insert the correct prepositions:**

A **harlequin** began as a clown peasant servant ... the early Italian *com-media dell'arte* and survives ... English pantomime today. He is amorous, yet faithful; he is clever, but credulous, because he is without guile. He gets out ... trouble by means ... his wit and his feline physical grace.



b Englishmen use the word *harlequin* in a few meanings.  
Have a look at this chart and mark with a tick the meaning relating to the above text:



### Exercise 21a. Translate into English:

- 1 В предыдущем упражнении показана многозначность, или полисемия, слова *harlequin*.
- 2 Полисемия — это наличие различных, но обычно связанных по смыслу, значений одного и того же слова.
- 3 В английском языке полисемия, как и синонимия, развита очень широко.
- 4 Словари, как правило, дают основные значения слов.
- 5 Электронный словарь АБВУД Lingvo позволяет получить точный перевод любого слова с иностранного языка на русский и обратно. Он содержит средства для изучения языка и создания собственных словарей.

b Write out all the characteristics of clowns, buffoons and harlequins from all the texts of this section.

### Extend your vocabulary

#### **Ballet's superstars** (an item from *The Moscow Times*)

Rudolf Nureyev's life is tangled in mythology dense enough to obscure a less striking figure. He began the elusive legend himself with a memoir ghost written when he was only twenty four years old. His story poses questions which remain unanswered and probably unanswerable even now five years after his death.



Nureyev was the Russian defector whose ‘leap to freedom’ thrust the world of ballet into the forefront of the trendsetting 1960s. He was one of the first superstars of the new hyped-up media era, and perhaps to this day the only dancer to amass a vast personal fortune. His cult status eventually came to be seen as a detrimental distraction to genuine creativity in dance. His later life could be read as the cautionary tale of a genius spoiled by too much adulation, his talent and powers all but frittered away by the time AIDS caught up with him at the age of 55.



In her new biography *Nureyev, His Life*, Diane Solway sets about sorting through the legend, confirming the verifiable parts and fitting them into a wider well-documented framework.

Nureyev's personality was intrinsically contradictory, but the contrast between his early and later lives and selves is also astonishing. First introduced to the West as a ‘Russian defector’ he was in fact neither Russian nor remotely interested in politics of any kind. This new biography incorporates for the first time previously classified and unavailable material from the Russian archives.

Nureyev was born in the remote Bashkirian Urals to Tartar Muslims. His first language was not Russian and his ethnic identity and marginal beginnings made him an outsider long before he left Russia for the West. Even without the constructions of the Soviet system, it is extraordinary that he should have found his way out at all. But the backwater harboured exiles from Moscow and the then Leningrad. Nureyev's first mentors were a series of cultured, adoring women who believed in his capabilities. Such figures would continue to play prominent but backstage roles throughout his life. Their voices are heard often for the first time in this book.

### Do you know these words?

**to be tangled (in smth)** запутываться, усложняться; **tangle** спутанный клубок; путаница; **to be in a tangle** запутаться  
**dense** густой; **dense forest/fog** густой лес / туман



**to obscure** [əb'skjuə] мрачный, темный  
**elusive** неуловимый, уклончивый; **an elusive memory** слабая память  
**ghost** [goust] призрак, дух  
**leap** прыгать; **leap year** високосный год  
**to thrust** толкать, пронзать; **thrust** толчок, удар  
**to amass** собирать, накапливать  
**vast** огромный; *syn.* **great, massive, huge**  
**eventually** [i'ventʃuəli] в конце концов, со временем  
**detrimental** вредный, пагубный  
**distraction** отвлечение, возбуждение, безумие  
**genuine** ['dʒenjuɪn] настоящий; **genuine diamond** настоящий бриллиант; **genuine sorrow** искреннее горе  
**adulation** низкопоклонство, лесть  
**intrinsically** существенно  
**to harbour** ['hɑ:bə] питать, приютить, укрыть; **to harbour illusions** питать иллюзии  
**exile** изгнание

**Exercise 22a. Write down the words which are pronounced in the following way:**

|                |       |                |       |
|----------------|-------|----------------|-------|
| [ 'bæleɪ ]     | _____ | [ krɪ: 'etɪv ] | _____ |
| [ 'su:pəstɑ: ] | _____ | [ 'ledʒənd ]   | _____ |
| [ 'straɪkɪŋ ]  | _____ | [ 'ɪərə ]      | _____ |
| [ 'dʒenjuɪn ]  | _____ | [ 'dʒɪ:njəs ]  | _____ |

**b Paraphrase the following sentences:**

- 1 Contrast between his early and later lives and selves is astonishing.
- 2 This biography incorporates previously classified and unavailable material from the Russian archives.
- 3 Marginal beginnings made him an outsider long before.
- 4 The backwater harboured exiles from Russia.

**Exercise 23a. Agree or disagree:**

- 1 Nureyev was a dancer and choreographer.
- 2 Before he defected to the West he was a soloist with the *Kirov Ballet*.



- 3 He defected to the West during a visit to Paris in 1960.
- 4 He was then mainly associated with the *Royal Ballet* (London) and as Margot Fonteyn's principal partner.
- 5 Nureyev danced in such roles as Prince Siegfried in *Swan Lake* and Armand in *Marguerite and Armand*, which was created especially for Fonteyn and Nureyev.

**b Read and translate the text:**

**Margot Fonteyn** is the stage name of Peggy Margaret Hookham (1919—1991), a famous English ballet dancer. She made her debut with the Vic-Wells Ballet in *Nutcracker* in 1934 and first appeared as Giselle in 1937, eventually becoming prima ballerina of the *Royal Ballet*, London. Renowned for her perfect physique, clear line, musicality, and interpretive powers, she created many roles in Frederick Ashton's ballets and formed a legendary partnership with Rudolf Nureyev.

**Exercise 24a .Use articles if necessary and say what you know about this great ballet dancer:**

**George Balanchine** (Balanchivadze) (1904—1983), is ... Georgian-born US choreographer. After leaving ... then USSR in 1924, he worked with Diaghilev in France. Moving to ... USA in 1933, he became ... most influential 20th-century choreographer of ballet in ... country, starting ... *New York City Ballet* in 1948. His ballets are usually plotless and are performed in practice clothes to modern music.

**b Guess the names:**

\_\_\_\_\_ (1818—1910) is an outstanding French-born choreographer. He created some of the most important ballets in the classical repertoire. For the *Imperial Ballet* in Russia he created masterpieces such as *Don Quixote*, *La Bayadere*, *The Sleeping Beauty*, *Swan Lake*, and *Rymonda*.





\_\_\_\_\_ (1881—1931) is a brilliant Russian dancer. Prima ballerina of the *Imperial Ballet* from 1906, she left Russia in 1913, and went on to become one of the world's most celebrated exponents of classical ballet. She influenced dancers worldwide with roles such as Mikhail Fokine's *The Dying Swan* solo.



## Read English

### **Theatre, and what it is to be human**

If theatre – and specifically London theatre – was once a sacred cow, it has become, for some commentators, a mangy old beast ripe for sadistic prodding. A typical line is that they'd far rather enjoy a decent meal at a restaurant than sit through three hours of torture watching actors pretending to be other people.

But I, for one, still have an obstinate belief in the power and importance of theatre.

As a theatre critic for several years I endured far too many evenings when I preferred my own company to the one assembled in the playhouse. I generally blamed the disaster on the writer or the director rather than the actors but that didn't make the experience better.

Theatre is an extreme and intense medium. It tends to be wonderful or dire. Sitting back in the seat and letting it all wash over you, as you might do with a mediocre film, is not really a good idea (remember Brecht's idea of the relaxed audience).

The times when theatre was of high, even central importance to the health of the culture as a whole, as it was in ancient Athens, in the London of the 1590s, 1600s and 1960s and in the Moscow in the 1900s, may seem distant memories, but theatre still matters. Nothing can demonstrate and question what it means to be human in quite the way theatre does, because theatre's medium is living, breathing, speaking humanity itself.

### **Exercise 25a. Read the text and mark these statements as true (T) or false (F):**

- 1 This newspaper item was written by an English theatre critic.
- 2 He spoke only about the theatre in the past when it was something sacred.
- 3 He believed in the power and importance of the theatre.



- 4 The theatre goers and the actors are still very enthusiastic about theatre.
- 5 The author of the item writes he uses every opportunity to go to the theatre.
- 6 He thinks that the writer or the director of the play rather than the actors often spoil the performance.
- 7 He thinks that audience should not be relaxed and distracted watching performances.

**b Translate the sentences in which the author of the item**

criticised theatre commentators; mentioned Moscow

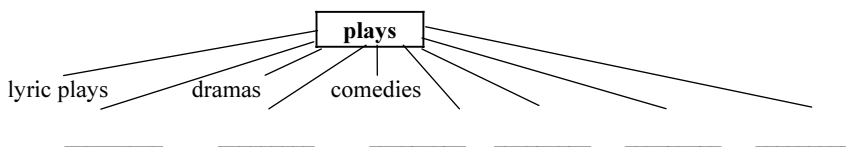
**c Find the English equivalents in the text:**

- 1 театр имел огромное значение
- 2 здоровье культуры в целом
- 3 театр продолжает иметь большое значение
- 4 живое и дышащее существо
- 5 это сама человеческая природа
- 6 ничто не может показать это лучше, чем театр
- 7 посредственный фильм

**Write English**

**Theatres in Russia**

**Exercise 26a. Complete this chart using the previous texts and other sources:**



**b Write extensive answers to the following questions:**

- 1 What theatrical performances, if any, can be characterised as mediocre?
- 2 Could theatre in Russia be called a sacred cow in the past?
- 3 Are there many enthusiastic theatre goers in Russia now?



- 4 Why are theatres sometimes criticised for being commercial and audience-oriented?

**c Write a short item on one of the topics for an English newspaper:**

- 1 Types of Moscow theatres
- 2 A new performance
- 3 Moscow theatre goes

### Make an interview

#### **After a film festival**

**Exercise 27a. Write about ten questions preparing for the interview of a film director after a film festival.**

**b Work in pairs: Act out the interview.**

**Here are a few tips for the film director:**

*It has become a tradition to hold ...*

*Among the participants there are ...*

*I never expected ...*

*This was the first time that ...*

*It was a debut ...*

*One never could expect ...*

*I'm sure it will be a success ...*

*We were all carried away by ...*

*The nominees for best film, director, actress, supporting actor ...*

*The sparkling role ...*

*They rightfully won the award ...*





---

## LESSON 8

### MUSIC

|                         |  |
|-------------------------|--|
| Revise Grammar:         | Countable and uncountable nouns<br><i>The greatest of a musical family</i> |
| Extend your vocabulary: | <i>Make-up of the modern symphony orchestra</i>                            |
| Retell the texts:       | <i>Russian great composers and musicians</i>                               |
| Speak English:          | <i>Composers and musicians of other countries</i>                          |
| Read the texts:         | <i>Music in Britain</i><br><i>Jazz, that old feeling</i>                   |
| Write English:          | Annotations of the books   |
| Have a discussion:      | Rock and pop music<br>Musicals   |

---

### Revise Grammar    Countable and Uncountable Nouns

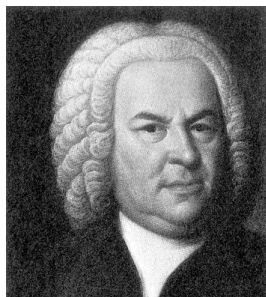
#### Read the text

#### The greatest of a musical family

For **Johann Sebastian Bach** (1685—1750), a world famous German composer, the composing and playing of music was an art whose ‘aim and final reason should be none else but the Glory of God and the recreation of the mind’. That principle infuses not only Bach's religious works such as the *Passions*, the many *Cantatas*, and the *B-minor Mass*,



but also his secular music, including the *Well-tempered Clavier*, the *Art of Fugue*, and other works created to teach keyboard students. A master of counterpoint, his music epitomizes the Baroque polyphonic style. His orchestral music includes the six *Brandenburg Concertos* (1721), other concertos for keyboard instruments and violin, four orchestral suites, sonatas for various instruments, six violin partitas, and six unaccomplished cello suites. Bach's keyboard music, for clavier and organ, his fugues, and his choral music are of equal importance. He also wrote chamber music and songs.



The authenticity of Bach portraits has been much debated among scholars, but this painting by Elias Gottlob Haussmann almost certainly shows **Bach** as he looked in 1746.

Bach occupied about midpoint in a family line that produced successful musicians for over 200 years. Of his 20 children from two marriages (his first wife having died in 1720), *Wilhelm Friedmann* (1710—1784), *Carl Philipp Emanuel* (1714—1788), *Johann Christoph Friedrich* (1735—1782) became admired composers. In a distinguished if unspectacular career that took him never farther than 200 miles from his birthplace at Eisenach, Bach held a number of musical posts culminating in the position of musical director at St. Thomas Church, Leipzig.

## Do you know these words?

**heredity** [hɪ'redəti] наследственность

**faith** вера; **in good fait** честно, добросовестно; **in bad faith** вероломно

**genius** *pl.* **geniuses** гений, гениальный человек

**genius** *pl.* **genii** гений, дух

**to infuse** вселять, возбуждать, придавать

**secular** вечный, вековой, светский; **secular arm** светская власть

**keyboard** клавишный инструмент; клавиатура

**violin** ['vaɪəlɪn] скрипка; **to play the violin** играть на скрипке; **to play first violin** играть первую скрипку

**unaccomplished** незаконченный

**chamber music** камерная музыка; **chamber concert** камерный концерт

**admire smth** [əd'maɪə] восхищаться чем-либо; **admiration** восхищение



## Countable and uncountable nouns

Исчисляемые существительные (countable nouns) обозначают лица и предметы, которые можно пересчитать. Они употребляются как в единственном числе (in the singular), так и во множественном (in the plural):

|                 |                  |
|-----------------|------------------|
| <i>musician</i> | <i>musicians</i> |
| <i>song</i>     | <i>songs</i>     |
| <i>keyboard</i> | <i>keyboards</i> |

Неисчисляемые существительные (uncountable nouns) обозначают предметы, которые нельзя пересчитать. Эти существительные обычно употребляются в единственном числе:

|              |                   |                |
|--------------|-------------------|----------------|
| <i>music</i> | <i>admiration</i> | <i>freedom</i> |
|--------------|-------------------|----------------|

В некоторых случаях неисчисляемые существительные могут переходить в исчисляемые:

He sometimes sang for *amusement*.

Он иногда поет просто для развлечения (для того чтобы немного развлечься).

There were a few *amusements* for children in the park.

В парке было несколько различных развлечений для детей.

### Exercise 1a. Write these nouns in the singular:

|                  |                |
|------------------|----------------|
| composers _____  | families _____ |
| elements _____   | geniuses _____ |
| aims _____       | genii _____    |
| reasons _____    | men _____      |
| principles _____ | women _____    |
| cantatas _____   | children _____ |
| claviers _____   | wives _____    |
| fugures _____    | pianos _____   |
| masters _____    | heroes _____   |

### b Write the words into two columns:

|           |          |       |              |            |            |
|-----------|----------|-------|--------------|------------|------------|
| heredity  | style    | faith | craft        | art        | instrument |
| glory     | keyboard | point | counterpoint | student    | promotion  |
| orchestra | concerto | suite | sonata       | importance | attempt    |

| Countable nouns | Uncountable nouns |
|-----------------|-------------------|
| _____           | _____             |
| _____           | _____             |
| _____           | _____             |
| _____           | _____             |



## Exercise 2a. Write these words in the plural:

|           |       |        |       |          |       |
|-----------|-------|--------|-------|----------|-------|
| story     | _____ | studio | _____ | life     | _____ |
| biography | _____ | radio  | _____ | marriage | _____ |
| day       | _____ | post   | _____ | career   | _____ |

## b Match the English and Russian equivalents:

|            |                           |
|------------|---------------------------|
| recreation | ум, память, мнение        |
| mind       | пыл, страсть, муки        |
| passion    | работа                    |
| works      | восстановление сил, отдых |
| work       | произведения              |

## c Write down the words which are pronounced in the following way:

|                |       |               |       |
|----------------|-------|---------------|-------|
| [kəm'pouzə]    | _____ | [,pɒlɪ'fɒnɪk] | _____ |
| ['klevɪə]      | _____ | ['o:kɪstrə]   | _____ |
| ['sekjʊlə]     | _____ | [o:'kestrəl]  | _____ |
| ['kauntəpɔɪnt] | _____ | ['ko:rəl]     | _____ |

## Exercise 3a. Translate into English:

- 1 Орган — клавишно-духовой музыкальный инструмент, самый большой и сложный из всех существующих в мире музыкальных инструментов. Он часто используется в церковной католической музыке.
- 2 Иоганн Себастьян Бах — один из величайших композиторов мира. Он написал более 1000 произведений.
- 3 Я слушал его сочинения для органа в Большом зале Московской консерватории и в Концертном зале имени Чайковского.
- 4 Недавно мне подарили диск с записью 80 органнх произведений Баха. Среди них — хоралы, фуги и месса.

## b Agree or disagree and substantiate your points of view:

- 1 Johann Sebastian Bach is the greatest German composer of the 18th century.
- 2 None of his three children who became composers gained the fame equal to Bach's.



### Exercise 4a. Use articles and retell the text:

**Georg Friedrich Handel** (1685—1759),... German composer, was ... British subject from 1726. His first opera, *Almira*, was performed in Hamburg in 1705. In 1710 he was appointed kapellmeister (chief conductor) to ... elector of Hanover (... future George I of England). In 1712 he settled in England, where he established his popularity with such works as ... *Water Music* (written for George I). His great choral works include *Messiah* and ... later oratorios *Samson*, *Belshazzar*, *Judas Maccabaeus*.



### b Read the text and translate it into Russian:

**Wolfgang Amadeus Mozart** (1759—1791) is an Austrian composer and performer. His prolific works include 27 piano concertos, 23 string quartets, 35 violin sonatas and over 50 symphonies. His operas include *The Marriage of Figaro*, *The Magic Flute*, *Thus Do All Women*, *The Abduction from the Seraglio*, *Don Giovanni*, and *Idomeneo*.

### Exercise 5. Read the text, use prepositions and answer the questions that follow:

**Ludwig van Beethoven** (1770—1827) is a German composer and pianist. His mastery ... musical expression ... every genre made him the dominant influence ... 19th-century music. Beethoven's repertoire includes concert overtures; the opera *Fidelio* (1805), revised ... 1814; five piano concertos and two ... violin; 32 piano sonatas, including *The Moonlight* and *Appassionata*; 17 string quartets; and nine symphonies, as well as many youthful works. He was hampered ... deafness in 1801, but continued to compose.

#### Questions:

- 1 Why do you think the fragment from Beethoven's 9<sup>th</sup> Symphony, the *Ode To joy* by *Schiller*, has been chosen as the hymn of the Europe?
- 2 Why do you think Beethoven continued to compose to the last days of his life?

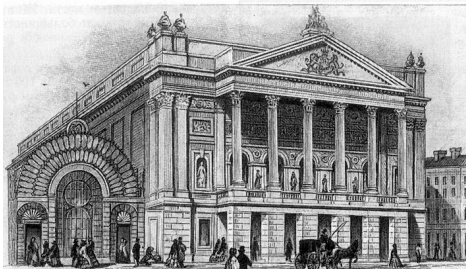


**Exercise 6. Read these texts and write out countable nouns, translate them and write their other form (singular or plural):**

- 1 **Carl Maria Friedrich Ernst Weber** (1786—1826), a German composer, established the Romantic school of opera with *The Marksman* and *Euryanthe*. He was kapellmeister at Breslau, Prague and Dresden. He died during a visit to London where he produced his opera *Oberton* written for the Covent Garden theatre.

- 2 There is no National Opera House in London, but *the Royal Opera House at Covent Garden*. It receives a grant from the Arts Council.

It gives performances of opera and ballet throughout the year. The English National Opera Company performs operas, solely in English, at the London Coliseum. It also tours the provinces. The standard of performance is very high.



The Covent Garden theatre, London

There is an opera season at

Glyndebourne, Sussex every August. The opera house in Glyndebourne stands in a beautiful garden.

- 3 **Jakob Ludwig Felix Mendelssohn** (1809—1847) is a German composer, also a pianist and conductor. His music has a lightness and charm of classical music, applied to romantic and descriptive subjects. He was instrumental in promoting the revival of interest in Bach's music.

- 4 **Robert Alexander Schumann** (1810—1856) is a German composer and writer. His songs and short piano pieces portray states of emotion with great economy. Among his compositions are four symphonies, a violin concerto, a piano concerto, sonatas, and song cycles. Mendelssohn championed many of his works.



- 5 **Richard Wagner** (1813—1883), a German opera composer, revolutionized the 19th-century conception of opera, envisaging it as a wholly new art form unifying musical, poetic, and scenic elements.



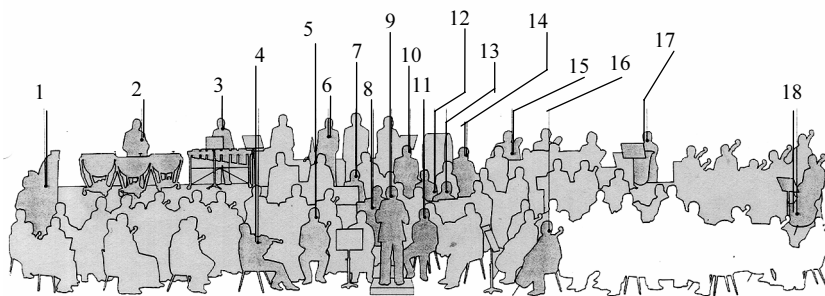
In 1872 he founded the Festival Theatre in Bayreuth. His masterpiece *The Ring of the Nibelung*, a sequence of four operas, was first performed there in 1876.

## Extend your vocabulary

### **Make-up of the modern symphony orchestra**

Striking a balance through the skill of the conductor

The typical modern symphony orchestra, with 90 to 120 players, has gradually evolved since the late 18th century. Before that, the composition of an orchestra was dependent on the instruments that were available and their technical limitations. *Handel* composed his *Water Music* in 1717 for two oboes, two horns, a bassoon, strings and harpsichord. *Beethoven* had to use trumpets with fixed pitch (as valves had not then been invented) and included trombones only in his later symphonies. During the 19th century, the orchestra settled into its familiar modern shape with balanced groups of instruments.



**Where the players sit.** The conductor stands on a central rostrum, with the four groups of instruments — woodwind, percussion, brass, and strings — arranged in front of him.

1 *Harp*, 2 *Tympani*, 3 *Tuned percussion*, 4 *1<sup>st</sup> violins (leader)*, 5 *2<sup>nd</sup> violins*, 6 *Percussion*, 7 *Clarinet*, 8 *Flutes*, 9 *Conductor*, 10 *Horns*, 11 *Violas*, 12 *Bassoons*, 13 *Oboes*, 14 *Trumpets*, 15 *Trombones*, 16 *Cellos*, 17 *Tuba*, 18 *Double basses*.

The principal first violinist — the ‘leader’ of the orchestra — sits on the conductor's left. The other string players sit in groups to the left and right. The woodwind players sit in the centre, with the percussion at the back on the left and the brass at the back on the right.



Extra instruments such as the piano or the harp are added when needed for a particular musical work.

Before the performance begins, one instrument, usually the oboe, plays a sustained 'A' note to which all the other instruments are tuned. The conductor sets the tempo and indicates the beat with his baton. He cues in the players and controls the loudness or softness of the playing. He conducts the music from a full score that shows him what each individual instrument should play. He is the one responsible for the overall interpretation of the music.

The four families of instruments in the modern symphony orchestra. The **woodwind** section usually has two flutes, two oboes, two clarinets, two bassoons, and sometimes a piccolo. The **percussion** may include



*Bassoon*  
(woodwind)

*Tympani*  
(percussion)

*Violin*  
(strings)

*Trumpet*  
(brass)

tympani, a xylophone, a glockenspiel, a marimba, chimes and gongs, drums, cymbals, tambourines, triangles, castanets, rattles, shakers, and clickers. The **strings** will have two groups of violins with the same number, usually 15, in each group. The other strings will be up to 12 violas, 10 cellos, and 8 double basses. The **brass** includes three trumpets, four French horns, and three trombones, and may include a bass tuba.

## Do you know these words?

**make-up** состав; грим; косметика; пудра; **a make-up room** артистическая уборная, примерная

**to strike** зд. находить

**skill** искусство, мастерство, умение, **language skills** языковые навыки

**conductor** дирижер; *syn.* **director**

**to evolve** развивать(ся) *syn.* **to develop, to grow**

**available** [ə'veɪləbl] имеющийся в наличии

**harpsichord** клавесин

**trumpet** труба

**pitch** высота, уровень; **absolute pitch** абсолютная высота, абсолютный слух

**valve** пистон

**to invent** изобретать; **to invent an excuse** придумать отговорку

**string** струна

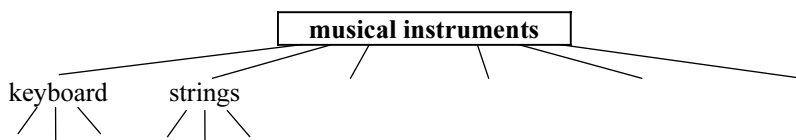
**to tune** настраивать; **to tune up** настраивать инструменты



**Exercise 7a. Write down the words which are pronounced in the following way:**

|               |       |               |       |
|---------------|-------|---------------|-------|
| [tu r'volv]   | _____ | [bə'su:n]     | _____ |
| [tə 'kju:]    | _____ | ['ha:psiko:d] | _____ |
| ['instrumənt] | _____ | [pə'kʌʃn]     | _____ |
| ['oubou]      | _____ | ['teknɪkl]    | _____ |

**b Write out the names of musical instruments from the text and add some others that you know:**



**c Write down a few short sentences to show the evolution of the symphony orchestra.**

**d Repeat what the text said about the role of the conductor.**

**Exercise 8a. Give extensive answers:**

- 1 Are such Russian conductors as Vladimir Fedoseev, Juri Bashmet, Vladimir Spivakov equally popular?
- 2 What innovations did Gennady Rozhdestvensky make into the orchestra play?
- 3 Are violins as good in a symphony orchestra as they are in a gipsy band?
- 4 What do you think these expressions mean:
  - to play first violin
  - to play second violin

**b Read this text and insert the correct articles:**

**Antonio Stradivari** (1644—1737) is ... Italian stringed instrument-maker. He is generally considered the greatest of all violinmakers. He was born in Cremona and studied there with **Niccolo Amati**. He pro-



duced more than 1,100 instruments from his family workshops, over 600 of which survive.

Question: Do you know who plays these violins or where some are exhibited?

**Exercise 9a. Add one short sentence word-combination with the word *note* in each meaning:**

a short record of facts  
made to help the memory  
*He spoke for an hour  
without notes.*

a short letter  
*He sent her a note  
of thanks.*

a short comment on or  
explanation of a word or  
passage in a book  
*He bought a new edition  
of 'Hamlet' with copious  
notes.*

a piece of money  
*a 50 dollars note*

a single sound of  
a certain pitch and  
duration  
*the blackbird's merry  
note*

quality of voice indicating  
the nature of smth special  
*There was a note of self-  
satisfaction in his speech.*

distinction,  
importance  
*a singer of note*

a sign used to represent a  
sound in manuscript or  
printed music  
*He could not read notes.*

notice, attention  
*Take note of what  
he says.*

**b Fill in the gaps with the right words (*guitar, Hawaiian guitar, electric guitar*):**

- 1 \_\_\_\_\_ is a six-stringed, or twelve-stringed flat-bodied musical instrument, plucked or strummed with the fingers.
- 2 The solid-bodied \_\_\_\_\_, developed in the 1950s by Les Paul and Leo Fender, mixes and amplifies vibrations from electromagnetic pickups at different points to produce a range of tone qualities.



3 \_\_\_\_\_ is laid across the lap, uses a metal bar to produce a distinctive gliding tone.

### Retell the texts

## Russian great composers and musician

Exercise 10a. Read the text, fill in the gaps and answer the question that follows:



**Pyotr Il'yich Tchaikovsky** (1840—1893). His strong sense of melody, personal expression, and brilliant orchestration are clear throughout his many Romantic works, which include symphonies, \_\_\_\_\_ concertoes, a violin concerto, operas (for example \_\_\_\_\_) ballets (for example \_\_\_\_\_), and chamber and vocal music.

Question: Do you think the word *Romantic* is opposite of *classic* and *classical*?

**b Read the text, fill in the gaps and retell the text:**

**Modest Petrovich Mussorgsky** (1839—1881) was a member of the group of five composers *The Five*. The other four composers were \_\_\_\_\_. Myssorgsky's opera masterpiece was *Boris* \_\_\_\_\_, written in 1869 and revised in 1871—1872. He wrote *Khovanshina* in \_\_\_\_\_. His other works include *Pictures at an* \_\_\_\_\_ and \_\_\_\_\_ for piano.



**c Translate into English:**

«Могучая кучка» — так называлось творческое содружество пяти русских композиторов в 1850—1870 гг. Это название дал им художественный критик Владимир Стасов. В группу входили композиторы Милий Балакирев, Александр Бородин, Модест Мусоргский, Николай Римский-Корсаков, Цезарь Кюи. В своем творчестве они опирались на старинный крестьянский фольклор, на традиции русского искусства. Они старались развивать национальный стиль.



**Exercise 11a. Read the text, use the correct prepositions  
and answer the question that follows:**

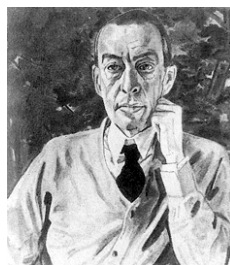
**Sergey Sergeyevich Prokofiev** (1891—1953). His music includes operas such as *The Love ... Three Oranges*; ballets ... Sergei Diaghilev, symphonies; music ... films, including Eisenstein's *Alexander Nevsky*, piano and violin concertos, songs and cantatas and *Peter and Wolf* ... children, to his own libretto ... a Russian folk-tale.

Question:

Do you think the words *folk-tale* and *fairy-tale* are synonymous?

**b Read and retell the text:**

**Sergey Vasiljevich Rachmaninov** (1873—1943). Composer, conductor, and pianist. After the 1917 Revolution he emigrated to the USA. His music is melodious and emotional and includes operas, symphonies, piano concertos, piano pieces, and songs.



**c Translate into English:**

- 1 Сергей Прокофьев в девятилетнем возрасте стал автором детской оперы. В Петербургской консерватории его учителем был Н.А. Римский-Корсаков.
- 2 Сергей Рахманинов в девятилетнем возрасте поступил на фортепианное отделение Петербургской консерватории. Он окончил консерваторию с большой золотой медалью.

Speak English

**Composers and musicians of other countries**

**Exercise 12a. Mark the intonation of the sentences of Text 1,  
then read both texts:**

- 1 **Antonio Vivaldi** (1678—1741). Italian Baroque composer, violinist, and conductor. He wrote 23 symphonies, 75 sonatas, over 400 con-



certos, over 40 operas; and much sacred music. His work was largely neglected until the 1930s.

Question: Why do you think his music was neglected for almost two centuries?

- 2 **Gioacchino Rossini** (1792—1868). Italian composer. His first success was the opera *Tancredi*. In 1817, 1818 his opera buffa *The Barber of Seville* was produced in Rome. During 1818–19 years he produced 20 operas and created, with Donizetti and Bellini, the 19th-century Italian operatic style.

Question: Why do you think *The Barber of Seville* is called an opera buffa?

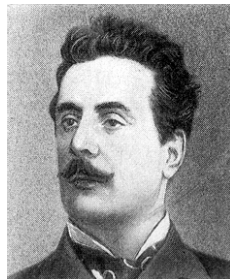
**b Match these great names with the short descriptions of their creative work:**

|                          |   |
|--------------------------|---|
| <b>Gaetano Donizetti</b> | collaborated with the tenor Giovanni Batista Rubini to develop a new simplicity of melody expression in romantic evocations of classic themes as in <i>Sleepwalker</i> , <i>Norma</i> |
| <b>Vincenzo Bellini</b>  | wrote <i>Lucia di Lammermoor</i> , <i>Anna Bolena</i> , <i>Lucrezia Borgia</i>  |

**Exercise 13a. Tell your friends what you know about Giacomo Puccini**

Here are some facts:

**Giacomo Puccini** (1858—1924). Italian opera composer. His music shows a strong gift for melody and dramatic effect and his operas combine exotic plots with elements of realism. They include *Manon Lescaut*, *La Boheme*, *Tosca*, *Madame Butterfly* and the unfinished *Turandot*.





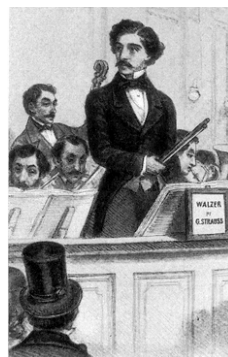
**b Match the names of these musicians with the short description of their contributions into national and world music:**

|   |   |
|---|---|
| <i>Hector Berlioz</i><br>(1803—1869)          | is a French Romantic composer, the founder of modern orchestration.   |
| <i>Edvard Hagerup Grieg</i><br>(1843—1907)    | is a Finnish composer. His works include symphonic poems such as <i>Finlandia</i> , a violin concerto, and seven symphonies.  |
| <i>Frederic Chopin</i><br>(1810—1849)         | is a Norwegian composer. Much of his music is small-scale, particularly his songs, dances, sonatas, and piano works, strongly identifying with Norwegian folk music.  |
| <i>Jean Christian Sibelius</i><br>(1865—1957) | A Czech composer. International recognition came with two sets of <i>Slavonic Dances</i> . He was director of the National Conservatoire, New York.   |
| <i>Antonin Dvorzak</i><br>(1841—1904)         | A Polish composer and pianist. He made his debut as a pianist at the age of eight. He revolutionized the technique of pianoforte-playing, turning the hands outward and favouring a light responsive touch. |

## Do you know this?

**Johann Baptist Strauss** (1825—1899). Austrian conductor and composer. He was the son of composer **Johann Strauss** (1804—1849). In 1872 he gave up conducting and wrote about 20 operettas, such as *The Flittermouse* and numerous waltzes, such as *The Blue Danube* and *Tales from the Vienna Woods*, which gained him the title *the Waltze King*.

**Richard Georg Strauss** (1864—1949). German composer and conductor. He followed the German Romantic tradition but had a strong personal style, characterized by his bold, colourful orchestration. He first wrote tone poems, then moved on to opera with *Salome* and *Elektra*. He then reverted to a more traditional style with *The Knight of the Rose*.



**the Waltze King**



## Read the text

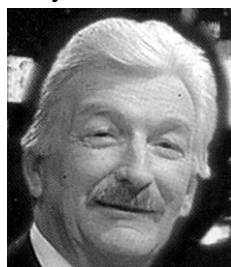
### Music in Britain

In the sixteenth and seventeenth centuries English musicians had a great reputation in Europe, both for their talent and for their originality. It was their experiments in keyboard music which helped to form the base from which grew most of the great harpsichord and piano music. **William Byrd** was the most distinguished English composer of this time, and his name is still widely known.

In the centuries which followed, England produced no composers of world rank except for **Purcell** in the seventeenth and eighteenth centuries, and **Elgar** in the twentieth century. Today, however, many people believe that there has been a reflowering of English music, and that the compositions of some contemporary composers will live on after their deaths. The music of **Michael Tippett**, **Benjamin Britten** and **William Walton** is performed all over the world.

Benjamin Britten was not modern in the musical sense of the word, but he was modern in his attitude towards his public. He has been called a 'people's composer' because he composed music, particularly operas and choral works, that can be sung by ordinary people and by children. Some of his operas, such as *Noyes Fludde* (Noah's Flood) are performed in churches every year, and people from the surrounding area sing and act in them. The festival which he started in his little home town, Aldeburgh, on the North Sea coast of Suffolk, has become one of the most important musical festivals in Europe. Benjamin Britten's music, however, is traditionally compared with the works of many of the younger generation of composers. The music of composers like **Peter Maxwell Davies**, **Richard Rodney Benett**, **John Tavener**, and **Andrew Lloyd Webber** are having considerable influence and popularity abroad.

It is significant that Richard Rodney Benett is a very fine trumpeter and once played the piano in a jazz band. The dividing lines between serious music on the one hand and jazz, pop and folk music on the other, are becoming less and less clear, and the influence that they are having on one another is increasing. Many twentieth-century British composers, including **Vaughan Williams**, **Tippett** and **Britten**, have been attracted and influenced by old English folk songs.



A.L. Webber



Most musicals of **Andrew Lloyd Webber**, like *Jesus Christ Superstar*, *Cats*, *The Phantom of the Opera*, *Evita*, *Sunset Boulevard* are still hits staged in the best theatres of England, the United States and other countries.

**Exercise 14. Mark the correct answers:**

- 1 Were English musicians highly reputed in Europe in the 16<sup>th</sup> and 17<sup>th</sup> centuries?
  - (a) Yes, they were.
  - (b) The text gives a negative answer.
  - (c) The text said nothing about it.
- 2 What music has grow from the experiments of English musicians in keyboard music?
  - (a) Only piano music.
  - (b) Harpsichord and piano music.
  - (c) Violin music.
- 3 What musicians of the past did the text mention?
  - (a) William Byrd only.
  - (b) Henry Purcell only.
  - (c) Edward Elgar, Henry Purcell and William Byrd.
- 4 What English composer of the twentieth century was called a ‘people’s composer’?
  - (a) Benjamin Britten.
  - (b) Michael Tippett.
  - (c) William Walton.
- 5 In what place did he start music festivals?
  - (a) In London.
  - (b) In Edinburgh.
  - (c) In Aldeburg.
- 6 Can his operas and choral works be sung only by professional singers?
  - (a) Yes, that’s true.
  - (b) No, even ordinary people and children sing his music.
  - (c) No, only clergymen can.
- 7 Are any English composers of the twentieth century influenced by old English folk songs?
  - (a) Yes, there are some.
  - (b) The text said nothing about it.
  - (c) The text underlined that there is unfortunately no ties of that sort.



**Exercise 15a. Say if these facts about Andrew Lloyd Webber are given in the above text:**

A prolific composer of the twentieth century, Andrew Lloyd Webber has dominated the West End of London for a number of years and his musicals have travelled to Broadway in New York and around the world, as well as being turned into films.

**b Mark the meaning in which this word was used in the text:**

| to perform   |   |  |
|--|---|--|
| to act, play, sing or do tricks before audiences                       | to do smth ordered or promised                                      | to do  |
| <i>to perform a part/play/ song/trick</i>                              | <i>to perform an action/ process/work</i>                           | <i>to do well/ill</i>                          |
| <i>syn. to stage, put on, present, represent, act, play, appear as</i> | <i>syn. to do, carry out, execute, fulfil, complete, accomplish</i> | <i>syn. to function, work, operate, behave</i> |

**Read the text**

**Jazz, that old feeling**

(an extract from *The Economist* magazine)

Some years ago, a veteran jazz saxophonist who had starred in the days of the big bands cautiously remarked, 'You know, music may be coming back.' After witnessing the ascendancy of rock alongside jazz's descent into experimental chaos, he detected a return to the abiding potential of what used to be known as



**King Oliver's Dixie Syncopators.**  
Plantation Cafe Chicago, 1925.



‘standard tunes’ — evergreen songs with memorable melodies and intelligent lyrics which such masters as **Irving Berlin**, **Cole Porter**, **Jerome Kern** and the **Gershwins** have turned out in brilliant profusion. The rich vein lasted roughly until the 1960s, when social upheaval and a new breed of strident singer-songwriter made the classic legacy seem pass. Their disco-oriented output still dominates popular music.

But many one-time pop fans, bored with the Top Forty ephemera of their youth, have begun to rediscover the timeless appeal of the standards. The process has coincided with a similar tendency among musicians. Young jazz players, tired of blind-alley experimentation and the raucous mannerisms of jazz-rock fusion, have reached out to this new audience with material which, despite its age, seems perennially fresh — full of new challenges, emotion and inspiration.

Leading the way back to the glories of the past there have been such influential figures as trumpeter **Wynton Marsalis**, who recorded a series of *Standards* albums in the nineties, and pianist **Keith Jarrett**, who won great acclaim with a trio whose core repertoire was standards. Both have continued to pursue their fruitful course.

**Exercise 16a. Read the text and mark these statements as true (T) or false (F):**

- 1 It was a famous pianist who spoke about the renewed interest in jazz, according to this text.
- 2 The text speaks about experimental chaos of rock and jazz.
- 3 A return to ‘standard tunes’ is mentioned.
- 4 Standard tunes mean evergreen melodies, not songs.
- 5 Standard tunes were very popular until the 1970s.
- 6 Social changes and the coming of singer-songwriters changed the situation.
- 7 Their disco-oriented music is not very popular now, as the text says.

**b Find the English equivalents in the text:**

- 1 многие, кто когда-то были любителями поп-музыки
- 2 открыть в себе влечение к музыке, неподвластной влиянию времени
- 3 это совпало с аналогичными чувствами и среди музыкантов



- 4 джазмены, уставшие от никуда не ведущего экспериментаторства
- 5 обратиться к новой аудитории
- 6 несмотря на свой возраст
- 7 известные музыканты

### Exercise 17. Read and sum up these short texts:

**Louis Armstrong** (1901—1971). US jazz cornet and trumpet player and singer. His Chicago recordings in the 1920s with the *Hot Five* and *Hot Seven* brought him recognition for his warm and pure trumpet tone, his skill at improvisation, and his quirky, gravelly voice.

**Ella Fitzgerald**. This US jazz singer was born in 1918. She is recognized as one of the finest, most lyrical voices in jazz, both in solo work and with big bands. She is celebrated for her smooth interpretations of George and Irene Gershwin and Cole Porter songs.

**Duke Ellington** (1899—1974). US pianist. He became one of the leading figures in jazz over a 55-year period. Some of his most popular combinations include *Mood Indigo*, *Sophisticated Lady*, *Solitude*, and *Black and Tan Fantasy*. He was one of the founders of big band jazz.



### Exercise 18. Read the text and say if the musicians are criticized or praised:

A Scottish saxophonist-composer, **Tommy Smith**, whose recent work includes an extended suite based on the evolutionary history of the world, has done a complete about-face. His latest CD, *The Sound of Love*, is filled with ballads by Duke Ellington and his co-writer Billy Strayhorn. The mood is tender and romantic, chock-full of voluptuous melody, with scarcely a dissonance in sight.

Even more symptomatic of the growth in the market for a classic mixture of good songs in a tasteful jazz setting is the success of a **Canadian singer-pianist, Diana Krall**. Obviously an artist who can communicate both the vocal and musical quality of Cole Porter or the Gershwins has an advantage over purely instrumental performers.

*Note: about-face* резкое изменение, резкий поворот.



## Exercise 19. Translate in to English:

- 1 Джаз возник на рубеже XIX и XX веков в среде негритянского населения на юге США и сегодня популярен во всем мире.
- 2 Основной чертой джазовой музыки является импровизация, то есть сочинение музыки во время исполнения.
- 3 Существует несколько стилей джаза, например, диксиленд, свинг. Свинг происходит от английского слова *swing*, означающего *качание*.
- 4 В историю джаза вошли имена Луи Армстронга, Эллы Фицджералд, Гленна Миллера, Бени Гудмена, Дюка Эллингтона.
- 5 Гленн Миллер написал музыку к фильму «Серенада Солнечной долины», в котором снимался вместе со своим оркестром.
- 6 Большой джазовый оркестр называется биг-бэнд.
- 7 В нашей стране в XX в. были очень популярны джазы Леонида Утесова, Олега Лундстрема и Эдди Рознера.

## Write English

### Annotations of the books

#### Music. Motor Control and the Brain

*Edited by Eckart Alten, Chair and Director, Department of Music Psychology and Musicians' Medicine, University of Music and Drama, Hannover*

The first book to explore the neural bases of musicians' motor actions, examining these functions across a range of instrumental types and performance situations.

- Presents state of the art research showing how long – term involvement in music can affect the brain.
- Explores the motor problems that frequently occur in later life amongst professional musicians, and possible therapies.

This book examines the neural basis of musicianship and forms a comprehensive account of the motor skills and associated cognitive processes which are behind musical talent. It covers a range of instruments and performance situations, and examines motor problems in musicians in later life.





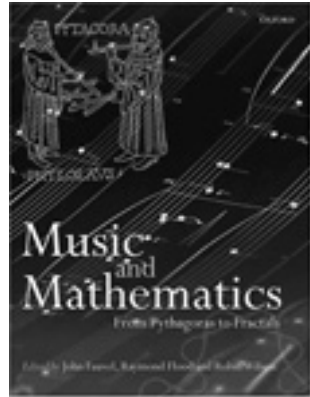
## Music and Mathematics

*Raymond Flood, Department for Continuing Education, Oxford University*

Comprehensive coverage of the fascinating relationship between mathematics and music.

- Extensively illustrated.
- Authored by the leading scholar.
- Suitable for a wide-ranging readership.

From Ancient Greek times, music has been seen as a mathematical art, and this relationship has fascinated generations. This new paperback edition of diverse, comprehensive and fully illustrated papers, authored by the leading scholar, links the two fields in a lucid manner that is suitable for students of each subject as well as the general reader.



**Exercise 20a. Write out unfamiliar words and translate them consulting dictionaries.**

**b Write out the ideas which made you surprised or interested in these two books.**

**c Write one short item for a musicians' journal about these two new books.**

Have a discussion

## Rock and pop music. Musicals

**Exercise 21a. Agree or disagree with these statements using the text that follows:**

- 1 *The Beatles* used the songs largely written by Lennon and McCartney.
- 2 *The Beatles* still dominate rock music and pop culture.
- 3 Elvis Presley created an individual vocal style, influenced by *South-ern blues*, gospel music, country music, and rhythms and blues.
- 4 *The Rolling Stones* were once notorious as the 'bad boys' of rock.



**The Beatles**, British pop music was based on rock 'n' roll exported from the USA by singers like **Elvis Presley**. In the early 1960s the new British sound was heard, very different from anything which had come from the American side of the Atlantic. This was the Liverpool 'beat' of The Beatles. Until 1960 Liverpool, the birthplace of *The Beatles*, was known only as one of Britain's largest ports. Then, almost overnight, it became world famous as the birthplace of the new pop culture which, in a few years, swept across Britain and America, and across most of the countries of the western world.



In 1970—1971 the partnership of *The Beatles* broke up, but their influence continued, both in Britain and the USA. When **John Lennon** was murdered in New York, in December 1980, he was mourned by millions of people all over the world.

Many singers and musicians are now popular in the world for the music and the words of their songs. Many British singers like **Mick Jagger** of the *Rolling Stones*, **Rod Stewart**, **David Bowie**, **Elton John** and **Boy George** have challenged previous standards of 'good' and 'normal' behaviour, taste and sexual definition.

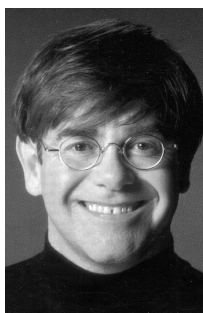
### b Translate into English:

- 1 Рок-музыка завоевала популярность в 60-е годы XX века благодаря главным образом английским группам «Битлз» и «Роллинг Стоунз».
- 2 Ныне рок-музыка — это разветвленная культура, складывающаяся из множества музыкальных течений со своими особенностями в разных странах.
- 3 Поп-музыка — это массовая музыкальная культура. Она включает различные стили: фолк, кантри, фанк, диско и другие. Кантри, например, ведет свои традиции от сельского фольклора, диско — это танцевальная музыка европейских дискотек.

### c Discuss with your group-mates the notion of Beatlomania.



**Exercise 22a. Say what the names of these singers are, what you think about their songs and popularity:**



**b Discuss with your group-mates these topics:**

- 1 Present popular singer-songwriters
- 2 Experimentation in combining jazz and classical music (concerts of George Garonian and Denis Matsuev)
- 3 Rock and pop music in Russia

**Exercise 23a. Insert the appropriate words (*musical, opera, operetta*):**

- 1 \_\_\_\_\_ originated in late 16th-century Florence and developed from Classical Greek drama.
- 2 \_\_\_\_\_, a light form of opera, contains music, dance, and spoken dialogue, and has a story line that is romantic and sentimental, often employing farce and parody.
- 3 \_\_\_\_\_ is a musical comedy staged in a theatre, or a cinema film in which songs have an essential part.

**b Discuss with your group-mates the high or low standards of musicals in Russia and other countries.**

**The following may be of help:**

*There is an opinion that ...*

*I, for one, don't think that ...*

*... don't appeal to me.*

*... make me bored.*

*I am fascinated ...*

*I admire ...*

*... is unforgettable.*

*...evergreen, full of emotion and inspiration ...*

*...entertainment, popular with ...*





---

## LESSON 9

# PAINTING

|                         |  |
|-------------------------|--|
| Revise Grammar:         | The Indefinite Article<br><i>Great Russian painters of the 15<sup>th</sup> century</i>                       |
| Retell the texts:       | <i>Prominent painters of the 16<sup>th</sup>–19<sup>th</sup> centuries</i><br><i>Famous English painters</i> |
| Extend your vocabulary: | <i>Impressionists</i><br><i>The post-impressionist school</i>  |
| Speak English:          | <i>Outstanding Russian painters of the 17<sup>th</sup>–19<sup>th</sup> centuries</i>                         |
| Read the texts:         | <i>The 20<sup>th</sup>-century painting</i>  |
| Write English:          | Modern arts  |
| At a press conference:  | Picture galleries and museums  |

---

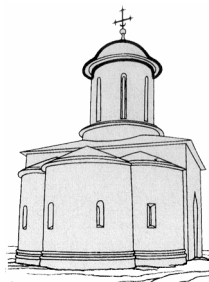
### Revise Grammar    The Indefinite Article

#### Read the text

### Great Russian painters of the 15th century

The great Russian icon-painters **Daniil Chorny**, **Feophanus the Greek** and venerable **Andrei Rublev**, reached their summit in the 15th century.

Andrei Rublev worked in Moscow in the 15th century. His works, deeply national in character, are distinguished by great humanism and optimism.





A museum devoted to his works is open in the former Andronyev Monastery where he spent the last years of his life.

He was born in about 1360—1370 and died in about 1430. He painted icons and murals, participated in painting cathedrals in the Moscow Kremlin, in the town of Vladimir, Kiev, Zvenigorod and many other places.



Fragment of *Trinity*  
by **Andrei Rublev**

In mediaeval Russia the painter's attitude to what he was doing was determined by his Christian faith. This created a special type of the icon painter who used his art to convey his personal spiritual experience to others. There were many icon painters among the monks; in this way the painter was a kind of a vehicle of the divine will that brought people closer to the Heavenly World through the Holy Image. The act of creation was a service to God that was accompanied by strict fasting and constant prayer. When an icon was being painted in a monastery the entire brethren was fasting and praying. This alone allowed Andrei Rublev to paint his famous *Trinity* and *The Saviour of Zvenigorod*.

Icon painting can be compared to 'thinking in colours'. The holy image depicted on an icon is mysteriously present in it. Therefore, the Orthodoxy regards icons as gracious shrine that can, through a prayer, produce a miraculous impact on man. To be able to bring to life the most perfect images of the invisible world on a piece of wood a painter should be pure in his spiritual vision.

### Do you know these words:

**venerable** ['venərəbl] почтенный, преподобный

**distinguished** выдающийся, известный; *syn.* **famous, well-known, prominent**

**cathedral** [kə'tʰi:drəl] собор; кафедральный собор; соборный

**to determine** определять

**to convey** передавать; **it does not convey anything to me** это мне не о чем не говорит

**monk** монах; **monkery** монахи, монашество

**vehicle** средство выражения и распространения

**divine** божественный, пророческий

**holy** святой

**fast** поститься; **fast** пост

**to brethren** собраты



**Trinity** Троица (триединый Бог); **Trinity Sunday** Троицын день (Троица)

**Saviour** ['seɪvjə] Спаситель

**to depict** изображать; *syn.* **to portray, to picture, to illustrate**  
**the Orthodoxy** православие

**shrine** гробница, место поклонения, рака

**miracle** ['mɪrəkl] чудо; **to work miracles** творить чудеса; **miraculous** чудотворный, чудодейственный

### The Indefinite Article

Неопределенный артикль *a/an* (The Indefinite Article) употребляется с исчисляемыми существительными в единственном числе, если существительное имеет классифицирующее значение, т.е. если называется, к какому классу относится данный предмет или лицо. При этом с существительным часто употребляются описательные прилагательные:

He is *a* great Russian painter of the 15<sup>th</sup> century.

They opened *a* museum devoted to his work in Moscow.

### Exercise 1a. Read and translate the sentences into Russian, explain the use of the Indefinite Article:

- 1 It is a very interesting text.
- 2 Daniil Chorny, a famous Russian icon-painter, is mentioned first in the text.
- 3 Andrei Rublev spent the last years of his life in a Moscow monastery.
- 4 The painter's Christian faith created a special type of icon-painting.
- 5 The painter was a kind of a vehicle of the divine will.
- 6 The act of creation was a service to God.
- 7 When an icon was being painted the entire brethren of the monastery was fasting and praying.

### b Use the right form of the Indefinite Article (a/an), read and translate these word combinations:

- |            |                  |
|------------|------------------|
| ... icon   | ... old icon     |
| ... prayer | ... long prayer  |
| ... image  | ... good image   |
| ... man    | ... ordinary man |



... piece                      ... small piece of wood  
... impact                    ... miraculous image

### Exercise 2a. Read the text and explain the use of the Indefinite Article:

In the Greek or Orthodox church, an icon is a representation of Jesus, Mary, an angel, or a saint, in painting, low relief, or mosaic. The painted icons were traditionally done on wood. After the 17th century and mainly in Russia, a riza, or gold and silver covering that leaves only the face and hands visible (and may be adorned with jewels presented by the faithful in thanksgiving), was often added as protection.

### b Translate into English:

- 1 Икона пишется на деревянной, чаще всего липовой доске.
- 2 Эту икону ученые относят к XV веку.
- 3 Насколько мы знаем, эта икона была написана в монастыре монахами-иконописцами.
- 4 Эта очень красивая икона создана в XX веке.
- 5 Владимирская икона Божьей Матери написана, по преданию, евангелистом Лукой. На Русь икона попала из Византии в XII веке как подарок князю Юрию Долгорукому от константинопольского патриарха. Сейчас икона находится в церкви Никона в Столпах, входящей в комплекс Третьяковской галереи.

### Retell the texts

## Prominent painters of the 16th–18th centuries

### Exercise 3. Read the texts and answer the questions that follow:

- 1 **Raphael Sanzio**, Raffaello Sanzio (1483—1520), Italian painter. He was one of the greatest artists of *the High Renaissance*, active in Perugia, Florence, and Rome, where he painted frescoes in the Vatican and for secular patrons. Many of his designs were engraved, and much of his later work was the product of his studio.





### Question:

Why do you think all tourists coming to Vatican try to visit the Pontifical Museums and see Raphael's *Stanze* (the four rooms decorated with Raphael's frescoes which form part of the palace of Nicholas V)?

- 2 **El Greco** is the pseudonym of Domenikos Theotokopoulos (1541—1614). The painter was first called 'the Greek' in Crete where he was born. He studied in Italy, worked in Rome from about 1570, and by 1577 had settled in Toledo, Spain. He painted elegant portraits and intensely emotional religious scenes with increasingly distorted figures and flickering light: for example, *The Burial of Count Orgaz* (church of San Tome, Toledo). El Greco's paintings are exhibited in various museums of Paris, London, New York, Madrid, Budapest.

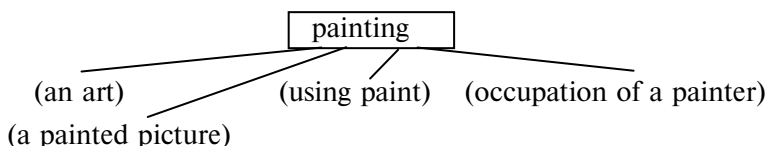
### Questions:

- 1 Do you know anything else about the life of this celebrated artist?
- 2 Have you seen the American film *El Greco*?
- 3 How do you think El Greco's *St. Jerome* came to the Frick Collection, a picture gallery in New York?

### **Exercise 4a. Read the text and explain the use of the Indefinite Article:**

**Michelangelo Merisi da Caravaggio** (1573—1610), Italian early Baroque painter. He was active in Rome, then in Naples, and finally in Malta. He created a forceful style, using contrasts of light and shade, dramatic foreshortening, and a meticulous attention to detail.

### **b Write a few sentences of your own using this word in four different meanings:**



### **c Translate into English:**

- 1 В XVII—XVIII веках в архитектуре и живописи Западной Европы преобладал художественный стиль, называемый барокко.



- 2 Караваджо является основоположником реалистического направления в европейской живописи XVII в.
- 3 Живопись этого художника отличается лаконизмом и простотой композиции.
- 4 Для его картин характерен контраст тени (shade) и света.
- 5 Художником барокко был и фламандский художник Рубенс.

## Rembrandt van Rijn

**Rembrandt van Rijn** (1609—1669). One of the greatest artists of all time, the Dutch painter Rembrandt van Rijn is noted for the vigour and realism of his work, particularly his portraits. His powers of observation and deep psychological insight are evident not only in his portraits but also in his striking religious paintings and landscapes.

All his life Rembrandt was fascinated with light and shade, and in many of his works a concentrated light falls on a central figure set in a shadowy background. Aging also fascinated him, and his many self-portraits record the gradual alteration of his features with a searching understanding and sincerity.

His success as a portrait painter began in 1632 with *The Anatomy Lesson of Dr. Tulp* and reached its peak in 1642 with his celebrated *Night Watch*. During this successful period, when he had many commissions and pupils, he married Saskia van Uylenborch, who brought him a good dowry and who appears in many of his works. She died in 1642.

Despite his wealth, extravagant living and waning popularity led him into financial difficulties and eventually bankruptcy. But Rembrandt's powers remained undiminished; he continued teaching and in these difficult years produced works of insight, compassion, and technical mastery. The self-portraits he had begun as a young man continued with ever greater depth of feeling and rank among the most tender expressions ever executed in paint.



**Bellona**, goddess of war in Latin mythology, painted by **Rembrandt**



## Do you know these words?

**insight** ['ɪnsaɪt] проникательность, проникновение, понимание;

**to gain an insight into smth** понять суть чего-либо

**evident** очевидный

**landscape** пейзаж, ландшафт

**to fascinate** очаровать; *syn.* **to charm, to delight**

**alteration** изменение; *syn.* **change; to make an alteration** внести изменение

**sincerity** [sɪn'serəti] искренность

**commission** заказ (художнику, архитектору)

**wealth** состояние, богатство; **a man of wealth** богатый человек

**to wane** уменьшаться, ослабевать

**undiminished** [ˌʌndɪ'mɪnɪʃt] неуменьшившийся

**compassion** сострадание, сочувствие; *syn.* **sympathy, sorrow**

**tender** мягкий, нежный; **tender touch** легкое прикосновение

## Exercise 5a. Transcribe the following words:

artist [ ] religious [ ]

vigour [ ] psychological [ ]

realism [ ] shade [ ]

insight [ ] shadow [ ]

## b Write down a few sentences of your own with the following words:

shade \_\_\_\_\_

shadow \_\_\_\_\_

commission \_\_\_\_\_

to be fascinated by smth \_\_\_\_\_

to diminish \_\_\_\_\_

## c Agree or disagree and substantiate your viewpoints:

- Rembrandt, like many other people, was fascinated by aging.
- Rembrandt's self-portraits captured his development from a lively youth to a disillusioned old man.



**Exercise 6a. Read this text and insert the correct prepositions:**

**Francisco Jose de Goya y Lucientes** (1746—1828). Spanish painter and engraver. He painted portraits ... four successive kings of Spain; his series ... etchings include the famous *Caprichos* and *The Disaster ... War*, both depicting the horrors ... the French invasion ... Spain. Among his later works are *The Black Paintings* (Prado, Madrid), ... such horrific images as *Saturn Devouring One ... his Sons*.



**A girl with a jug**

**b Read and retell these texts about the French artists:**

- 1 **Eugene Delacroix** (1798—1863) is a French Romantic painter. His prolific output included religious and historical subjects and portraits of friends, among them the musicians Paganini and Chopin. Antagonistic to the French academic tradition, he evolved a highly coloured, fluid style, as in *The Death of Sardanapalus* exhibited in the *Musee du Louvre*, Paris.
- 2 **Henri Marie Reymond de Toulouse-Latrec** (1864—1901) is a French artist. Associated with the Impressionists, he was active in Paris where he painted entertainers and prostitutes in a style characterised by strong colours, bold design, and brilliant draughtsmanship. From 1891, his lithographic posters were a great success, skilfully executed and yet retaining the spontaneous character of sketches. His later work was to prove vital to the development of poster art.



**The singer  
Ivet Gilbert**

**Retell the text**

**Famous English painters**

**John Constable** (1776—1837). So influenced was John Constable by his native Suffolk that the rural vistas of his boyhood became the theme of his paintings. 'These scenes made me a painter, and I am grateful,'



he once declared. He became the greatest exponent of the *English Picturesque Style* of painting.

Constable painted landscapes at a time when the function of artists was to represent man. He hoped to elevate the genre by replacing its conventions with what he himself called the 'light-dews-breeze-bloom-and-freshness' of nature. He saw himself as a 'natural' artist, but he is counted among the Romantics. His paintings exemplify the Romantic preference for colour to express nature's changing moods, rather than the neoclassical ideal of purity of form and elegance of composition.

The somber moods that lowering storm clouds imposed on the landscape depressed him, and he preferred to paint nature in its more serene moments.

In many paintings Constable sought to capture in pigment scudding clouds and their shadows, and the transient reflections of light on water. His work anticipated Impressionism by more than 50 years.

### Do you know these words?

**rural** сельский; *ant.* **urban** городской

**vista** вид, перспектива; *syn.* **view**, **prospect**

**to elevate** поднимать; **elevator** *Am.* лифт

**dew** роса, свежесть

**purity** чистота; **pure** чистый; **pure taste** безупречный вкус

**sombre** пасмурный, мрачный, угрюмый; **sombre sky** пасмурное небо;

**a man of somber character** угрюмый человек

**to impose on** налагать на, давить на

**serene** [sɪ'ri:n] ясный, спокойный, тихий

**scudding clouds** гонимые ветром облака

**to anticipate** предвидеть, предчувствовать; **anticipation** предчувствие

### Exercise 7a. Transcribe the following words:

|                |       |             |       |
|----------------|-------|-------------|-------|
| to anticipate  | _____ | landscape   | _____ |
| (to) influence | _____ | colour      | _____ |
| theme          | _____ | composition | _____ |
| scene          | _____ | nature      | _____ |

**b Sum up what the text said about Constable.**

**c Agree or disagree and substantiate your viewpoint:**

- Rural scenes from boyhood made Constable a painter.
- Every artist tries to capture nature's serenity.



### Exercise 8a. Read this text and insert the correct articles:

**Joshua Reynolds** (1723—1792). English portrait painter. He was active in London from 1752 and became ... first president of ... Royal Academy in 1768. His portraits display ... facility for striking and characterful compositions in ... consciously grand manner. He often borrowed classical poses, for example *Mrs Siddons as ... Tragic Muse*, exhibited now in San Marino, California.

### b Read this text and insert the correct prepositions:

**Thomas Gainsborough** (1727—1788). English landscape and portrait painter. In 1760 he settled ... Bath and painted society portraits. In 1774 he went ... London and became one ... the original members ... the Royal Academy. He was one ... the first British artists to follow the Dutch example ... painting realistic landscapes rather ... imaginative Italianate scenery.



**The dame in blue**

### Exercise 9a. Read the text and write its plan:

**Joseph Mallord William Turner** (1775—1851). From his humble beginning as a barber's son in London, Joseph Turner rose to fame and fortune faster than any other English landscape painter. He first had a water colour accepted by the Royal Academy in 1790, when he was fifteen. By the time he was twenty four he had more commissions for water colours and drawings than he could handle; at twenty seven he was elected a member of the Royal Academy.

To discover subjects for his work, Turner spent his summers touring. In Britain he visited Yorkshire, the Lake District, Scotland, and Wales. In 1802 in Paris, he saw the Italian paintings Napoleon had seized and made many copies. In 1819 he made the first of several visits to Italy, which led to a great development in his treatment of light and colour.

No artist has excelled Turner's originality in the use of colour, treatment of light, and creation of mood. He painted a wide range of subjects and strove to treat significant themes. His early works include historical landscapes featuring human events, such as the Roman legend of Dido and Aeneas. His later works include magnificent studies of nature's power, especially in sea and sky. In his quest to unravel the mysteries of light, Turner pushed beyond the understanding of his contemporaries. But Constable understood him. 'He seems to paint with tinted steam, so evanescent, so airy'.



Although he was always harshly criticized for his lack of finish, Turner enjoyed success and recognition until he was forty, when he decided to paint only what suited him and to experiment with his ideas of light and space. His work fell out of favour and was not rediscovered until modern times.

Most of the 19,500 oils, water colours, and drawings he left to Great Britain are in the *Tate Gallery* and the *British Museum*.

**b Write down the words which are pronounced in the following way:**

|                      |                      |
|----------------------|----------------------|
| ['drɔ:ɪŋ] _____      | [(tə) 'fɪ:tʃə] _____ |
| [tu ɪk'sel] _____    | [mæŋ'nɪfɪsɪt] _____  |
| ['eksələnt] _____    | [sək'ses] _____      |
| [sɪŋ'nɪfɪkənt] _____ | [(tə) 'feɪvə] _____  |

**c Give extensive answers:**

- 1 Do you think Turner was right in changing his style of painting when he was forty?
- 2 What works of Turner have you seen and how did they impress you?
- 3 Did his original and imaginative approach to landscape presage the impressionist style?

## Extend your vocabulary

### Impressionists

The Impressionists' quest to capture the fleeting moment. Impressionism, the most revolutionary art movement of the second half of the 19th century, flouted the conventions of academic painting in a way that at first baffled but finally delighted the art-loving public. Inspired by **Edouard Manet**, the Impressionists were mainly Frenchmen, with a core consisting of **Claud Monet**, **August Renoir**, **Edgar Degas**, **Camille Pissarro**, and the Englishman **Alfred Sisley**.



**Boating** by E. Manet

They worked largely outdoors in order to avoid the contrived effects of studio work. The Impressionists developed a technique of applying



dabs of colour to build up an impression of what the eye sees, rather than trying to fill in every detail precisely. Compared to the work of traditional artists, the Impressionists' paintings seemed sketchlike and perhaps careless. Their aim was to capture the fleeting image and to recreate light, atmosphere, and movement in all their natural brilliance.

The group dissolved after 1886, but their influence lived on, revolutionizing European painting and preparing the way for the diverse styles of the 20th century.

**Exercise 10a. Translate these words into Russian consulting dictionaries if necessary:**

- |                 |            |
|-----------------|------------|
| quest           | to delight |
| to capture      | to avoid   |
| fleeting moment | dabs       |
| to baffle       | sketchlike |

**b Transcribe the following words:**

- |                  |                     |
|------------------|---------------------|
| barber _____     | mystery _____       |
| commission _____ | contemporary _____  |
| academy _____    | to criticize _____  |
| creation _____   | to experiment _____ |

**c Sum up what the text said about the Impressionists and their role in the development of painting.**

**d Write out the words and expressions associated with this movement.**

**Exercise 11a. Match these names of paintings and their painters:**

|                                |  |
|--------------------------------|--|
| <i>The Red Roofs</i>           | The painting by Claude Monet, exhibited at the Impressionists' first group show in Paris in 1874, was to give the group their name and to add a word to the vocabulary of art.   |
| <i>Impression: Sunrise</i>     | The Moulin was a popular Monmartre entertainment spot for young Parisians and their girls. Auguste Renoir immortalized the gaiety and bustle of a Sunday afternoon dance there in the 1870s. His use of dappled light is typical of Impressionism. |
| <i>Le Moulin de la Galette</i> | The colours seem to vibrate on the canvas in Camille Pissarro's painting. His aim was not to define precisely but to use swift brushstrokes to give an instant impression.   |



## b Agree or disagree and substantiate your viewpoints:

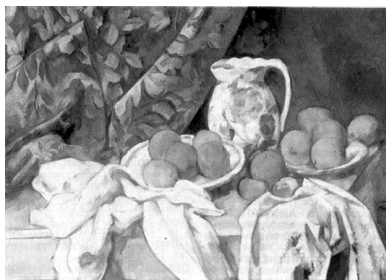
- The name *Impressionist* was first used mockingly by the French critic Louis Leroy.
- You can now see originals or copies of Impressionists' paintings in every big picture gallery or museum.
- Numerous paintings of Impressionists are exhibited in Moscow museums.

## Extend your vocabulary

### The Post-impressionist school

**Exercise 12a. Read the text, write out unfamiliar words and translate them consulting a dictionary:**

The term *Post-Impressionism* was never used by the post-impressionist painters; it was coined retrospectively in 1910 by the English art critic Roger Fry when he mounted an exhibition in London of the work of the French painters **Paul Cezanne** (1839—1906) and **Paul Gauguin** (1848—1903) and the Dutch painter **Vincent Van Gogh** (1853—1890).



**Still life by P. Cezanne**

Post-Impressionism describes a school of painting that flourished in France in the last two decades of the 19th century. Most post-impressionist artists began as impressionists and continued to base their style on the colour innovations of the impressionist movement. However, they moved away from the objectivity of the impressionists, who tried to represent what the eye actually sees. The post-impressionists painted pictures that were entirely subjective and that captured the artists' own highly personalized ideas, emotions, and imagination.

This individualistic and intellectual approach to art led to an increased interest in ways of showing emotion in its most dramatic and compelling form and in the structural qualities of a subject. And it heralded the surrealist, futurist, cubist, expressionist, and fauvist movement of the 20th-century art.



**b Transcribe the following words:**

|                          |                   |
|--------------------------|-------------------|
| Post-Impressionism _____ | innovation _____  |
| retrospectively _____    | subjective _____  |
| exhibition _____         | imagination _____ |
| to flourish _____        | futurist _____    |

**c Sum up what new facts, if any, you learned from this text.**

**d Match the names of the post-impressionist painters and their paintings:**

|                 |  |
|-----------------|--|
| <b>Van Gogh</b> | <p>_____ painted <i>Contes Barbares</i> in 1902 in the Marquesas Islands. He died there a year later. His style, one of the most distinctive, uses large areas of strong unbroken colour to create a direct emotional effect. His paintings are full of symbolic and psychological depth; one of his main themes is the contrast between the primitive and civilized world.</p>            |
| <b>Cezanne</b>  | <p>_____ the painting <i>Mont Sainte-Victoire</i> reveals his striving to give a feeling of monumental permanence to his subject matter instead of portraying a fleeting moment, as impressionist art did. He juxtaposed subtle colours to create the illusion of depth and volume in his work. He painted many landscapes and still lives, but also figure groups and some portraits.</p> |
| <b>Gauguin</b>  | <p>_____ painted <i>Poppy Field</i> in 1890 at Saint-Remy, near Arles in France. The artist moved to France in 1866, and there, inspired by the landscape, created his most outstanding work. His rich, energetic brushstrokes and dynamic use of brilliant colour portray his innermost perceptions.</p>  |

**Exercise 13a. Read the text and insert the correct prepositions:**

The eldest son ... a Protestant clergyman, **Vincent Willem van Gogh** was born ... Groot-Zundert, the Netherlands. From childhood he seemed to have had the trouble tempering his ideals — whether ... love, friendship, religious sincerity, social justice, or his own artistic vision — with any touch ... compromise. His life was marked ... depressions alternating with bursts ... happiness and creative surges. Later came bouts ... self-destructive madness that led him to cut off part ... his right ear and, a year and a half later ... the age of 37, to end his life ... shooting himself.

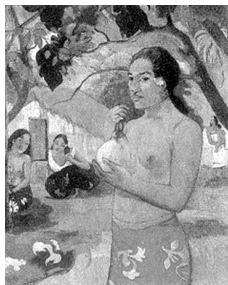


## b Read this text and insert the correct articles:

Van Gogh set out to become ... minister like his father, bringing comfort to ... poor and sick; but that dream ended when his antiestablishment evangelism alienated church officials. Deeply despirited, he turned to painting in 1880. Over ... final 10 years of his life he poured out more ... 1,500 paintings and drawings. Dark canvases of peasants typified his early work; then in ... rush he discovered Japanese prints, the impasto technique, and ... masters of Impressionism. **Edgar Degas**, **Paul Gauguin**, **George Seurat**, and others, became his friends in Paris. Then, at Arles in Provence, he did his greatest work; but there, too, his depressions reached ... breaking point, as mental illness eroded his ability to paint and, finally, his will to live.

## Exercise 14. Read and translate:

**Paul Gauguin** (1848—1903) is a French post-impressionist painter. Going beyond the Impressionists' notion of reality, he sought a more direct experience of life in the rich colours of the South Sea islands and the magic rites of its people. His work, often heavily symbolic and decorative, is characterized by his sensuous use of pure colours. Among his painting is *Le Christe Jaune* exhibited in *Albright-Knox Art Gallery*, Buffalo, New York State.



**Motherhood**

## Speak English

### Outstanding Russian painters of the 17th—19th centuries

#### Exercise 15a. Read the text, mark the intonation and read the text outloud:

In the 17th century the Armoury in the Moscow Kremlin was the scene of the versatile activities of **Simon Ushakov** (1626—1686). His house in Posolskaya Street (now Nikolsky pereylok), where his friends and pupils used to gather, was a kind of arts academy.



**Archiereï  
the Great Saviour**



## b Translate into English:

Симон Ушаков — известный русский живописец и гравёр. Он автор большого количества икон, миниатюр, парсун. Парсуна — это искаженное слово «персона». Так называлась в XVI–XVII веках портретная живопись, сочетающая приемы иконописи и правдивую передачу индивидуальных особенностей изображаемого человека. Наиболее известны две работы Симона Ушакова: «Спас Нерукотворный» и «Спас Великий архиерей». Ушаков создал собственную живописную школу.

**Exercise 16a. Read the text and speak about this painter with your group-mate, who should play the role of a foreign student with whom you are walking along the street mentioned in the text:**

**Fyodor Rokotov** (1735—1808), an outstanding portrait-painter of the 18th century, produced the best of his works in Moscow. It was in his house in Staraya Basmannaya Street that he made his studies of Moscovites. His best known portraits are *A Lady in a Pink Dress* (1770), *E.V. Novosiltsova* (1780).



**A Lady in a Pink Dress**

## b Read the text and insert the correct articles:

**Pavel Fedotov** (1815—1852) is ... gifted Russian painter and drawer. He is considered ... father of ... critical realism in ... Russian painting. His famous paintings are ... *Fresh Cavalier*, *Courting of ... Major*, *En-core*, *Once More Encore*.

## Exercise 17a. Read the text and insert the names of painters:

**The Peredvizhniki.** Since the middle of the 19th century artistic life in Moscow became centered in the School of Painting, Sculpture and Architecture which had succeeded to the Art Classes founded in 1843. It was here that the Peredvizhniki held their exhibitions. Many prominent Peredvizhniki studied, and in their later years taught, at the School. As **Ilya Re-**



**pin** put it, 'this young, simple and original school breathed air into our life'. Its 85-year record includes the following names and paintings:

\_\_\_\_\_ (1837—1887), the head of the Peredvizhniki, and his portraits of *Lev Tolstoy*, *Nickolay Nekrasov*, religious scene painting *Jesus Christ in the Desert*.

\_\_\_\_\_ (1833—1882) and his *Easter Procession in a Village*, *Troika*, portraits of the Russian dramatist *Alexandre Ostrovsky* and *Fyodor Dostoevsky*.

\_\_\_\_\_ (1830—1897), the father of Russian realist landscape and his masterpiece *Rooks Have Come*.

\_\_\_\_\_ (1846—1920) and his finest works *Failure of a Bank*, *The Second-Hand Market*.

\_\_\_\_\_ (1832—1898) and his epoc-making works *The Rye*, *The Morning Among Pine-Trees*.

\_\_\_\_\_ (1844—1927) and his 'plein air' landscapes like *Courtyard in Moscow*, religious scene paintings like *Jesus Christ and the Sinner*.

\_\_\_\_\_ (1860—1900), Savrasov's favourite pupil and unsurpassed master of Russian landscape, with his poetic landscapes *March*, *The Lake* and many others.

\_\_\_\_\_ (1844—1930) and his masterpieces *Ivan the Terrible and his Son Ivan*, *Not Waited for*, the portrait of *Modest Mussorgsky* and many other works.

\_\_\_\_\_ (1848—1916) and his masterpieces *The Morning of the Execution of the Streletsi*, *Boyarinya Morozova*, *Menshikov in Beryozovo*, *The Attack of the Snow Town* and others.

\_\_\_\_\_ (1848—1926) and his lyric paintings *Alyonushka*, *The Bogatyrs* and others. His works were often based on folk-tales and legends, epics and lyrical fairy-tales. He also worked as a theatrical painter and as a cathedral painter in Kiev. In addition to being an artist, he was a learned archeologist and historian, and he depicted in vivid colours the Moscow of the times of Yury Dolgoruky, Ivan Kalita and Dmitry Donskoi. \_\_\_\_\_ paintings owe their force to the extensive research that preceded their creation. Almost all books on the history of Moscow carry reproductions of \_\_\_\_\_ works.



**b Say how many mistakes you made in guessing the names.**

**Here are the names in the order they come:**

Ivan Kramskoi

Vasiliy Perov

Alexei Savrasov

Vladimir Makovsky

Ivan Shishkin

Vasiliy Polenov

Isaak Levitan

Vasiliy Surikov

Ilya Repin

Victor Vasnetsov

**c Read the text and insert the correct prepositions:**

- 1 **Vasiliy Vereshagin** (1842—1904) was very close ... the group ... Peredvizhniki. He painted a series ... canvases representing the Patriotic War ... 1812 and the war ... Turkestan. He was killed by the burst of The *Petropavlovsk* battleship during the Russian-Japanese war (1904—1905).
- 2 **Mikhail Vrubel** (1856—1910) is famous ... his dramatic phylosophic paintings *Demon*, *The Lilacs* and others. He painted the Kirillov Church in Kiev, made a few objects of decorative art, a few sketches ... sculpture close ... the modern style.

### **Exercise 19. Work in pairs.**

**a Read these two texts and speak with your group-mate about the work of these two artists:**

- 1 \_\_\_\_\_ is a Peredvizhnik and an unsurpassed painter in portraiture and drawing. The veracity of his works marked a new high in Russian realist art. His first works stressed the viewers with all their freshness and plain air beauty. People admired *The Girl with Peaches*, *The Girl Lit with the Sun*, the portrait of the actress Maria Ermolova.



He welcomed the Revolution of 1905; he made several anti-government cartoons and, as a protest against the existing social order, refused to accept the title of academician.

- 2 **Vasiliy Polenov's** flat in Moscow was an artistic centre between 1889 and 1893. The 'evenings of drawing', which he held on Sundays, were



attended by the Vasnetsov brothers, Vrubel, Arkhipov, Surikov, Serov and Levitan.

**b Translate this text into English and speak with your group-mate about the phenomenon of Boris Kustodiev:**

Русский художник **Борис Кустодиев** (1878–1927) учился живописи в Петербургской академии художеств у Ильи Репина. Он создал красочные яркие сцены крестьянского, мещанского и купеческого быта. Широко известны серия его картин под названием «Ярмарки», картины «Купчиха за чаем», «Русская красавица» и другие. Художник также писал портреты, например Федора Шаляпина, иллюстрировал книги. Многие сцены художник создавал по памяти или наблюдая из окон своей петербургской мастерской, так как последние 10 лет своей жизни был прикован к креслу из-за болезни.

**Read the texts**

**The 20th-century painting**

**Pablo Picasso** (1881—1973) is the dominant figure of 20th-century art. He was born in Malaga, Spain, the son of an art teacher. He showed precocious talent while a pupil at Barcelona, and from 1900 spent much of his time in Paris, settling there in 1904. Paris was the inspiration of his *blue period*, during which he painted — with blue predominant — the city's prostitutes and destitutes.

His *rose period* (1905—1907), all circuses and harlequins, was more cheerful. Picasso became influenced by Gauguin's primitive art and Cezanne's search for colour and form. Cezanne told him: 'Look for the spheres, cones, and cylinders in life.' Picasso took him at his word. With Georges Braque, he launched *cubism* (1908—1914), looking in analytical ways at the outlines of familiar subjects, as in *Portrait of Clovis Sagot*, *Violin and Grapes*, and *Girl and Mandolin*. Picasso broke up his pictures into solid fragments, looking for shapes and the space behind.

In the 1920s and 1930s, Picasso's restless imagination switched to etching, sculpture, surrealism, and stage designing. *Guernica*, his most famous painting was inspired by the bombing of the Basque town of Guernica by German airplanes. Picasso became a Communist. He twice accepted the Lenin Peace Prize, but angered the French by rejecting their Legion of Hon-



our. He died leaving a hoard of his work. Much of it was given to the French Government in lieu of death duties and is to be permanently housed in the *Musee Picasso* in Paris.



**A master's masterpiece.** Picasso's huge protest of war and fascism was finished within a few weeks of Guernica's destruction by German bombs. A tangle of people and horse shriek in protest at the carnage, apparently overseen by a rampant bull. A naked electric light bulb offers the bare promise of hope. The work was given to the Spanish Republican government and kept in New York at Picasso's request 'Until democracy returned to Spain.' It was taken to a permanent place at the *Prado*, Madrid in 1981.

**Exercise 20. Read the text and mark the right answers to these questions (with a tick):**

- 1 What place was the inspiration of Picasso's *blue period*?
  - (a) Madrid.
  - (b) Malaga.
  - (c) Paris.
- 2 Who influenced Picasso during his *rose period*?
  - (a) Georges Braque.
  - (b) Gauguin and Cezanne.
  - (c) German painters.
- 3 Was it Picasso who launched cubism?
  - (a) No.
  - (b) Yes, he did it on his own.
  - (c) Yes, together with Georges Braque.
- 4 When did Picasso switch to sculpture, surrealism and stage designing?
  - (a) In the sixties.
  - (b) In the twenties and thirties.
  - (c) Ten years before his death.



- 5 What inspired his famous painting *Guernica*?
  - (a) The bombing of the Basque town by Germans.
  - (b) The beauty of the Basque town.
  - (c) The sweet memories of his youth.

**Exercise 21a. Read and translate the sentences about *Guernica*, Picasso's masterpiece.**

**b Complete and translate the sentences:**

- 1 He twice accepted ..., but angered the French by rejecting ...
- 2 Picasso died leaving ...
- 3 Much of it was given to ... in lieu of death duties.
- 4 Much of his work is permanently housed in ...

**Exercise 22. Read the following text trying to find answers to these questions:**

- 1 With what did Henri Matisse compare a painting on a wall?
- 2 What artistic movement did he lead, together with Andre Derain?
- 3 What did Matisse write about art in his *Notes of a Painter*?
- 4 Were his collage works criticized?
- 5 What work of his did Matisse consider to be the summation of his career?

**Henri Matisse** (1869—1954), a French painter. Matisse's use of pure colour and simple shapes, and his exquisite sense of design, made him a dominant influence on 20th-century art. He believed that colour should parallel light in nature. A painting on a wall, he said, should be like a bouquet of flowers in an interior.

With **Andre Derain**, he led the *Fauvist movement* (1905—1908), from whose bold use of colours he developed his characteristic simplified style in which figures, objects, and background all form part of a flat, brightly coloured, decorative pattern. In his *Notes of a Painter*, he wrote that he was seeking an



**Portrait of a lady**



art of balance, purity, and serenity ‘devoid of troubling or depressing subject matter.’

Matisse's style evolved from the contrast of patterns in *Odalisque with Raised Hand*, through simplified interiors with plants and women, to its final extreme of large coloured-paper collage works, the most notable of which are *Jazz: Cavalier and Clown*, and *The Snail*.

Among his other works are *Open Window*, *Collioure* (Fauvist period, 1905), *Bonheur de Vivre*, *Bathers with a Turtle*, *The Dance*, and *The Red Room*. In 1949 he designed the stained-glass windows and murals for the Dominican Chapel of the Rosary in Vence, a work that he considered to be the summation of his career as an artist. But he will be chiefly remembered for his brilliant use of colour and line drawings of the human figure, which he perfected by shifting the emphasis from powerful muscle to the body's pure outlines.



**The Dance.** In these murals (1930—1932), which are now in the *Museum of Modern Art*, Paris, Matisse refined his art until reduced to its simplest and purest state.

**Exercise 23. Read the text, insert the correct articles and answer this question:**

Does this article, included in *the American Encyclopedia* of 1954, sound objective and complimentary?

**Socialist realism.** By 1932 ... Russian Revolution was 15 years old, and dictator Stalin was unhappy with his country's artists and writers. Many of them were using forms of expression that baffled ... masses. ... remedy came in 1934, blessed by ... brand-new Union of Soviet Writers. Called socialist realism, it dominated Soviet arts and literature for a long time.

Realism was taken to mean ... objective rendering of life. However, objectivity was suspended when portraying life and aspirations that fit Marxist ideals.



Central to socialist realism is ... ‘*positive hero*’, who single-mindedly overcomes danger and personal misfortune to make ... ideals of ... Revolution come true. Similar aesthetic doctrines prevailed in other Communist nations. Mao Zedong proclaimed that ‘Revolutionary art and literature should create all kinds of characters on ... basis of actual life and help ... masses to push history forward.’



**S. Gerasimov.**  
**Holiday of collective farm**

Socialist realism insists that artists not only express .... aims and ideas of ... people as defined by Marxism, but also create in forms that are easily understood by ... masses. Those two criteria are evident in this 1937 painting by **Sergei V. Gerasimov** of ... picnic at ... collective farm in ... Soviet Union.

... same standards apply to writing, film, and all creative expression.

## Write English

### Modern arts

**Exercise 24. Write a short summary of these two texts about the famous Russian painters:**

- 1 **Kazimir Malevich** (1878—1935) is rightfully considered the founder of an abstract art in Russia which is called *suprematism*. And his painting *The Black Square* done in 1913 is its symbol. In the early 20ies he joined the so-called *production art*. In the early 30ies Malevich turned to the scene painting.
- 2 **Vasiliy Kandinsky** (1866—1944) is a Russian abstract painter, who worked in Germany. He considered form and colour capable of spiritual expression. Kandinsky was appointed professor of the Bauhaus School in Weimar. He was a member of the *Blaue Reiter*, a group of German expressionist painters. The opening up of the USSR in 1989





brought in its wake the first-ever Kandinsky retrospective in his homeland. Works presumed lost and others totally unknown, were brought to light. Perceptions of Kandinsky were transformed overnight. Abstract art as it is today is largely the product of Vasilij Kandinsky's endeavours.

**Exercise 25. Read this text and draw a chart showing two abstract styles and their main characteristics:**

*Abstract art*, as an ornamental art without figurative representation, occurs in most cultures. The modern abstract movement in painting and sculpture emerged in Europe and North America between 1910 and 1920. Two approaches produce different abstract styles; images that have been 'abstracted' from nature to the point where they no longer reflect a conventional reality, and nonobjective, or 'pure' art forms, without any reference to reality.



**Exercise 26. Read the text and write a short essay *Deep are the roots of surrealism*.**

*The surrealist movement* in literature and art asserted that the dream world of the unconscious has a reality significance to the world of the senses. The aim of the surrealist — according to the movement's leader, the French poet **Andre Breton** in his *Surrealist Manifesto* of 1924 — should be to integrate the two worlds into a superreality.

At first the surrealist movement was dominated by French writers, such as **Louis Aragon** (1897—1982) and **Jean Cocteau** (1889—1963), who, under Breton's severe guidance, sought to release the unconscious with illogical but startling associations of words and images. The founders' attempt to ally surrealism with the socialist movement foundered with the rise of Stalinism during the 1930s.

Surrealist painting had its roots in *the Dada movement*, whose adherents, deeply affected by World War I and influenced by Freud's emphasis on the superior of the unconscious mind, explored the value of absurdity and rejected conventional notions of art.



**Exercise 27. Read the text and write down the missing words which are all related to one and the same movement in art:**

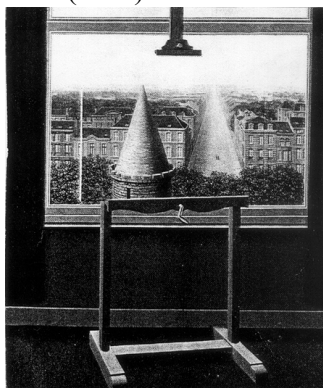
The first ... artist was a German, **Max Ernst** (1891—1976), whose collages of incongruous objects appealed directly to the unconscious. **Rene Magritte** (1898—1967), a Belgian artist, demonstrated that precise realism in technique accentuated the incongruity of oddly juxtaposed objects.

The Spanish artist **Salvador Dali** (1904—1989) attempted to portray the unconscious in disturbing, hallucinatory images. His distortions of objects, such as the human body or the limp watches in *The Persistence of Memory* have become ... clichés. The paintings of his compatriot **Joan Miro** and the French artist **Andre Masson** are still further removed from images of reality.

... art achieved lasting influence during the 1930's, partly owing to its adherents' wild and humorous exhibitions, far removed from the seriousness with which Breton propounded his original concept.

... was expressed in photography by the American painter **Man Ray** (1890—1976) and in film by Cocteau, Dali, and **Luis Bunuel** who jointly directed *Un Chien Andalou* (1928) and *L'age d'Or* (1930).

**The Human Condition** (1933). Rene Magritte's painting is an example of naturalistic, based on images of reality. A landscape painting resting on an easel in front of a window through which can be glimpsed the landscape in the painting temporarily confuses the viewer's perceptions. This picture within a picture seems to question our perception of the world and also the convention of admiring a painting as an artificial representation of a scene or object.



**Exercise 28a. Read this text and insert the correct prepositions:**

*Pop art* originated ... England and the United States ... the late 1950's and early 1960's. It aimed to portray all aspects ... popular culture, and in order to do this the movement focused ... contemporary personalities and celebrities as well as ... commercial and mundane objects that were ... daily use; ... the first time products such as soup cans, Coca-Cola bot-



bles, advertisements, and comic strips were invested ... aesthetic interest. **Roy Lichtenstein**, **Andy Warhol**, and **Robert Rauschenberg** were ... the foremost American pop artists. ... England the leading artists were **Richard Hamilton**, **Peter Blake**, and **David Hockney**.



**Whaam.** Oil on two canvas panels by **Roy Lichtenstein** (1963). Born in 1923, Lichtenstein pioneered the pop art movement ... the United States. He concentrated on comic-strip cartoons, reproducing them so exactly that he even incorporated the colour dots used in commercial printing. Later he made use of the comic strip to portray subjects other than cartoons.

b Imagine you, as a journalist, have visited a pop art exhibition.  
Write your comments for an English newspaper.

At a press conference

## Picture galleries and museums

**Exercise 29.** Imagine you, as a press secretary, are to deliver a speech at a press conference for foreign guests. The conference is arranged for the occasion of a certain anniversary of the gallery/museum.

Here is some material for your help:

- 1 **The Tretyakov State Picture Gallery** was founded in the fifties of the 19th century by **Pavel Tretyakov** (1832—1898) and his brother **Sergei Tretyakov** (1834—1892) as a private collection, which they donated to the city of Moscow in 1892. The brothers came from a rich merchant family doing business in linen manufacture and merchant banking.



**Pavel Tretyakov**



They were also famous for their charity activities and supporting a few leading artists.

By decree of the Soviet Government in June, 1918, the Tretyakov Gallery was nationalized. Since then the Gallery's collection has been multiplied several times over, the original building has been reconstructed and considerably enlarged and a new building in the vicinity has been added.

The Gallery exhibits works by Russian artists of the 11<sup>th</sup>—20<sup>th</sup> centuries. Some painters have been allotted individual rooms.

The gallery also holds annual exhibitions displaying noteworthy works of art.

- 2 **The Pushkin State museum of Fine Arts** is the second in size picture gallery in Russia after the Tretyakov Gallery. This museum, opened in 1912, contains works by prominent European artists of the 17th and 18th centuries.

- 1 Этот музей был открыт по инициативе И.В. Цветаева — отца поэта Марины Цветаевой как музей слепков.
  - 2 Здание построено в 1989—1912 годах известным архитектором Р. Клейном.
  - 3 Здесь собраны памятники Древнего Востока, Древнего Египта, античного и западноевропейского искусства.
  - 4 В России — это второе по значению после Эрмитажа собрание памятников мировой культуры.
- 
- 3 *The Hermitage* is one of the most famous architectural complexes of St. Petersburg. It consists of the Winter Palace, the Small Hermitage, the Old Hermitage, the Hermitage Theatre, all built in the eighteenth century, and the New Hermitage, which was specially erected in the nineteenth century to house the rich art collections.
  - 4 *Русский музей*, наряду с Третьяковской галереей, — крупнейший в России музей русского искусства. Здесь представлены богатейшие коллекции древнерусского и русского искусства XVIII—XX веков. Музей был открыт в 1898 г. в Михайловском дворце, построенном архитектором Карлом Росси.





---

## LESSON 10

# ANCIENT HISTORY

|                         |  |
|-------------------------|--|
| Revise Grammar:         | The Definite Article<br><i>The gift of the Nile</i>  |
| Retell the texts:       | <i>India's first great civilization</i>  |
| Extend your vocabulary: | <i>Lost cities in the Central American Jungle</i><br><i>Houses of God in the land of Montezuma</i> |
| Read English:           | <i>Theatre of death</i>  |
| Speak English:          | <i>Seven wonders that astounded the ancient Greeks</i>   |
| Write English:          | Annotation of the book   |
| Have a discussion:      | The four calendars in use today  |

---

### Revise Grammar    The Definite Article

#### Read the text

#### The gift of the Nile

On rich floodplains, Egyptians created civilization lasting nearly 3,000 years

The Greek historian Herodotus said that Egypt was given to the Egyptians by the Nile. Along the river's narrow fertile strip, they built one of the world's earliest and greatest civilizations.

It emerged about 3000 B.C. Hieroglyphics, the early Egyptian system of writing, date from about the same time. Until the conquest of Egypt by



Alexander the Great in 332 B.C., the country was ruled by a succession of more than 200 kings in 31 dynasties. The kings were regarded as gods.

The Egyptians believed in an afterlife and, to preserve their dead for it, developed mummification. They buried the dead with possessions needed for afterlife.

The most remarkable Egyptian achievements were in architecture. Using ramps, levers, rollers, and huge numbers of men, they constructed pyramids, tombs, and temples that remain among the wonders of the world.

The Great Pyramid at Giza, just outside Cairo, built as a tomb for Cheops (or Khufu) in about 2650 B.C., contains over two million 2.5-ton blocks and covers 13 acres. It is like other Great Pyramids standing on the west bank of the Nile, built by slave labour as tombs for the Egyptian pharaohs. Inside, the mummified bodies were surrounded with treasure.

Here are a few exhibits from various museums relating to that period:



**A river outing.** A nobleman, Sennufer, and his wife are rowed on the Nile, while a slave serves food and drink. The scene — in traditional style, with heads in profile and shoulders squared to the front — is a mural in Sennifer's tomb, one of hundreds of noblemen's tombs in the ancient capital of Thebes (now Luxor).

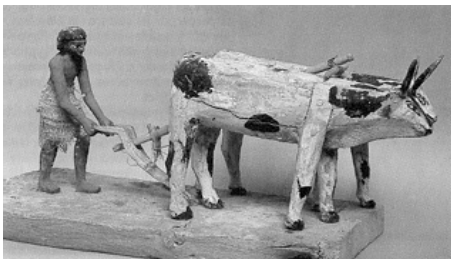
**Noble and his wife.** This statue, made about 1450 B.C., portrays a couple in conventionally stiff poses clad in wigs and linen skirts.

The detailed features suggest that the faces are life-like, if idolized, portraits.





**How they farmed.** A carving shows a farmer's plow of about 2,000 B.C. — a wooden share, a long shaft, and a yoke on the necks of the two draft animals. Farmers plowed after the annual retreat of the Nile's floodwaters, which left a new, rich layer of silt for growing wheat and barley.



## Do you know these words?

**flood** наводнение; **a flood of words** поток слов, **a flood of lights** море огней

**fertile** плодородный; **fertile in ideas** богатый мыслями

**to emerge** появляться, возникать

**conquest** завоевание, покорение (народов, земель)

**achievement** достижение; **to achieve smth** достигать что-либо

**tomb** гробница, мавзолей

**treasure** сокровище; **buried treasure** клад

## The Definite Article

**Определенный артикль the (The Definite Article)** употребляется с самыми различными существительными — исчисляемыми и неисчисляемыми, в единственном и во множественном числе, если об уже известном существительном дается какая-то дополнительная информация.

С существительным часто употребляется лимитирующее определение:

**the** Greek historian Herodotus

**the** most remarkable Egyptian achievements

**Определенный артикль** также употребляется с некоторыми именами собственными, например

названиями рек, морей, океанов:

**the** Nile, **the** Mediterranean (Sea), **the** Pacific Ocean

названиями некоторых планет, звезд и созвездий:

**the** Earth, **the** Sun, **the** Moon, **the** Milky Way

названиями музеев, театров, морских судов:

**the** British Museum, **The** National Theatre, **the** Titanic

с именами известных людей, к которым добавлено нарицательное существительное или порядковое числительное:

Alexander **the** Great, Catharine **the** Second



**Exercise 1a. Read and translate into Russian, explain the use of the Definite Article:**

- 1 Herodotus said that Egypt was given to the Egyptians by the Nile.
- 2 Along the river's narrow fertile strip, they built one of the world's earliest civilizations.
- 3 Hieroglyphics are the early Egyptian system of writing.
- 4 Hieroglyphics date back from the same time.
- 5 Until the conquest of Egypt by Alexander the Great, the country was ruled by kings.
- 6 The kings were regarded as gods.

**b Use the Definite Article where necessary:**

- 1 ... Egyptians developed ... mummification to preserve their dead for afterlife.
- 2 ... Egyptians buried ... dead with possessions they might need for afterlife.
- 3 ... most remarkable achievements of ... Egyptians were in architecture.
- 4 They constructed ... pyramids, tombs and temples that remain among ... wonders of ... world.
- 5 ... Great Pyramid at Giza was built in about 2650 B.C.

**Exercise 2a. Translate into Russian:**

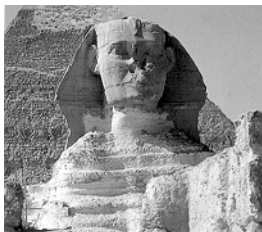
- |                             |  |
|-----------------------------|--|
| 1 the west bank of the Nile | 4 the ancient capital of Thebes                |
| 2 on the Nile               | 5 the detailed features of the couple          |
| 3 the Egyptian pharaohs     | 6 the annual retreat of the Nile's floodwaters |

**b Translate into English:**

- 1 Самая знаменитая и самая значительная по размеру — пирамида Хеопса в Гизе. Ее высота была 147 м (сейчас 138 м), площадь 55 000 м<sup>2</sup>.
- 2 Настенный рисунок изображает прогулку египтянина и его жены по Нилу.
- 3 В Древнем Египте был изобретен папирус для письма. Папирус делали из тростника, который покрывал огромные болотные (swamp — болото) площади в дельте Нила .



### Exercise 3. Read the text and explain the use of the articles:

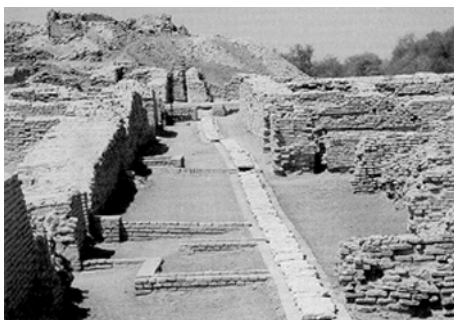


A *pyramid* and the *Sphinx*, a stone in Egypt with a lion's body and a head (now Sphinx is often used to characterise a person who keeps his thoughts and intentions secret; enigmatic person).

### Retell the text

## India's first great civilization

As long ago as 2400 B.C. a wealthy city-based civilization flourished in the valley of the River Indus, in present-day Pakistan. At its peak it covered an area greater than that of ancient Egypt, had its own writing system and traded with regions 2,560 kilometers away — for example, southern Mesopotamia. Its greatest centres were the capitals of Harappa and Mohenjo-Daro, excavated in the 1920's by the British archeologist Sir John Marshall.



**Mohenjo-Daro.** In the foreground of the ruins stands a building that was once a granary. The city was built to a plan, with blocks of buildings laid out in a grid pattern and every house connected to main drainage.

Its economy was based on agriculture — wheat, barley, rice, and cotton. Terracotta pots and models have survived, many bearing inscriptions; but the writing system has not yet been deciphered. About 1750 B.C. the cities were abandoned — possibly because the Indus River burst its banks and brought a flood; possibly because



**Sacred bull.** This soapstone seal from the Indus Valley civilization may have had some religious significance. The writing on the seal has not the area today.



the region was under attack by light-skinned nomads from the northwest, the Aryans, whom many claim invaded India from 2000—1000 B.C. The conquered people became known as Dasyu ('dark-skinned'), and this distinction in colour may have been the origin of India's caste system.

### Do you know these words?

**to flourish** процветать; **flourishing** процветающий

**granary** зернохранилище, амбар

**inscription** надпись; *суп.* **caption, words, writing**

**to decipher** расшифровывать

**to abandon** покидать, оставлять; **to abandon oneself to an idea** склоняться к мысли

**sacred** священный; **sacred places** святые места

### Exercise 4. Write down the words which are pronounced in the following way:

|                 |       |               |       |
|-----------------|-------|---------------|-------|
| [,sɪvɪlɪz'eɪʃn] | _____ | [tə 'flaʊɪʃ]  | _____ |
| [welθ]          | _____ | ['sʌðən]      | _____ |
| [tu 'ekskaʊərt] | _____ | [tə dɪ'saɪfə] | _____ |
| [tə sə'vaɪv]    | _____ | [tə 'kɒŋkə]   | _____ |

### Exercise 5. Underline the predicates and write down the forms of the verbs used in the following sentences:

- 1 Its economy was based on agriculture. \_\_\_\_\_
- 2 Terracotta pots and models have survived. \_\_\_\_\_
- 3 Mohenjo-Daro was excavated in the 1920s. \_\_\_\_\_
- 4 The cities were abandoned about 1759 B.C. \_\_\_\_\_
- 5 The Aryans invaded India from 2000-1000 B.C., as many experts claim. \_\_\_\_\_

### Exercise 6. Translate the following sentences into Russian paying attention to the modal verb *may* with the Perfect Infinitive:

*He may have read the book.* — Возможно, он читал эту книгу.

- 1 The Indus River may have burst its banks.



- 2 It may have brought a flood.
- 3 The region may have been under attack.
- 4 It may have been invaded.
- 5 There may have been many finds like this.
- 6 The excavation may have been completed.

**Exercise 7. Write down the words from which the following adjectives are formed and a few nouns which can be used with these adjectives:**

*light-skinned — light skin, light-skinned man (woman, people, servant)*

|                    |                |
|--------------------|----------------|
| dark-skinned _____ | wealthy _____  |
| city-based _____   | crafty _____   |
| present-day _____  | mighty _____   |
| everyday _____     | readable _____ |

**Exercise 8. Match the words which are associated:**

*the valley of a river*

|            |          |
|------------|----------|
| peak       | sea      |
| shore      | tomb     |
| edge       | country  |
| capital    | moon     |
| flood      | mountain |
| excavation | forest   |
| banks      | river    |
| eclipse    |          |

**b Add as many appropriate words as you can and translate them all into Russian:**

maize — grain — corn  
 — wheat  
 rye

lime — stone — granite  
 — precious  
 semi-precious



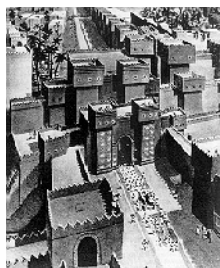
### Exercise 9a. Check if you remember the text:

- 1 What plants were cultivated in ancient India?
- 2 How big was India's area?
- 3 When did this civilization flourish?
- 4 How long did it exist?
- 5 What put an end to this civilization?
- 6 Who was Sir John Marshall?

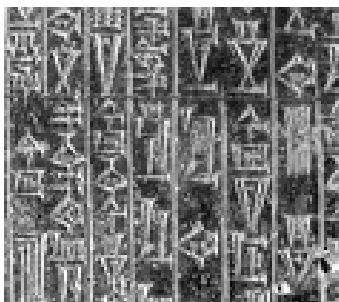
### b. Retell the text.

### Exercise 10. Read and retell this text:

**Mesopotamia** was the land between the Tigris and Euphrates rivers, now part of Iraq. The civilization of Sumer and Babylon flourished here. Sumer (3500 B.C.) may have been the earliest urban civilization. Babylon was the capital of ancient Babylonia on the bank of the lower Euphrates River.



**Babylon**



**Cuneform**

**Cuneform** is one of the earliest forms of writing. Its wedge-shaped characters have been found, baked into tablets of clay, in Mesopotamia.



## Extend your vocabulary

### Lost cities in the Central American jungle

A civilization that excelled in mathematics, astronomy  
and architecture

Nineteenth-century explorers in the lowland jungles of Mexico and Guatemala were amazed to find massive stone ruins swamped by vegetation. They were remains of the Maya civilization, which began to emerge about 2000 B.C. and reached a peak in the period A.D. 300—900.

The three million Maya, living in hamlets surrounding the large temple-cities, were ruled by hereditary chiefs and priests skilled in the arts, astronomy and mathematics. Their mathematics - not equaled by Europe for several centuries — was based on a unit of 20 and incorporated the concept of zero, unknown to the Greeks and Romans. They calculated the solar year and lunar months accurately enough to predict eclipses. Their written literature began to be deciphered in the late 20th century.

Despite the Maya's failure to invent the true arch, their stone cities, with pyramids 60 meters high and huge palaces, were masterpieces of architecture. They also built great courts, some more than 80 meters long, used for a ritual ball game, pok-ta-pok.

In line with then-prevailing standards of beauty, Maya artists gave the figures in wall paintings and sculptures a cross-eyed look. Some figures have flattened, egg-shaped heads with receding chins and teeth filed down. Some have nose plugs and decorative fillings in the teeth.



Like all Maya buildings, the **Pyramid of the Soothsayer** at Uxmal had mortar used in its construction — unique on that continent then.

In about 900, perhaps as a result of peasant revolts, the old cities were abandoned. The centre of civilization moved north to the Yucatan and Chichen Itza was made the capital. In the 16th and 17th centuries, parts of Maya lands were conquered by the Spanish, but the Maya remained subdued and today number about two million. Many of their old traditions are mixed with Christianity taught them by Spanish missionaries.



## Do you know these words?

**swamp** болото, топь; **to swamp** заливать, затоплять; **swampy** болотистый

**to predict** предсказывать; **prediction** предсказание

**eclipse** затмение

**to subdue** подчинять, покорять; *syn.* **to defeat**, **to conquer**

## Exercise 11a. Translate the following word combinations into English paying attention to the articles:

в конце/начале 1980-х годов \_\_\_\_\_

в конце/начале XX века \_\_\_\_\_

в конце/начале 1895 г. \_\_\_\_\_

в конце/начале второго тысячелетия \_\_\_\_\_

## b Translate into English:

*пирамида высотой 60 м — a pyramid 60 m high*

храм высотой 50 м

дорога длиной 5 км

здание высотой 100 м

протяженность реки более

200 км

река глубиной 15—20 метров

письмо на 10 страницах

пирамида в Гизе, занимающая пло-

щадь 13 акров

## Exercise 12a. Write a few sentences about the following subjects paying attention to the use of the verbs in the singular:

*physics, genetics, geopolitics, cybernetics, astrophysics,  
astronomy, architecture*

*Mathematics is not taught at our college.*

## b Write down the words which are pronounced in the following way:

[dʒʌŋɡl] \_\_\_\_\_

[ɪks'plo:rə] \_\_\_\_\_

['kɒnsəpt] \_\_\_\_\_

['zirou] \_\_\_\_\_

[tu ɪ'mə:dʒ] \_\_\_\_\_

[tə ɪn'ko:pəreɪt] \_\_\_\_\_

[hɪ'redɪtəri] \_\_\_\_\_

['ækjurət] \_\_\_\_\_



### Exercise 13a. Match the synonyms:

|            |             |
|------------|-------------|
| unique     | amazed      |
| massive    | surprised   |
| true       | real        |
| unequalled | skillful    |
| skilled    | traditional |
| several    | a few       |
| ritual     | huge        |

### b Underline the suffixes and prefixes in the derivatives:

*to excel — excellent — excellence — excellency*

|              |          |             |                |
|--------------|----------|-------------|----------------|
| hereditary   | heir     | vegetation  | corporate      |
| to inherit   | heiress  | to vegetate | corporation    |
| heritable    | heirdom  | vegetable   | to incorporate |
| heritage     | heirless | vegetal     | corporately    |
| hereditament | heirship | vegetarian  | corporateness  |

### c Underline the negative prefixes in the following adjectives and add a few nouns to them:

*unsubdued people (nation, ...)*

|                  |                  |
|------------------|------------------|
| unequal _____    | unskilled _____  |
| inaccurate _____ | unskillful _____ |
| illegal _____    | immaterial _____ |

### Exercise 14a. Mark (with a tick) the meaning in which the following words are used in the text:

|        |  |        |   |
|--------|--|--------|---|
| mortar | известковый раствор<br>строительный раствор<br>мортира<br>миномет<br>ступа<br>ступка | court  | двор<br>суд<br>правление<br>ухаживание                            |
| plug   | пробка<br>кран (пожарный)<br>прессованный табак<br>пуля (разг.)                      | figure | фигура<br>иллюстрация<br>диаграмма<br>чертеж<br>цифра<br>гороскоп |



**b Match the Russian and English equivalents:**

|                |               |
|----------------|---------------|
| soothsayer     | вождь         |
| chief          | жрец          |
| priest         | затмение      |
| swamp          | предсказатель |
| hamlet         | поселение     |
| failure        | неудача       |
| subject-matter | сюжет         |
| eclipse        | болото        |

**c Add as many nouns as possible to the following adjectives:**

|                              |                     |                      |
|------------------------------|---------------------|----------------------|
| <i>great</i> courts          | <i>huge</i> palaces | <i>massive</i> ruins |
| _____                        | _____               | _____                |
| _____                        | _____               | _____                |
| <i>accurate</i> calculations | <i>tidy</i> room    | <i>tiny</i> figure   |
| _____                        | _____               | _____                |
| _____                        | _____               | _____                |

**Exercise 15a. Check if you remember the text:**

- 1 Who found the remains of the Maya civilization?
- 2 In what fields did the Maya excel?
- 3 What was peculiar about their pyramids?
- 4 Has their literature been deciphered?
- 5 What wall paintings and sculptures did they make?

**b Mark the true statements and false ones:**

|   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1 A flood made them abandon the cities.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 They made Chichen Itza their capital.                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 In the 16th and 17th centuries the Maya were conquered by the Portuguese. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 About 2 million Maya live now unsubdued.                                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Many of their traditions are mixed with Buddhism.                         | <input type="checkbox"/> | <input type="checkbox"/> |





## Do you know this?

**Chichen Itza** is a ruin of East Mexico, ancient Mayan city-state on *Yucatan* peninsular, founded in the 6th century.

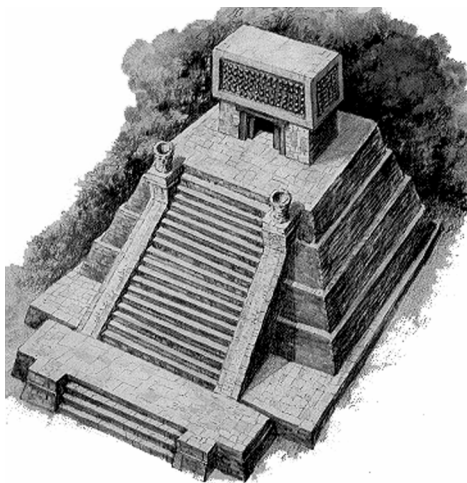
**Yucatan** peninsular separates the Gulf of Mexico from the Caribbean Sea. It is mainly a limestone plateau in East Mexico, including North Guatemala and British Honduras.

## Extend your vocabulary

### Houses of God in the land of Montezuma

The conquering Spaniards reported grisly doings  
in Mexican temples

The Spanish conquistadors were fascinated and offended by the dreadful religious customs and awesome architectural structures of the *Aztecs*. These structures were gigantic truncated pyramids topped by ceremonial courtyards and temple-towers. These the Spaniards called *teocallis* (Spanish 'teacali') after the Nahuatl words 'teotl', god, and 'calli', house.



Bernard Diaz, chronicler of the Spanish conquest of Mexico (1519—1521), tells of his leader Hernando Cortes going up the 114 steps of the great five-story *teocalli* at Tenochtitlan (Mexico City) to talk with the Aztec emperor *Montezuma* when the Spaniards first entered the city in 1519. In the stinking, blood-spattered chambers of the temple, Cortes and his men saw eight freshly excised human hearts sacrificed to God.

In his *History of the Conquest of Mexico* (1843), William H. Prescott describes how *teocalli* architecture must have magnified the authority of Aztec priests: 'The top of the pyramid was a broad area, on which long



processions of priests and dreadful rites of sacrifice were all visible. That impressed on the spectators a superstitious fear and veneration for the mysteries of the religion and dread ministers who interpreted it'.

Such tales overshadowed the role of the teocalli as a centre for tranquil worship and education. In and around cities there were hundreds of teocalis, great and small, each the focus of a family clan's religious life. Only a few major teocallis have been restored by now.

**Exercise 16. Translate into Russian consulting dictionaries if necessary:**

|                            |                          |
|----------------------------|--------------------------|
| to be fascinated           | blood-spattered chambers |
| to be offended             | to sacrifice to God      |
| dreadful religious customs | superstitious            |
| temple-towers              | to restore               |

**Exercise 17a. Translate the sentences paying attention to the modal verb *must* with the Perfect Infinitive:**

*This architecture must have magnified the authority of Aztec priests. — Очевидно, такая архитектура возвеличивала власть ацтекских жрецов.*

- 1 The Spaniards must have visited this teocalli a few times.
- 2 They must have seen a lot of other interesting things.
- 3 This description must have impressed you.
- 4 The spectators must have been very fearful.
- 5 They must have been afraid of the dread ministers or priests.

**b. Write down the words which are pronounced in the following way:**

|                       |                     |
|-----------------------|---------------------|
| [kon'kwistədo] _____  | ['dredful] _____    |
| ['konkwest] _____     | [rɪ'lidʒəs] _____   |
| ['empərə] _____       | ['o:səm] _____      |
| [tə 'sækɹɪfaɪs] _____ | [dʒaɪ'gæntɪk] _____ |



**Exercise 18a. Form the words with the prefix *over-* and translate them into Russian:**

to shadow — to overshadow — *затмить*

busy — overbusy — *слишком занятый*

to estimate \_\_\_\_\_ confident \_\_\_\_\_

to come \_\_\_\_\_ critical \_\_\_\_\_

to charge \_\_\_\_\_ emotional \_\_\_\_\_

to do \_\_\_\_\_ excited \_\_\_\_\_

to dose \_\_\_\_\_ sensitive \_\_\_\_\_

to look \_\_\_\_\_ crowded \_\_\_\_\_

**b Sort out the following words into the two groups:**

grisly, processions, top, broad area, dreadful, awesome, gigantic, truncated, ceremonial, courtyard, temple-tower, five-story, freshly excised human hearts, blood-spattered chambers, to magnify, to sacrifice

| the view of pyramids | religious rites |
|----------------------|-----------------|
| _____                | _____           |
| _____                | _____           |
| _____                | _____           |
| _____                | _____           |

**Exercise 19. Read and translate:**



**Do you know this?**

**An Aztec** is a member of a Mexican American Indian people that migrated South, into the valley of Mexico in the 12th century and in the 14th century built their capital. Emperor Montezuma reigned from 1502 and he was killed soon after the Spaniards landed in Mexico. The capital was then completely destroyed. The ancient Aztecs are also known for their jewelry (gold, jade and turquoise) and textiles. Their form of writing combined hieroglyphs and pictographs. The Aztec state was a theocracy with farmers, artisans, and merchants taxed to support the priestly aristocracy.



*Aztec God*



**Easter Island** is located in the Pacific Ocean. The mysterious long-faced statues dominate the landscape of Easter Island, named because its first European explorers, the Dutch, landed on Easter Day 1722. Some of the statues are more than 9 metres tall and weigh up to 90 tons. All are made from the island's volcanic rock and the earliest date from about A.D. 1100. In 1888 this pastoral island was annexed to Chile. Its population is about 800 people.

## Read English

### Theatre of death

The Colosseum remains as a monument to the ingenuity  
of Roman engineering

**The Colosseum** is a four-storied complex of arches and arcades 48 meters high, with 80 arches around the exterior. It was constructed with a soundness that has survived after almost two millennia and is a striking monument to the skills of Roman engineers.

Overall the Colosseum is 189 meters long and 156 meters across, by far the largest of the Roman amphitheatres that, despite centuries of vandalism, still stand. Its present name was not used until the Middle Ages; it derives not from the amphitheatre's dimensions but perhaps from those of the colossal statue of Nero that stood nearby.

Mortal combat between men, or men and beasts, was the dramatic form most often staged in the vast Roman amphitheatres. Gladiatorial combat was introduced in 264 B.C., when the consul Decimus Junius Brutus held games for his father's funeral in the tradition of the ancient Etruscan funeral rites. These fights to the death provided blood to give strength to the dead. Contests gradually became celebrations of imperial Roman victories but remained tributes to the dead until Julius Caesar's games of 46 B.C.

Gladiators drawn from the ranks of slaves, criminals, and prisoners of war were trained in special schools and then they were made to fight lions, panthers, bears, bulls, and other beasts.

The emperor *Nero* (A.D. 37—68) sent Christians into the arena to face wild beasts, but such persecution was unusual until the 2nd century A.D., when it became commonplace.

Gladiatorial combats and the 'hunting' of wild animals were first held in a closed-off part of the Forum, the public marketplace. From 80 B.C. stone buildings were constructed throughout the Roman world, from Caerleon in



Wales to Aspendos in Turkey, to house the increasingly popular spectacles. By the late 1st century A.D., when the Colosseum was built in Rome, they were held once or twice a week as a diversion for the people. Five thousand wild animals were killed on the day in A.D.80 when the Colosseum was inaugurated by the emperor *Titus*, son of its originator *Vespasian*. On a single public holiday 2,000 gladiators might be scheduled to fight.



**Structure of the Colosseum.** A Roman amphitheatre was usually built into a side of a hill, which gave structural support. The Colosseum was unusual in being freestanding and is a story higher than any other amphitheatre. The arena was open to the sky with only a giant canvas meant to shield it when necessary from the sun. Cells beneath the arena accommodated beasts and performers. The spectators entered through the ground-floor arches, the gladiators and the emperor through underground corridors. The imperial throne, set on a podium and surrounded by seats for officers of state, was just behind the wall, 4.5 meters high, that encircled the arena.

## Exercise 20. Mark the true statements and the false ones:

|   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1 The name of the Colosseum comes from the colossal statue of Nero that stood nearby. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Gladiatorial combat was introduced in 264 B.C.                                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 In 264 the consul Decimus Junius Brutus held the games for his mother's funeral.    | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 It was a tradition of Etruscians.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Julius Caesar's games were associated with celebrations of victories.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 The Forum was a public marketplace.   | <input type="checkbox"/> | <input type="checkbox"/> |



7 The Colosseum was built in the 2nd century A.D.



8 The Colosseum was inaugurated in A.D. 80.



**Exercise 21a. Insert articles, if necessary, in the following pieces of information:**

1 **Nero** was ... Roman emperor who lived from A.D. 37 to 68. In 59 he had his mother Agrepina and his wife Octavia put to death. ... great fire at Rome in 64 was blamed on the Christians, whom he subsequently persecuted. In 65 ... plot against Nero was discovered. Further revolts followed in 68, and Nero committed ... suicide.

2 **Etruscians** were ... members of ... ancient people inhabiting Etruria, Italy (modern-day Tuscany and part of Umbria) from ... 8th to 4th centuries B.C. ... Etruscan dynasty of the Tarquins ruled Rome in 616-509 B.C. At the height of their civilization, in ... 6th century B.C., the Etruscians achieved great wealth and power from their maritime strength. They were driven out of ... Rome in 509 B.C. and eventually dominated by the Romans.



**Nero**

**b Group the most important information about the Colosseum into two columns using the text:**

| facts                               | emotional characteristics                  |
|-------------------------------------|--|
| <i>It's a four-storied complex.</i> | <i>It is a theatre of death.</i>           |
| <i>Its arches and arcades _____</i> | <i>It was constructed with a soundness</i> |
| _____                               | <i>that survived _____</i>                 |
| _____                               | _____                                      |
| _____                               | _____                                      |

**c Translate into English:**

- Все туристы, приезжающие в Рим, непременно хотят увидеть Колизей. Колизей — это символ Рима, как Эйфелева башня — символ Парижа.
- Колизей поражает своими размерами. Здание вмещало 50 тысяч человек. Колизей ассоциируется с боями гладиаторов, но здесь также происходили звериные травли и примерные морские сражения.



**Exercise 22. Read the following and underline the sentences which you think are most important:**

**Toga** is a heavy outer garment made from fine white wool difficult to drape — it was about 6 meters long and up to about 2 meters wide. It was hard to keep in place, and cumbersome to wear. Nevertheless, all men who were citizens of ancient Rome were required to wear it on public occasions.

**Gaius Julius Caesar** (100—44 B.C.) was a Roman statesman and general. He formed with Pompey and Crassus the First Triumvirate in 60 B.C. He conquered Gaul in 58—50 and invaded Britain in 55 and 54. He fought against Pompey in 49—48, defeating him at Pharsalus. After a period in Egypt Caesar returned to Rome as dictator in 46. He was assassinated by conspirators on the Ides of March (the 15th of March) 44.

**Cleopatra** lived in about 68—30 B.C. She was queen of Egypt in 51—48 and 47—30. Gaius Julius Caesar restored her to the throne from which she had been ousted. They became lovers and she went with him to Rome. After Caesar's assassination she resumed her position as Queen of Egypt. In 41 B.C. she was joined there by Mark Antony, one of Rome's rulers. In 31 Rome declared war on Egypt and scored a decisive victory in the naval Battle of Actium off the West coast of Greece. Cleopatra and Antony fled and committed suicide.



**Toga**

## Speak English

### Visiting Ancient Greece

The **Parthenon** is the architectural masterpiece of Ancient Greece. Even the time-ravaged remains that stand above Athens today express the power and grace so brilliantly combined by its builders. The temples on the **Acropolis** were built after the Persian wars at the inspiration of Pericles to glorify Athens. And one of them was the Parthenon.

The Parthenon was built between 447 and 432 B.C. by architects *Ictinus*, *Callicrates* and *Carpion*, under the supervision of *Phidias*, to the oldest Greek order





of building, the Doric. The entablature above the chunky, fluted columns includes sculptured blocks (metopes) showing battles between centaurs and Lapiths — semilegendary people of ancient Thessaly.

Many relics of the Parthenon were carried away to England by Lord Elgin from the spoils of the temple, as he alleged.

**Exercise 23a. Read the text and write down the words which are pronounced in the following way:**

|                |       |                |       |
|----------------|-------|----------------|-------|
| ['eɪnfənt]     | _____ | [,sju:pə'vɪzn] | _____ |
| ['ma:stəpɪ:s]  | _____ | ['kɒləm]       | _____ |
| [,ɪnspr'reɪʃn] | _____ | ['skʌlptʃə]    | _____ |
| ['a:kɪtekt]    | _____ | ['reɪlɪks]     | _____ |

**b. Read the following questions for your group-mate to answer.**

**Write down the answers:**

- 1 'What geo'graphical 'names were \_\_\_\_\_  
'mentioned in the ↘ text? \_\_\_\_\_
- 2 'What fa'miliar his'torical 'names \_\_\_\_\_  
did the 'text ↘ mention? \_\_\_\_\_
- 3 'Did you 'know that the 'Parthenon is \_\_\_\_\_  
the 'most 'perfect 'Doric ↗ temple? \_\_\_\_\_
- 4 'When was it ↘ built? \_\_\_\_\_
- 5 'Who ↘ built it? \_\_\_\_\_

**c. Translate the last paragraph of the text into Russian and sum up what the text said about the Parthenon.**

**Exercise 24a. Read the following paying attention to the sounds and [ð] and [θ], and explain the use of the articles:**

|                |                                    |
|----------------|------------------------------------|
| Ancient Greece | the temples on the Acropolis       |
| Athens         | at the inspiration of Pericles     |
| Athena         | the oldest Greek order of building |
| the Parthenon  | the Doric                          |
| the Acropolis  | the entablature above the columns  |



b Write out from the text the words that might present a certain interest for an architect.

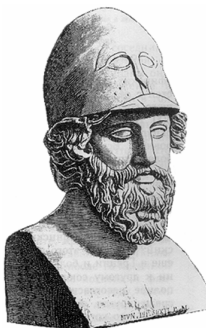
c Say which of the following words in every pair you like better and make a short sentence with the words you have chosen:

the architectural masterpiece — the architectural triumph  
old remains — time-ravaged remains  
grace — beauty  
at the inspiration of — by the skill of  
to glorify — to give honour and glory to

Exercise 25a. Say if you know this:



**Athena** is the Greek goddess of wisdom and Athene's patronising saint.



**Pericles** was an Athenian orator and statesman and his bust is now in the British Museum in London.



**The mythical centaurs** — half men, half horses — for the ancient Greeks represented lawlessness, animal passion and barbarism.

b Agree or disagree and substantiate your of view points:

- Every person should see the Parthenon with his own eyes.
- Tourists do more harm than good to such relics of the past as the Parthenon.
- Many people try to learn new things while traveling during their holidays.



### Seven wonders that astounded the ancient Greeks

In the 2nd century B.C., the Greek writer Antipater of Sidon was one of several who listed the greatest buildings and monuments of his day. Because seven was a magic number in Greek, Hebrew, and Chinese cultures, he selected seven of these marvels.

**The Egyptian pyramids.** These are the only wonders still surviving and are now more than 4,000 years old.

**The hanging gardens of Babylon.** Built by Nebuchadnezzar II in the 7th century B.C., they consisted of a series



**The hanging gardens  
of Babylon**



**The Mausoleum at  
Halicarnassus**

of terraces on which trees and flowers were grown. They stretched along the banks of the Euphrates, from which they were watered by irrigation canals.

**The statue of Zeus at Olympia.** A colossal figure with an ivory body and gold cloak, created in the 5th century B.C. by the Athenian Phidias. It burned down in A.D. 475.

**The temple of Artemis at Ephesus, Asia Minor.** Built of marble in the 6th century B.C., it was rebuilt in the 4th century B.C. and finally destroyed in the 3rd century A.D. There are fragments in the British Museum, London.

**The Mausoleum at Halicarnassus, Asia Minor.** The tomb of Mausolus, a ruler of the city in the 4th century B.C. It was destroyed by an earthquake before the 15th century.

**The Colossus of Rhodes.** A huge statue of the sun god, standing about 36 meters high at the mouth of Rhodes harbour of the Greek island



in the Aegean Sea. It was erected about 305 B.C. and destroyed by an earthquake in the 3rd century B.C.

**The Pharos of Alexandria.** It is thought to be the first lighthouse (Ptolemy's lighthouse) in the world, and to have stood 122 meters high, with a spiral ramp leading to the beacon. It was built in 270 B.C. on the island of Pharos at the entrance to the harbour of Alexandria, Egypt, and was destroyed in the 14th century.



**The Pharos of Alexandria**

**Exercise 26a.** Write down the words which are pronounced in the following way:

|               |       |           |       |
|---------------|-------|-----------|-------|
| [tu ə'staund] | _____ | [kə'næl]  | _____ |
| [,mo:sə'liəm] | _____ | [kə'loʊl] | _____ |
| ['ə:θkwɛɪk]   | _____ | [tu:m]    | _____ |
| ['br:kən]     | _____ | ['ha:bə]  | _____ |

**b Complete the following table:**

| the names of the seven wonders of the ancient world | the features of each of the wonders |
|---|-------------------------------------|
| <i>The Egyptian pyramids</i>                        | <i>They are 4000 years old.</i>     |
| _____   | _____                               |
| _____   | _____                               |
| _____   | _____                               |
| _____   | _____                               |
| _____   | _____                               |



## Exercise 27. Work in pairs

**a Discuss with your group-mate what wonders of the world impress people most of all.**

**b Ask your group-mate these questions and comment on the answers:**

- 1 Why do you think the temple of Artemis was destroyed in the 3rd century B.C.?
- 2 How do you think the fragments of the temple happened to come to the British Museum in London?
- 3 How could the colossal figure of Zeus made of ivory and gold burn down?
- 4 Which of the seven wonders were destroyed by earthquakes?
- 5 Do you think the Greek writer Antipater of Sidon chose to list those wonders to make himself a historic personality?

**c Ask your group-mate if he/she agrees or disagrees with these statements:**

- 1 The Egyptian pyramids are called the first wonder because they are the only wonders to have survived.
- 2 The Pharos of Alexandria has been proven to be the first lighthouse in the world.
- 3 There exist seven wonders of the modern world now.
- 4 Seven is still a magic number.

## Exercise 28a. Read this dialogue paying attention to the intonation:

— ↗ Well, |'not 'long a ↗ go| I 'read a 'very 'interesting 'book about  
↘ Babylon.

— By the ↗ way, |'is it ↗ a state| or a ↘ city?

— It's the 'capital of 'ancient ,Bab ↘ ylonia. It was lo'cated on the 'bank  
of the 'lower Euph'rates ↘ River.



- And 'what is 'there on its 'place ↘ now? 'Do you 'know ↗ this?
- ↗ Now, |after 'reading this ↗ book,| I'm an ↘ expert. This 'site is 'now in I ↘ raq, | 'not 'far from the 'town of ↘ Hilla. 'Can you i ↗ mag-  
 ine| this town was 'chiefly 'built of ↘ bricks| from the 'ruins of  
 ↘ Babylon.
- ↗ Bricks? 'How 'very ↘ interesting.
- 'Oh, ↘ yes. 'Babylon was a 'mud-'brick ↘ city. The 'stone 'base of the  
 'Hanging 'Gardens was the ↘ only ,stone con,struction in ↘ Babylon.

**b Act out a similar dialogue with your group-mate about Asia Minor.**

Here are some facts:

**Asia Minor** or **Anatolia** is a peninsula of West Asia, comprising Asiatic Turkey. It is high plateau crossed by Pontic, Taurus mountains, with dry interior and salt lakes. Historically it was a link between Asia and Europe. It fell to Turks in the 13th-15th century.

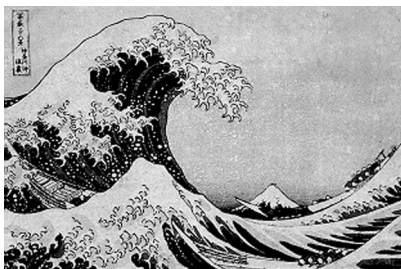
**c Act out a dialogue with your group-mate about various disasters and distruction of historic buildings as a result of such.**

**Earthquakes** are shaking of the Earth's surface as a result of the sudden release of stresses built up in the Earth's crust. Most earthquakes occur along faults (fractures or breaks) in the crust. Their force (magnitude) is measured on the Richter scale, and their effect (intensity) on the Mercalli scale.

**Tsunamis** are no more than ripples that follow an earthquake under the sea. They surge across the sea from an underwater earthquake or volcanic eruption. In deep water, the swells are so long and so slight that ships hardly notice them. But as tsunamis reach shallow water, they pile up into crests that can be as much as 60 meters high. Their speed is astonishing, too; many travel faster than 600 kilometers an hour. The word itself comes from Japan.



**A mountain of water.** A tsunami reaches out for the land in a print by the 19th-century Japanese artist *Hokusai*. On a miniature scale in the background appears the volcanic cone of Mount Fuji. The Japanese have long known the connection between the gigantic killer waves and movements of the earth's crust. Ancient monuments along the coast of Japan carry inscriptions that give the warning: 'When you feel an earthquake, expect a tsunami'.



**d Be ready to express your points of view and defend them:**

- 1 Why are most tsunamies given female names?
- 2 Do mostly natural disasters destroy monuments of civilization?
- 3 Has every civilization something wonderful to leave?

## Write English

### Annotation of the book

#### **The Greek wars**

*George Cawkwell, Emeritus Fellow,  
University College, Oxford*

- Offers a radically critical account of the Hellenocentric views of the the Greek historians.
- Covers the whole course of Greco-Persian relations from 550 to 331 BC.
- Challenges current orthodoxy at many points.

In this stimulating study that frequently challenges received opinion, George Cawkwell re-examines the whole course of Persian relations with Greek states from a Persian perspective, from the coming of Cyrus in the mid sixth century BC down to the defeat of Darius by Alexander the Great at the battle of Gaugamela in 331 BC.





**Exercise 29. Write a similar short annotation of a book of your choice on Ancient history (The book may be in English or Russian.).**

Have a discussion

## **The four calendars in use today**

**Read this text, study the calendars and discuss this material with your group-mates:**

Almost every society has had to devise a system of measuring time in order to fix dates for annual events such as seasonal or religious festivals. Primitive societies calculated time by so many suns and moons, and the complex calendars of more sophisticated societies are also based on cycles of the sun and moon.

But the lunar and solar cycles are not compatible. The lunar month (the interval between two new moons) averages 29.5 days, 12 lunar months equaling 354 days. The solar year (the time the earth takes to orbit from one vernal equinox to the next) is 365 days 5 hours 48 minutes and 46 seconds (365.24 days), equaling 12.37 lunar months. So calendars based on a lunar year do not keep in step with the seasons.

The **Roman Julian calendar** of the 1st century B.C. was based on the solar cycle, having an average year of 365.25 days — the fractions of a day were taken up in a 366-day leap year every four years. But by 1582 it was more than 10 days behind the seasons because the time difference between 365.24 and 365 days (11 minutes 14 seconds) amounts to 7-8 days over 1.000 years. Pope Gregory X111 therefore deleted 10 days in 1582, and to reduce future error he decreed that centennial years should be leap years only if divisible by 400 (so 1900, for example, was not a leap year, but 2000 was).

The **Gregorian calendar** was adopted in Britain and the American colonies in 1752.



| GREGORIAN<br>A widely used calendar matching the seasons with a 365 <sup>1</sup> / <sub>4</sub> -day year |      | HEBREW<br>The year 5743 coincided with September 18, 1982 – August 10, 1983 |      | MUSLIM<br>In the Muslim year 1396, Muharram corresponded with January 1976 |          | CHINESE<br>The ancient Chinese agricultural calendar has 24 seasonal segments each of about a fortnight |  |
|---|------|---|------|--|----------|---|--|
| Month   | days | Month   | days | Month  | days     | Fortnight   | Gregorian dates                          |
| January   | 31   | Tishri<br>(September–October)   | 30   | Muharram   | 30       | Li Chun (Spring Begins)<br>Yu Shui (Rain Water)   | February 5–19<br>February 19–March 5     |
| February<br>(Leap year 29)  | 28   | Heshvan<br>(October–November)<br>(in some years 30)                         | 29   | Safar  | 29       | Jung Zhe (Excited Insects)<br>Chun Fen (Rain Equinox)   | March 5–20<br>March 20–April 4/5         |
| March   | 31   | Kislev<br>(November–December)<br>(in some years 30)                         | 29   | Rabn' I  | 30       | Qing Ming (Clear and Bright)<br>Gu Yu (Grain Rains)   | April 4/5–20<br>April 20–May 5           |
| April   | 30   | Tevet<br>(December–January)   | 29   | Rabn' II   | 29       | Li Xia (Summer Begins)<br>Xiao Man (Grain Fills)  | May 5–21<br>May 21–June 5                |
| May   | 31   | Shevat<br>(January–February)  | 30   | Jumada I   | 30       | Mang Zhong (Grain in Ear)<br>Xiao Zhi (Summer Solstice)   | June 5–21<br>June 21–July 7              |
| June  | 30   | Adar<br>(February–March)<br>(in leap year 30)                               | 29   | Jumada II  | 29       | Xiao Shu (Slight Heat)<br>Da Shu (Great Heat)   | July 7–23<br>July 23–August 7            |
| July  | 31   | Nisan<br>(March–April)  | 30   | Rajab  | 30       | Li Qiu (Autumn Begins)<br>Chu Shu (Limit of Heat)   | August 7–23<br>August 23–September 7     |
| August  | 31   | Iyar<br>(April–May)   | 29   | Sha'ban  | 29       | Bai Lu (White Dew)<br>Qui Fen (Autumn Equinox)  | September 7–23<br>September 23–October 8 |
| September   | 30   | Sivan<br>(May–June)   | 30   | Ramadan  | 30       | Han Lu (Cold Dew)<br>Shuang Jiang (Frost Descends)  | October 8–23<br>October 23–November 7    |
| October   | 31   | Tammuz<br>(June–July)   | 29   | Shawwal  | 29       | Li Dong (Winter Begins)<br>Xiao Xue (Little Snow)   | November 7–22<br>November 22–December 7  |
| November  | 30   | Av<br>(July–August)   | 30   | Dhu al-Qa'dah  | 30       | Da Xue (Heavy Snow)<br>Dong Zhi (Winter Solstice)   | December 7–22<br>December 22–January 6   |
| December  | 31   | Elul<br>(August–September)  | 29   | Dhu al-Hijjah  | 29 or 30 | Xiao Han (Little Cold)<br>Da Han (Severe Cold)  | January 6–21<br>January 21–February 5    |



The four calendars in use today are the Gregorian, Hebrew, Muslim and Chinese calendars. The Hebrew and Muslim calendars are based on the lunar year, the Gregorian on the solar year, and the Chinese on lunar and solar cycles. The **Hebrew calendar** periodically includes an extra month (First Adar), and the **Chinese** does so occasionally. In the **Muslim calendar**, an extra day is added to the last month in some years to ensure that the first day of the month coincides with the new moon. The Chinese calendar is banned in China but is still used in parts of Asia.

**The following may be of help for the discussion.**

*Did you know...?*

*Were you surprised to read / to learn...?*

*It is well-known, isn't it?*

*How can we remember...?*

*I've never thought that...?*

*It would be very strange if...*





---

## LESSON 11

### History of some countries

|                         |  |
|-------------------------|--|
| Revise Grammar:         | The Numeral<br><i>How was the United Kingdom formed</i>  |
| Retell the texts:       | <i>King Arthur</i><br><i>Legendary heroes</i>  |
| Extend your vocabulary: | <i>Coats of arms</i><br><i>Charles I, the king who lost his head</i><br><i>Liberty, Equality, and Fraternity</i> |
| Speak English:          | <i>Historical places of interest</i><br><i>Windsor Castle</i><br><i>Versailles</i>                               |
| Read English:           | <i>The birth of the United States of America</i><br><i>The conflict that split the United States</i>             |
| Write English:          | Annotation of the book   |
| Have a discussion:      | Historical song<br>( <i>Red River Valley</i> )   |



### Read the text

### How was the United Kingdom formed

About two thousand years ago the present British Isles were inhabited by the Celts who originally came from continental Europe. During the next one thousand years there were many invasions.

The Romans came from Italy in A.D. 43 and, in calling the country *Britannia*, gave Britain its name. The Angles and Saxons came from Germany, Denmark and the Netherlands in the 5th century, and England gets its name from the invasion — *Angle-land*.

The Vikings arrived from Denmark and Norway throughout the 9th century, and in 1066, the one date in history which every British school-child knows, the Normans invaded from France.

These invasions drove the Celts into what is now Wales and Scotland, and they remained, of course, in Ireland. The English, on the other hand, are the descendants of all the invaders, but are more Anglo-Saxon than anything else. These various origins explain many of the differences to be found between England, Wales, Scotland and Ireland – differences in religion, education, the legal systems, but most obviously, in language.

Here is a historical chart covering the most important periods of British history. It shows the chief inhabitants or invaders of England until the Middle Ages, then the royal houses of England, until 1603, and of Britain, after 1603 to the present time.



**Alfred the Great's statue  
at Winchester, where he  
was buried in 899**



|   |                       |   |
|---|-----------------------|---|
| <i>The Celts</i>                        | 900 B.C.– 55 B.C.     |   |
| <i>The Romans</i>                       | 55 B.C. – 450 B.C.    |   |
| <i>The Anglo-Saxons</i>                 | 450–1066              | Offa (8th century)  |
| <i>The Viking Invadors</i>              | 8th–11th centuries    | Alfred the Great (9 <sup>th</sup> century)  |
| <i>The Normans</i>                      | 1066–1154             | William the Conqueror (1066–1087)<br>William II (1087–1100)<br>Henry I (1100–1135)<br>Stephen (1135–1154)   |
| <i>The Plantagenets</i>                 | 1154–1399             | Henry II (1154–1189)<br>Richard I (1189–1199)<br>John (1199–1216)<br>Henry III (1216–1272)<br>Edward I (1272–1307)<br>Edward II (1307–1327)<br>Edward III (1327–1377)<br>Richard II (1377–1399)   |
| <i>The Houses of York and Lancaster</i> | 1399–1485             | Henry IV (1399–1413)<br>Henry V (1413–1422)<br>Henry VI (1422–1461)<br>Edward IV (1461–1483)<br>Edward V (1483)<br>Richard III (1483–1485)  |
| <i>The Tudors</i>                       | 1485–1603             | Henry VII (1484–1509)<br>Henry VIII (1509–1547)<br>Edward VI (1547–1553)<br>Mary I ('Bloody Mary') (1553–1558)<br>Elizabeth I (1558–1603)   |
| <i>The Stuarts</i>                      | 1603–1649             | James I (1603–1625)<br>Charles I (1625–1649)  |
| <i>The Republic</i>                     | 1649–1660             | Oliver Cromwell   |
| <i>The Stuarts</i>                      | 1660–1714             | Charles II (1660–1685)<br>James II (1685–1688)<br>William III and Mary II (1688–1702)<br>Anne (1702–1714)   |
| <i>The Hanoverians</i>                  | 1714–1901             | George I (1714–1727)<br>George II (1727–1760)<br>George III (1760–1820)<br>George IV (1820–1830)<br>(‘Georgian’ period)<br>William IV (1830–1837)<br>Victoria (1837–1901)<br>(‘Victorian’ period) |
| <i>The House of Saxe-Coburg</i>         | 1901–1910             | Edward VII (1901–1910)<br>(‘Edwardian’ period)  |
| <i>The House of Windsor</i>             | 1910–the present time | George V (1910–1936)<br>Edward VIII (1936)<br>George VI (1936–1952)<br>Elizabeth II (from 1952)   |



It took centuries to have the United Kingdom formed, and a lot of armed struggle was involved. In the 15th century, a Welsh prince, Henry Tudor, became *King Henry VII* of England. Then his son, *King Henry VIII*, united England and Wales under one Parliament in 1536. In Scotland a similar thing happened. The King of Scotland inherited the crown of England and Wales in 1603, so he became *King James I* of England and Wales and *King James VI* of Scotland. The Parliaments of England, Wales and Scotland were united a century later in 1707.

## The Numeral

Числительные (Numerals) делятся на количественные и порядковые:

About *two thousand* years ago the present British Isles were inhabited by the Celts.

The Angles and Saxons came from Germany, Denmark and the Netherlands in the *fifth* century.

Количественные числительные *hundred, thousand, million* употребляются в единственном числе.

Количественные числительные, обозначающие годы, читаются следующим образом:

|          |   |
|----------|---|
| 43 A.D.  | <i>forty three Anno Domini</i>              |
| 900 B.C. | <i>nine hundred Before Christ</i>           |
| 450 B.C. | <i>four hundred and fifty Before Christ</i> |
| 1066     | <i>ten sixty six</i>                        |
| 1154     | <i>eleven fifty four</i>                    |
| 2008     | <i>two thousand and eight</i>               |

Порядковые числительные часто употребляются с именами известных исторических личностей, представителей правящих династий:

|              |                             |
|--------------|-----------------------------|
| Elizabeth II | <i>Elizabeth the Second</i> |
| George VI    | <i>George the Sixth</i>     |
| Edward VIII  | <i>Edward the Eighth</i>    |
| Catharine II | <i>Catharine the Second</i> |



**Exercise 1a. Underline the Numerals and translate the following sentences:**

- 1 During the next one thousand years there were many invasions.
- 2 In 1066 the Normans invaded the British Isles from France.
- 3 The chart shows the chief inhabitants or invaders of England until the middle Ages, then the royal houses of England until 1603.
- 4 It also shows the royal houses of Britain, after 1603 to the present time.
- 5 In the fifteenth century, a Welsh prince, Henry Tudor, became King Henry VII of England.
- 6 His son, King Henry VIII, united England and Wales in 1536.
- 7 The Parliaments of England, Wales and Scotland were united in 1707.

**b Read the following:**

|   |           |
|---|-----------|
| King James I                              | 1154—1399 |
| King James VI                             | 1485—1603 |
| 8 <sup>th</sup> -11 <sup>th</sup> century | 2007—2010 |

**Exercise 2a. Answer the following questions consulting the chart:**

- 1 What were the years of the Stuart dynasty?
- 2 When did the Hanoverian dynasty end?
- 3 How long was the 'Edwardian' period?
- 4 Who was the first king of the House of Windsor and how long was he the king?
- 5 What is the name of the King who lost his throne in 1936 after a few months of being King?

**b Read the following text paying attention to the Numerals:**

*Edward VIII* (1894—1972) was King of Great Britain and Northern Ireland in January — December 1936, when he renounced the throne to marry Wallace Warfield (Simpson). He was created Duke of Windsor and was governor of the Bahamas in 1940—1945, subsequently settling in France. He was buried in Windsor in 1972.



**Exercise 3a. Check how well your group-mate remembers the historic dates of Britain by asking him/her a few questions like this one:**

*Excuse me, I wonder if you remember what happened in Britain in 1066.*

**b Write down who is who:**

|   |  |
|---|--|
| ? | are medieval Scandinavian sea warriors, who traded with and raided England in the 8th—11th centuries. They were given Normandy by France, conquered England in 1013 and in the east established the first Russian state and founded Novgorod. Sometimes they are called Norsemen.                              |
| ? | are citizens of ancient Rome.  |
| ? | are members of an Indo-European people that originated in Alpine Europe and spread to the Iberian peninsula and beyond. They were ironworkers and farmers. In the 1st century B.C. they were defeated by the Roman Empire and by Germanic tribes and confined largely to Britain, Ireland and Northern France. |

**Retell the text**

## King Arthur

Most modern historians agree that the British hero *Arthur* did exist, but he may not have been a king. He was probably a cavalry chieftain who defeated invading Saxons in the 6th century. The tales of his prowess spread. He was first written about in the 10th century Welsh chronicles. Stories of Arthur were embroidered by *Geoffrey of Monmouth* in his 12th-century *History of the Kings of Britain*.

Geoffrey made Arthur a great king who won many famous victories and held court at Camelot. Called to fight in Rome, Arthur left his nephew Modred to guard the kingdom, but Modred betrayed his trust and abducted Arthur's queen, Guinevere. When Arthur returned he defeated Modred in battle but was mortally wounded.

Breton minstrels brought the story of Arthur to Europe. Local legends were added to it and French writers worked in new themes, includ-



ing the Round Table, a means of avoiding disputes over precedence among knights.

The legend of Arthur ends with the prediction that he will one day return and rule England.

Magic played a great part in the legends of King Arthur. This 13th-century French illumination shows **Arthur proving his right to the kingdom** by pulling his sword Excalibur from an anvil when others had failed.



### Do you know these words?

**to exist** существовать; **existence** существование; **in existence** существующий в природе

**chieftain** вождь (клана, племени)

**prowess** доблесть, отвага; *syn.* **mastery, command**

**to betray** предавать; **his voice betrayed him** голос его выдал

**to abduct** похищать, насильно или обманом увозить; **abduction** похищение

**knight** [nait] рыцарь; **to dub smb knight** посвятить кого-либо в рыцари  
**sword** [so:d] меч; шпага, рапира; **to cross swords** начать борьбу, скрестить мечи

**anvil** наковальня; **on the anvil** в работе; **a good anvil does not fear the hammer** хорошая наковальня молота не боится (*англ. посл.*)

### Exercise 4a. Answer the following questions:

- 1 Have you read or heard anything about Arthur or the king from Camelot before?
- 2 What new facts, if any, did you learn about this hero?
- 3 Did you know the origin of the words the *Round Table*?
- 4 Do you like consulting dictionaries on etymology of words? (Etymology is the science of origin and history of words.)
- 5 What dictionaries have you got and are there any others you would buy if you could afford or if you wished?



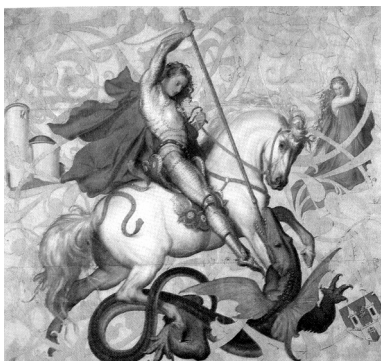
b Sum up the text.

c Say what this 13<sup>th</sup>-century illumination shows.

### Retell the text

## Legendary heroes

Every civilization creates its own legendary heroes. But most have at least one beast in common: *the dragon*. Curiously, dragons are described remarkably consistently all over the world, as giant snakelike creatures with claws. Some are winged as well — like the red dragon of Wales — and some breathe fire. Christianity associated the monsters with the devil, but in Babylonian, Egyptian, and ancient Jewish legends, dragons symbolized chaos. But in Japan, the imperial family once traced its descent from a sea god called the Dragon King; and China and Scandinavia often saw dragons as guardians of treasure.



**St. George and the dragon.** England's patron saint, St. George, saves a terrified maiden from death in a painting done by a 19th-century Czech artist *Josef Manes*. The legend of the chivalrous Christian hero depicts the dragon as the embodiment of all evil, the devil incarnate.

### Do you know these words?

**beast** животное, зверь; **a beast of a job** неприятная, трудная задача

**snake** змея; **snake in the grass** скрытая опасность

**guardian** хранитель; **guardian angel** ангел-хранитель, добрый гений

**maiden** девица, дева; **maiden voyage** первое плавание

**embodiment** воплощение

**evil** зло; **to do evil** творить зло; **evil comes from evil** зло порождает зло  
(англ. посл.)



## Exercise 5a. Retell the text.

### b Answer the following questions:

- 1 Why is the dragon often called the universal monster?
- 2 Did you know who England's patron saint is?
- 3 And who is the patron saint of Moscow?
- 4 What does Moscow's coat of arms look like?

### Extend your vocabulary

## Coat of arms

Strictly, a coat of arms refers only to the shield and the devices, known as charges, borne on it, but in common usage the expression is used to refer to an achievement of arms, which is a representation of all the armorial devices to which the bearer is entitled. Here is an achievement of arms:



- |                      |   |
|----------------------|---|
| <b>1 Mantling</b>    | Essential if a helmet is used. Probably originally protection against sun or sword blows. |
| <b>2 Supporters</b>  | Granted only to peers of the realm and their heirs, and certain knights.                  |
| <b>3 The Field</b>   | The surface of the shield on which charges are placed.                                    |
| <b>4 Compartment</b> | The base on which supporters rest. It may be granted with supporters.                     |
| <b>5 Crest</b>       | A hereditary device fixed to the top of the helm, or helmet.                              |
| <b>6 Helmet</b>      | A means of displaying the crest. Shape and position vary with rank.                       |
| <b>7 Shield</b>      | The principal vehicle for displaying arms.  |
| <b>8 Charge</b>      | Any figure or emblem used in the shield or crest.   |
| <b>9 Motto</b>       | A guiding principle for those who bear the arms.  |



The use of pictures and emblems on shields, flags, and coat of arms was introduced into England from Western Europe during the 12th century. But the exact date and place of origin of the heraldic system in Western Europe is not known.

The earliest use was on the battlefield and in tournaments, or mock battles, as a means of identification for otherwise unrecognizable armour-clad knights. Bold symbols depicting a knight's name were embroidered on his surcoat, the garment worn over his armour, which became known as the coat of arms. Since few people could read or write at that time, this means of identification spread to the seals that were used for official documents. Heralds, the messengers of royal and noble households, whose duty it was to identify the knights, became interested in the colourful means of identification, and hereldry as it is known today began. Heraldic systems are similar throughout Europe, and a system akin to heraldry can be found in Japan.

In 1484 *Richard III* of England granted the heralds a charter incorporating them as a body within the Royal Household, now known and existing as the College of Arms, or Heralds' College. The Kings of Arms, the senior heralds, grant arms on behalf of the Crown, as they also draw up the regulations regarding arms. Blazon, the language of heraldry, was invented by the early heralds and is still used to describe all coats of arms.

Originally arms were granted only to knights and nobles and were regarded as an honour. But during the 15th century the rich and powerful middle class that emerged from the crumbling feudal system were granted arms in recognition of their new 'gentle' status. And since then the coat of arms has been regarded as the insignia of gentility. Arms are still granted to those who satisfy the Earl marshal that they are eligible. Honorary arms can be granted to American citizens of English or British descent in the male line. Corporate bodies such as companies, banks, and local governments are also granted arms.

#### **Exercise 6. Translate these words into Russian consulting dictionaries if necessary:**

- |                          |                      |
|--------------------------|----------------------|
| 1 coat of arms           | 6 mantling           |
| 2 shield                 | 7 peers of the realm |
| 3 armorial devices       | 8 heir               |
| 4 bearer                 | 9 to grant arms      |
| 5 to be entitled to smth | 10 descent           |



**Exercise 7a. Write down the words which are pronounced in the following way:**

|             |       |                  |       |
|-------------|-------|------------------|-------|
| ['herəldrɪ] | _____ | [nait] (2 words) | _____ |
| [fɪ:ld]     | _____ | [ɪn'sɪɡnɪə]      | _____ |
| ['a:mə]     | _____ | [dʒen'tɪlətɪ]    | _____ |
| [a:'mɒrɪəl] | _____ | [dɪ'sent]        | _____ |

**b. Write out the words which you find most important for the theme of heraldry and translate them into Russian.**

**c Translate into English:**

- 1 Геральдика изучает гербы государств, городов, корпоративные и цеховые гербы, гербы родов и фамилий.
- 2 Львы и орлы — традиционные символы власти и государственности.
- 3 Сочетание английских слов *coat of arms* может переводиться на русский язык как *герб* и как *гербовый щит*.
- 4 Слову *эмблема* соответствуют английские слова *device*, *charge* или *emblem*.

**Exercise 8a. Check if you remember:**

- 1 What is a coat of arms?
- 2 What is the difference between a coat of arms and an achievement of arms?
- 3 Who is a herald?
- 4 What are the responsibilities of the College of Arms?
- 5 Who can be granted arms?
- 6 What is Blazon?

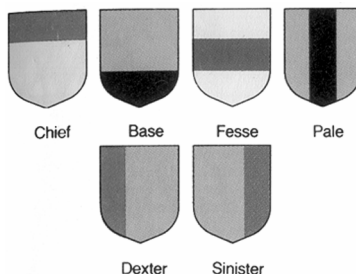
**b Complete the table showing how heraldry developed in England:**

|                     |   |
|---------------------|---|
| 12th century        | <i>The use of pictures and emblems on shields, flags and coat of arms came to England from Europe as a means of identification.</i> |
| 13th—14th centuries | <i>It spread</i> _____  |
| 1484                | _____   |
| 15th—20th centuries | _____   |



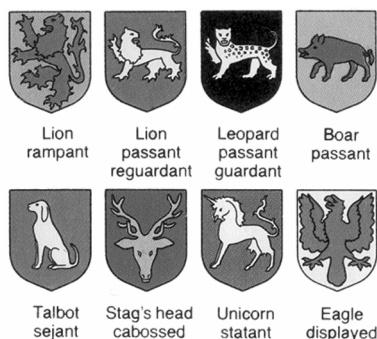
## Exercise 9a. Read and translate this text, and explain the use of the articles in it:

In heraldic language, each area of the shield has its own name. The top is called the *chief*, the bottom is the *base*, the horizontal centre is the *fesse*, the vertical centre is the *pale*. The right side from the bearer's view is the *dexter*, and the left side is the *sinister*.



### b Read the text choosing the correct predicate:

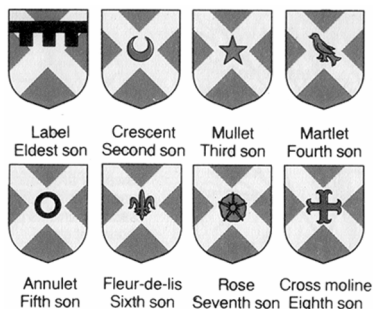
Other charges (*classify, are classified*) by the figures they (*depict, are depicted*) such as beasts, birds, or fish. In early hereldry few beasts (*used, were used*) other than the rampant or passant lion. Today various beasts and birds (*use, are used*), and a variety of positions (*have contrived, have been contrived*) for them.



### Do you know this?

**Family arms** are hereditary and pass from father to son. No two people can bear the same coat of arms, so the arms of sons must be differenced according to regulations laid down by the Kings of Arms. The eldest son has a label, the second a crescent, the third a mullet, the fourth a marlet, the fifth an annulet, and so on. The label is removed when the father dies and the eldest son inherits the coat. The differencing marks of younger sons are not removed.

Daughters bear the same arms as their fathers undifferenced on a diamond-shaped figure known as a lozenge.





## Extend your vocabulary

### Charles I, the king who lost his head

The English Civil War broke the monarch's power

**The First English Civil War** (1642—1646) broke the power of the throne and established the parliamentary rule that exists today. Growing confidence among the merchant classes steeled Parliament to challenge Charles I's belief in the divine right of kings. **Charles** needed Parliament only to raise taxes, and for 11 years, from 1629 to 1640, he ruled practically without Parliament.

In 1639, the Archbishop of Canterbury, **William Laud**, tried to force the Reformed prayer book on Scotland. The Scots rebelled. Charles called Parliament to raise money to fight the rebels. The House agreed only on condition that Charles approved the Grand Remonstrance, a document denying his right to dismiss Parliament and rule without it. The king refused. With several hundreds men the king burst into the House of Commons and tried to arrest its leader. His attempt to arrest them failed and he prepared for war, raising his standard in November 1642.

After initial successes by the Royalist troops, called Cavaliers, parliamentary troops — the Roundheads — led by **Oliver Cromwell**, were the victors at Marston Moor (1644) and at Naseby (1645). Finally in May 1646, Charles surrendered to the Scots. No settlement was reached despite negotiations and further fighting, the Second Civil War. Cromwell's army was again victorious. Charles was tried by Parliament, found guilty of murder and treason, and executed on January 30, 1649.



**Execution of the king.** Charles I placed his head on the block in Whitehall, London. He died still believing that he had a divine right to rule England as he wished. That night, Oliver Cromwell looked at the royal corpse in St. James' Palace and muttered: 'Cruel necessity'.

For nine years, Cromwell ruled England as dictator. But after his death, the monarchy was restored. Charles I's son became King Charles II in 1660, but he had to accept that Parliament was the supreme arm of government.



**Exercise 10. Translate these words into Russian consulting dictionaries if necessary:**

|              |              |
|--------------|--------------|
| merchant     | rebel        |
| to challenge | troops       |
| divine       | to surrender |
| prayer book  | treason      |

**Exercise 11a. Write down the words which are pronounced in the following way:**

|              |       |             |       |
|--------------|-------|-------------|-------|
| [tə 'reɪz]   | _____ | [tʃa:lz]    | _____ |
| ['gʌltɪ]     | _____ | ['kæntəbəɪ] | _____ |
| [tə rɪ'sto:] | _____ | ['olɪvə]    | _____ |
| [sju'prɪ:m]  | _____ | ['kromwəl]  | _____ |

**b Complete the following table with appropriate words paying attention to the pronunciation of the letters *ch*:**

| [tʃ]          | [k]                 |
|---------------|---------------------|
| <i>arch</i>   | <i>monarchy</i>     |
| <i>chain</i>  | <i>architecture</i> |
| <i>chapel</i> | <i>archbishop</i>   |
| _____         | _____               |
| _____         | _____               |
| _____         | _____               |

**Exercise 12a. Match the synonyms and write down short sentences of your own:**

|            |   |            |                                     |
|------------|---|------------|-------------------------------------|
| murder     | → | failure    | <i>They admitted their failure.</i> |
| treason    |   | killing    | _____                               |
| troops     |   | disloyalty | _____                               |
| rule       |   | courage    | _____                               |
| success    |   | reign      | _____                               |
| belief     |   | faith      | _____                               |
| confidence |   | army       | _____                               |



**b Match the antonyms and write down short sentences of your own:**

|              |            |                                     |
|--------------|------------|-------------------------------------|
| to fail      | to remove  | <i>We removed all the barriers.</i> |
| to lose      | to find    | _____                               |
| to raise     | to succeed | _____                               |
| to rebel     | to lower   | _____                               |
| to agree     | to conform | _____                               |
| to restore   | to win     | _____                               |
| to surrender | to object  | _____                               |

**Exercise 13a. Insert the correct prepositions wherever necessary:**

|                                |                      |
|--------------------------------|----------------------|
| to surrender ... the Royalists | despite ... fighting |
| to reach ... settlement        | inspite ... fighting |
| to be guilty ... murder        | right ... something  |
| to fight ... the rebels        | ... condition that   |

**b Translate the verb *to raise* in each column and make a few sentences of your own with these word combinations:**

|          |        |          |       |          |                       |
|----------|--------|----------|-------|----------|-----------------------|
| to raise | taxes  | to raise | money | to raise | a flag                |
|          | duties |          | funds |          | a standard            |
|          | prices |          |       |          | the Union Jack        |
|          |        |          |       |          | the Stars and Stripes |

**Exercise 14. Read this text and answer the questions that follow:**

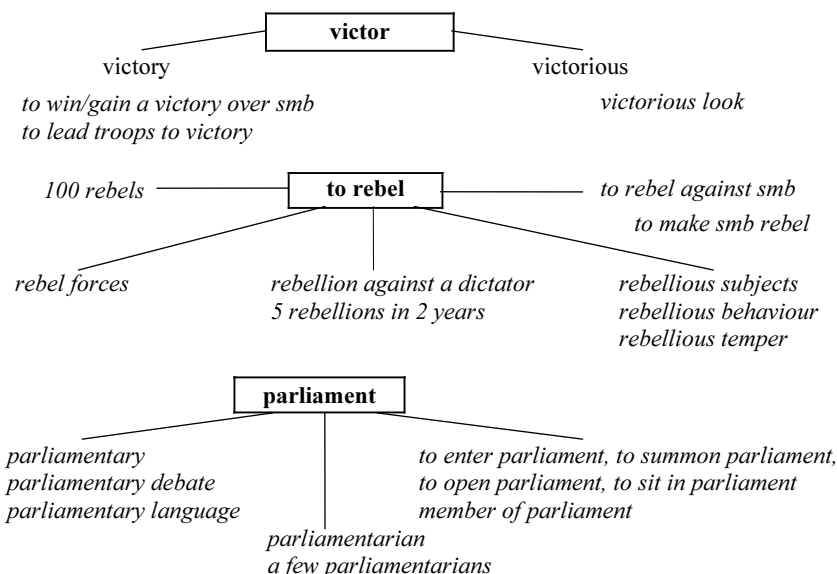
The flag of the UK is made up of three crosses. The upright red cross is the cross of St. George, the patron saint of England. The white diagonal cross is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick, the patron saint of Ireland.

Questions:

- 1 Why do you think St. David, the patron saint of Wales, is not represented in the flag.
- 2 Why is the British flag called the Union Jack?



**Exercise 15. Write a few sentences with the following words and expressions:**



**Exercise 16. Translate into English:**

- 1 Родина современного парламентаризма — Великобритания. Британский парламент часто называют «матерью всех парламентов».
- 2 Чтобы получить средства на новую армию для покорения Шотландии, король Карл I созвал парламент, но парламент отказал королю. Король распустил его.
- 3 Гражданская война в Англии началась в августе 1642 г.
- 4 Парламент упразднил монархию и учредил Республику.

**Speak English**

**Historical places of interest**

*Two students are talking during a break.*

— 'Well, ↗ Peter, |'when you 'read the ↗ text,| 'did you 'pay at'tention to the 'two ↗ names? I mean 'Whitehall and 'St. 'James ↘ Palace. I 'wonder 'what they ↘ mean.



— To be ↗ frank| I 'don't ↘ know. As 'far as I re↗ member| 'Whitehall is the 'street in the 'very 'centre of ↘ London,| where 'Government 'offices are lo ↘ cated.

— 'That's what I 'know ↘ too. And we were ↗ taught| that 'Whitehall 'often 'stands for 'British ↘ Government,| especially in newspapers.

— But I sup↗ pose| ↗ Whitehal'l,| as is 'used in the ↗ text,| might 'mean one of the 'halls of 'Brish ↘ Parliament in those times.

— 'Most 'probably it is ↘ so. ↗ Though| 'no 'dictionary 'gives the ↘ answer. I have 'looked 'up this 'word in a ↘ few dictionaries.

— And 'do you 'know what 'St. 'James ↗ Palace is?

### Exercise 17a. Read and reproduce the above dialogue paying attention to the intonation.

#### b Act out a similar dialogue about Leeds Castle:

**Leeds Castle** is the oldest and most romantic of England's 'stately homes' in the south east county of Kent. It was built in stone by a Norman baron nearly 900 years ago. The earliest of the queens whose loved home it



was, was the Spanish princess Eleanor of Castile. She saved the life of her crusading husband Edward I after he was struck down by an assassin's poisoned dagger at Acre. Edward's love for this noble stately woman proved the guiding star of his life, the happiest part of which was spent with her at Leeds Castle. After her death he wrote 'In life I loved her dearly and I cannot cease to love her in death'. At every place where her bier rested on its journey to Westminster, he raised a cross in her memory. The name of the last cross was the chere reine (or Charing) cross which has survived in the London thoroughfare of Charing Cross.



### **Windsor Castle**

Windsor Castle has been the home of kings and queens for nearly nine centuries, and is by far the oldest royal residence still in use. It was originally built not as a residence but as a fortress.

Soon after it was erected as a military post it started to be used as a royal residence. No trace remains of the earliest royal apartments, which were built of timber and other perishable materials. But some kind of royal lodging existed in 1110 when King Henry I held his court in the castle as the records say. 50 years later, during the reign of his grandson King Henry II the occupants were able to enjoy the luxury of the stone buildings. There were two sets of apartments, one for domestic use in the Upper Ward and the other for ceremonial purposes in the Lower Ward.

Now in the Upper Ward the State Apartments stand and the Lower Ward is occupied by St. George Chapel. The second set of apartments was destroyed by fire a little over a century later, since when the royal lodgings have been confined to The Upper Ward.

The castle was reconstructed a few times. The first reconstruction, by King Henry III after his marriage was the last word in luxury for the age. King Edward demolished this residence and erected a new and more spacious range of apartments which stood for more than three centuries. These apartments were still standing when King Charles I spent his last Christmas in captivity at the castle in 1648, shortly before his execution. After the Restoration his son, King Charles II, replaced them with a new palace in the fashionable Baroque style.

King George IV carried out the castle's last and greatest reconstruction. He did not destroy King Charles's elegant apartments but he had the smaller rooms converted into a wing to house visiting royal families. He built new private apartments for himself. The larger rooms were remodelled for ceremonial use. All the new work was dominated by the Gothic style.

So successful was the design of this great reconstruction and so sound the workmanship that little alteration has been needed since. The basic structure of the palace is much the same as that used by Queen Elizabeth II today.



**Exercise 18a. Write down the words which are pronounced in the following way:**

|              |       |                |       |
|--------------|-------|----------------|-------|
| [ka:sl]      | _____ | ['perɪʃəbl]    | _____ |
| ['reziðəns]  | _____ | ['lʌkʃəri]     | _____ |
| ['reko:dz]   | _____ | [lʌg'zjuəriəs] | _____ |
| [tə rɪ'ko:d] | _____ | [rɪ:'mɒl]      | _____ |
| [tu rɪ'rekt] | _____ | [tə kən'və:t]  | _____ |
| [tu ɪg'zɪst] | _____ | [tə dɪ'mɒlɪʃ]  | _____ |

**b Insert the correct articles if necessary:**

- 1 This text speaks about ... history of ... Windsor Castle.
- 2 If I'm not mistaken ... castle is located very close to ... London, ... capital of ... Great Britain.
- 3 It was built as ... fortress.
- 4 ... castle was erected as ... military post.
- 5 At that distant time London was secured by two fortresses, one of which has survived as ... Tower of London.
- 6 ... main entrance to ... Windsor Castle is ... gateway built by ... King Henry VIII in 1509 when ... castle was already more than 400 years old.

**Exercise 19a. Write down the nouns corresponding to the following verbs and translate them into Russian. Make a few short sentences with the verbs.**

to house — *house* — *Since the hotels were full, they housed their friends.*  
 to use \_\_\_\_\_  
 to record \_\_\_\_\_  
 to reign \_\_\_\_\_  
 to range \_\_\_\_\_  
 to start \_\_\_\_\_  
 to stand \_\_\_\_\_

**b Write down the families of the following words:**

to reside — *residence, resident, residential*  
 to lodge \_\_\_\_\_ to occupy \_\_\_\_\_



|                      |                   |
|----------------------|-------------------|
| to originate _____   | to destroy _____  |
| to reconstruct _____ | to execute _____  |
| to model _____       | to demolish _____ |

**c Make a few short sentences with the above words.**

**d Write down the adjectives formed from the following words with the help of suffixes *-able* or *-al*. Add a few nouns to the adjectives you have formed.**

to perish — *perishable* (*food, materials, goods,...*)

tradition — *traditional* (*songs, festivals, occupations,...*)

to enjoy \_\_\_\_\_ residence \_\_\_\_\_

fashion \_\_\_\_\_ ceremony \_\_\_\_\_

to convert \_\_\_\_\_ to understand \_\_\_\_\_

occupation \_\_\_\_\_ to read \_\_\_\_\_

**Exercise 20. Read the following questions on the text for your group-mate to answer:**

1 'How 'long has 'Windsor 'Castle been a 'royal ↘ residence? \_\_\_\_\_

2 'What was it o ↘ riginally? \_\_\_\_\_

3 'Have the o'iginal 'royal a'partments of the 'castle sur ↗ vived?  
\_\_\_\_\_

4 'What are the 'Upper 'Wards and 'Lower 'Wards of the castle ↘ famous for? \_\_\_\_\_

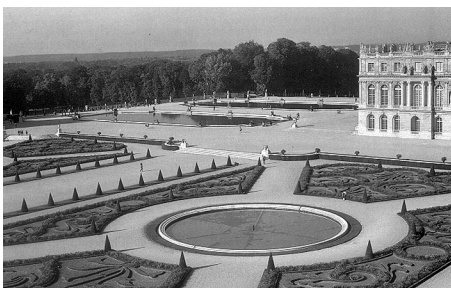
5 'What 'English 'kings con'tributed to the ,recon'struction of the ↘ castle? \_\_\_\_\_



### Versailles

There is probably no name in France which has much prestige attached to it as that of Versailles. And many millions of visitors flock there every year to see the world's most famous palace and to discover its historical significance. The ensemble of Versailles represents perfect arrangement of the buildings, the gardens, the fountains, the lakes and the avenues.

The first mention of the name of Versailles was made in 1075. Until the end of the XVI century the estate of Versailles was a modest crown dependency. Then it became the property of a powerful Gondi family. At that time Henry IV enjoyed stag hunting in this desolate country of forests, in the company of his



elder son who later, as Louis XIII, bought the surrounding land and in 1623 built a hunting lodge on a hillock. Shortly after he bought the domain of Versailles from the Gondi family and, on the site of the hunting lodge, built a chateau. He laid out the first flower beds, turning this charming estate into a sort of hermitage where he was going to retire for the rest of his days as soon as his son came of age.

His untimely death put stop to these plans but he passed his passion for Versailles onto Louis XIV, who transformed the chateau into a fairy-tale palace. He renovated the decoration of the apartments, erected new outbuildings, a small Orangery and a Menagerie to shelter his ever growing collection of exotic animals. The largest sums were spent on the gardens.

**Andre Le Nitre** designed the general layout giving them perspective that were out of proportion compared with the size of the building. The King came to Versailles to forget the worries and strain of ruling. But in May, 1664 great festivities which were held there spread the reputation of Versailles throughout Europe. The increasing interest in Versailles soon made the King add new buildings onto the three sides facing the garden which thus comprized the New Chateau and made it more in keeping with the monumental proportions of the gardens. In 1682 Louis XIV decreed that Versailles was to be his official residence.

The New Chateau, designed by **Louis Le Vau**, is totally different from the former one. Now it is a majestic palace in the Italian and distinctly Baroque style with sand coloured facades. The outside walls are animated by statues, low reliefs and protruding columns. The flat roofing is concealed by a ballustrade decorated with fire ornaments and trophies.



**Exercise 20a. Read the text and complete the following sentences:**

- 1 The ensemble of Versailles represents perfect arrangement of \_\_\_\_\_
- 2 The first mention of the name of Versailles \_\_\_\_\_
- 3 Until the end of the fourteenth century the estate of Versailles was \_\_\_\_\_
- 4 Then it became the property of \_\_\_\_\_
- 5 At that time Henry IV enjoyed stag hunting \_\_\_\_\_

**b. Write out a few sentences from the text on the following:**

- the role of Louis XIII in founding Versailles
- the role of Louis XIV in the history of Versailles
- Andre Le Notre
- Louis Le Vau
- the present sight of Versailles

**c Write down the words which are pronounced in the following way:**

|                |       |              |       |
|----------------|-------|--------------|-------|
| [veə'saɪ]      | _____ | ['troʃi]     | _____ |
| [a:n'sa:mbəl]  | _____ | ['desələt]   | _____ |
| [ɪs'tɜ:t]      | _____ | [ɪg'zɒtɪk]   | _____ |
| [ʃ'ætəʊ]       | _____ | [mə'dʒestɪk] | _____ |
| [sɪg'nɪfɪkəns] | _____ | ['leɪəʊt]    | _____ |

**d Say what new facts you learned about Versailles from the text.**



**Do you know this?**

- 1 In May-June 1717 Peter the Great stayed at Versailles.
- 2 On May 20, 1782 the Grand Duke Paul of Russia, Future Paul I, visited Versailles.
- 3 In January, 1871 the German Empire was proclaimed there.
- 4 In January, 1875 the French Republic was proclaimed in the Chateau of Versailles.
- 5 On June 28, 1919 the Treaty of Versailles ending the First World War was signed there.



## Exercise 22a. Give extensive answers to the following questions:

- 1 Are palaces and castles very nice places to live in?
- 2 Why do many palaces and castles have big gardens around?
- 3 Layouts of palaces in European countries are very much alike, aren't they?

**b Describe the appearance of a few historic estates located in the suburbs of Moscow (in *Archangelskoe*, *Kuskovo*, *Ostankino*, etc.)**

## Read English

### The birth of the United States of America

When Britain drove the French from Canada (1763) the writ of the empire ran from Labrador to the Gulf of Mexico. Troops and administrators were needed to control the land, and King George III imposed a succession of new taxes on the 13 American colonies to help pay the costs.

The colonies resisted. They were independent people, struggling to open virgin lands and steeped in the Puritan principles of self-help. From England's own traditions, they inherited a belief that governments derived their power from the consent of the governed, that liberty was a natural right. The colonists demanded 'No taxation without representation' and refused to buy British imports that were taxed, a move that halved British trade to America

by 1769. Parliament at length dropped the duties, but kept a tax on tea as a token of English supremacy. It was a provocative gesture: in 1773 colonists dressed as Indians held what history would call the Boston Tea Party, boarding a newly arrived ship and hurling 342 chests of tea into the water of Boston harbour.

An angry British Parliament reacted by closing Boston harbour and sending more troops. As tensions mounted, citizens formed militias and began drilling and stockpiling weapons. On the morning of April 19, 1775, British soldiers sent to seize arms were faced by local militiamen across the green at Lexington, Massachusetts. Shots were fired, and the conflict began.



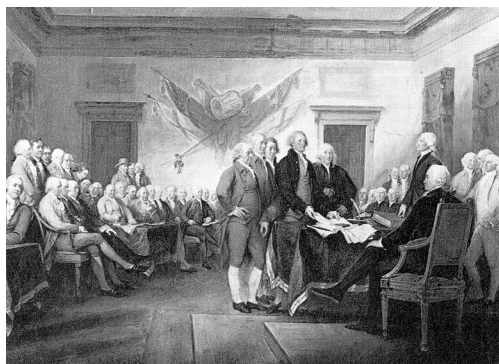
**First President**



Early in 1776 Parliament blockaded the colonies and hired German mercenaries to help quell the uprising.

Outcry followed in America. A committee appointed by the Continental Congress issued a declaration, written chiefly by **Thomas Jefferson**. ‘We hold these truths to be self-evident’, it stated, ‘that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty, and the pursuit of happiness’. Congress unanimously approved the *Declaration of Independence* in Philadelphia on July 4, 1776.

The war itself dragged on until in 1781, 7.000 British soldiers surrendered to General Washington at Yorktown, Virginia. The rebels had won, and in 1783 British Parliament accepted the inevitable — eight years after the skirmish at Lexington, Britain formally recognized the United States of America. **George Washington** (1732—1799), who had commanded the colonial troops throughout the Revolutionary War, became first President.



**Birth of nation.** A young brigade major, *John Trumbull*, painted the historic moment from sketches made at the scene. To the right of *Jefferson* is *Benjamin Franklin*, to the left are *John Adams*, *Roger Sherman*, and *Robert Livingston*, the Fathers of the nation.

**Exercise 23. Underline the *ing-forms* and translate the sentences into Russian:**

- 1 They reacted by closing Boston harbour.
- 2 They reacted by sending more troops too.
- 3 It is the story of Americans defending their rights.



- 4 Thomas Jefferson made a big contribution by writing the *Declaration of Independence*.
- 5 They supported the *Declaration* by unanimously adopting it.
- 6 They struggled by defending their unalienable rights.

**Exercise 24a. Match the equivalents and write down short sentences of your own:**

|             |   |  |
|-------------|---|--|
| writ        | → | согласие <u>Have they expressed their consent?</u> |
| consent     |   | предписание, правление _____                       |
| token       |   | восстание _____                                    |
| supremacy   |   | верховная власть _____                             |
| uprising    |   | знак, признак _____                                |
| shot        |   | нетронутые/целинные земли _____                    |
| virgin land |   | превосходство, верховенство _____                  |

**b Match the antonyms:**

|           |   |  |
|-----------|---|--|
| to resist | → | to abandon <u>We did not abandon hope.</u> |
| to drop   |   | to get on _____                            |
| to board  |   | to throw _____                             |
| to hurl   |   | to decrease _____                          |
| to mount  |   | to oppose _____                            |
| to drill  |   | to defeat _____                            |
| to quell  |   | to exercise _____                          |

**c Write down the words from which the following ones are formed:**

the governed — *to govern*

|                    |                   |
|--------------------|-------------------|
| the dead _____     | the retired _____ |
| the deceased _____ | the poor _____    |
| the living _____   | the rich _____    |
| the defeated _____ | the wealthy _____ |

**Exercise 25a. Continue this table in short sentences to show how the uprising began:**

|      |   |
|------|---|
| 1763 | <i>The British seized Canada. King George III imposed heavy taxes on the 13 American colonies. The colonies</i> _____ |
| 1773 | _____   |



1775 \_\_\_\_\_  
 1776 \_\_\_\_\_  
 1781 \_\_\_\_\_  
 1783 \_\_\_\_\_

**b Check if you remember:**

- 1 Who was John Trumbull?
- 2 Who is considered the Fathers of the American nation?
- 3 How long did George Washington live?
- 4 How long was the war between America and Britain?

**c Translate into English:**

Автор Декларации независимости Томас Джефферсон, ставший затем третьим президентом США, был не только политиком, но и ученым, архитектором, просветителем. Он был первым ректором основанного им Университета Виргинии. Он разработал уникальный архитектурный проект академического городка.

**Exercise 26. Read the following and write down who is who:**

|   |  |
|---|--|
| ? | US printer, publisher, author, scientist and statesman. He proved that lightning is a form of electricity and invented the lightning conductor. He was the first US ambassador to France 1776-1785, and negotiated peace with Britain in 1783. As a delegate to the Continental Congress from Pennsylvania he helped to draft the Declaration of Independence and the US Constitution. |
| ? | He was a strong opponent of the British government's policy, and on the outbreak of the American Revolution was chosen as commander in chief. His aristocratic outlook alienated his secretary of state, Thomas Jefferson, who resigned in 1793, thus creating the two-party system in America. He was the first president of the USA.   |



## The conflict that split the United States

Deep divided along many lines, the Union  
was restored at terrible cost



**A. Lincoln**

Long before the Confederate shelling at Fort Sumter, South Carolina, opened the shooting war, sectional rivalries had already split families, friendships, churches, political parties — and the nation itself.

A divided nation played cruel tricks with allegiances. Mary Todd, the wife of President **Abraham Lincoln** (1809—1865), had three brothers who fought and died for the South.

**Robert E. Lee** (1807—1889), was offered command of the Union forces but became a Rebel because he would not fight against his native Virginia. Before the war, Lee had captured the abolitionist zealot **John Brown** (1800—1859). Brown was hanged and the poem *John Brown's Body* and a Southern melody combined to become a marching song of Union troops. With lyrics of **Julia Ward Howe** (1819—1910), it became *The Battle Hymn of the Republic*.

Lincoln's Emancipation Proclamation made slaves free as of January 1, 1863, in states 'in rebellion' — but not in loyal border states. His priority was to 'save the Union', and alienating loyal states would not help that cause. Worn down by the North's industrial and manpower edge, the South began to fold in 1864. On April 9, 1865, Lee surrendered to **Ulysses S. Grant** (1822—1885) at Appomattox Court House, Virginia. Five days later, screaming 'the South is avenged!' John Wilkes Booth assassinated Lincoln. The last Confederate force gave up on May 26. Thus the war, in which some 530,000 perished, more Americans than died in World Wars I and II combined, ended.



**R.E. Lee**



**U.S. Grant**



### Exercise 27a. Match the synonyms:

|                |              |
|----------------|--------------|
| to split       | to arrest    |
| to capture     | to shout     |
| to scream      | to surrender |
| to give up     | to kill      |
| to assassinate | to divide    |
| to avenge      | to repay     |

### b Match the equivalents and write down short sentences of your own:

|            |   |
|------------|---|
| allegiance | соперничество _____                     |
| zealot     | край, кромка _____                      |
| priority   | верность, преданность, лояльность _____ |
| alienating | приоритет _____                         |
| worn down  | основное значение _____                 |
| edge       | фанатик _____                           |
| rivalry    | уставший, отдалившийся _____            |

### Exercise 28. Give short answers to the following questions:

- 1 When did the war between the North and the South actually begin?
- 2 Who was Mary Todd and why was she mentioned in the text?
- 3 Who was John Brown and what does his name symbolize?
- 4 When did President Lincoln proclaim the freedom of slaves?
- 5 When did the war end?

### Extend your vocabulary

#### Liberty, Equality, Fraternity

*The French Revolution* of 1789—1799 was part of an age of social uprisings involving America and Europe from about 1770 to the late 1840's. Its roots lay in the strain of long wars and heavy taxation imposed by the autocratic **Louis XIV** (died 1715). An absolute monarchy and an entrenched nobility and clergy formed too rigid a system to allow the changes needed by a rising middle class, a bourgeoisie population, and a peasantry restless under feudal obligations.



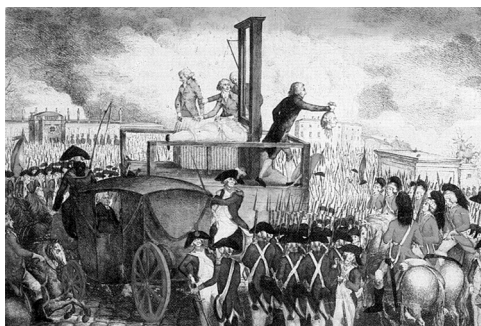
The immediate cause of violence was to try to eradicate the national debt by increasing taxes. When the States General, the national assembly, met in May 1789 to resolve the crisis, it was bombarded with demands for more basic changes. In response, the commons, the middle class majority in the Third Estate of the national assembly, claimed supremacy, declared itself to be the National Assembly, and prepared to draft France's first constitution. The king, *Louis XVI*, grudgingly agreed.

On July 14, Parisian 'mobs' supporting the commons stormed the *Bastille*, a prison that symbolized absolutism. Riots spread among the peasants across the nation. The Assembly proclaimed a new era of liberty and equality. Louis withheld agreement, and both he and his wife, **Marie Antoinette**, were seized. The royal couple managed to flee, only to be caught and forced to accede in June 1791.

In 1792 the Assembly sought to spread revolution by war and attacked Austria and Prussia. Soon most of Europe was involved in the revolutionary wars, and there was much bloodshed in France. Fearing betrayal, revolutionaries imprisoned the king and ordered elections for a *National Convention*. In September hundreds of royalists were murdered.

The Convention established a republic and on January 21, 1793, the king was executed by the guillotine.

Soon war was declared against Holland, Spain and Britain. Then to protect its reforms, the Convention, dominated by **Maximilian Robespierre**, initiated a Reign of Terror in which 300,000 were arrested and 17,000 executed by the guillotine. Eventually, the Convention, fearful for their own lives, turned against Robespierre himself and executed him.



**Death of the king.** Louis XVI, as much a victim of his time as he was a poor ruler, was unable to stem the flow of revolutionary violence.

The Convention proceeded to draw up a new constitution and established a five-man *Directory* in October 1795 to govern France. The Directory was split by corruption, intrigue, and a fatal dependence on the army to maintain order. This internal conflict led to a coup d'etat, in September 1797, directed against those who wished to restore constitutional monarchy. However, in 1799 **Napoleon Bonaparte** returned from fighting in Egypt and overthrew the Directory. He established the Consulate and thereby ended the Revolution.



**Exercise 29a. Write down the words from which the following nouns are formed and add a few similar nouns:**

|                |                    |
|----------------|--------------------|
| majority _____ | prosperity _____   |
| minority _____ | dignity _____      |
| nobility _____ | superiority _____  |
| ability _____  | tranquillity _____ |
| _____          | _____              |

**b Write down the words with the opposite meaning (in most cases these words will have the same root):**

restless — *restful*

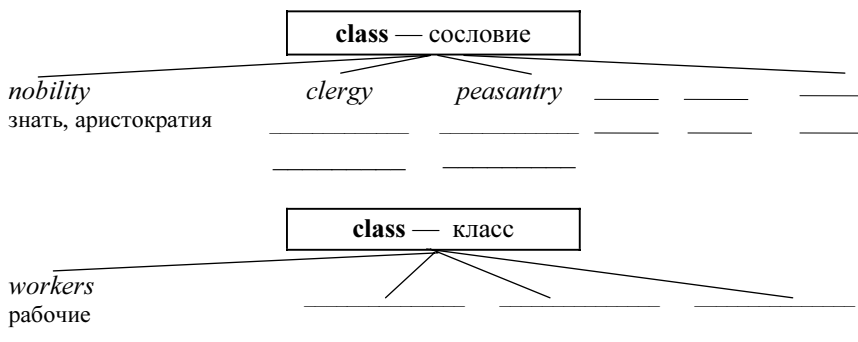
but: motionless — *mobile, active*

|                   |                  |
|-------------------|------------------|
| harmless _____    | speechless _____ |
| defenceless _____ | spiritless _____ |
| careless _____    | treeless _____   |

**c Match the synonyms and write down short sentences of your own:**

|             |                   |
|-------------|-------------------|
| to withhold | to widen _____    |
| to seize    | to refuse _____   |
| to flee     | to try _____      |
| to accede   | to arrest _____   |
| to seek     | to run away _____ |
| to spread   | to agree _____    |

**Exercise 30a. Complete these charts and translate the words you will add:**





**b Match the following adjectives with their meanings and write down short sentences of your own:**

|            |   |                                  |  |
|------------|---|----------------------------------|--|
| rigid      | ↗ | established firmly               | <i>These customs were entrenched by tradition.</i> |
| entrenched |   | firm, strict, not to be changing |  |
| restless   |   | showing signs of impatience      |  |

**c Write a few short sentences of your own with the following words:**

|                        |          |              |               |
|------------------------|----------|--------------|---------------|
| to impose heavy        | taxation | to eradicate | national debt |
|                        | taxes    |              | crime         |
|                        | duties   |              | epidemic      |
|                        | tasks    |              | disease       |
| the immediate cause of | war      |              |               |
|                        | riot     |              |               |
|                        | violence |              |               |
|                        | revolt   |              |               |
|                        | uprising |              |               |

**Exercise 31a. Complete the chart showing how the French Revolution developed:**

|        |  |       |
|--------|--|-------|
| 1789 — | <i>the National assembly meets to resolve the crisis</i> | _____ |
| 1791 — | _____  | _____ |
| 1792 — | _____  | _____ |
| 1795 — | _____  | _____ |
| 1797 — | _____  | _____ |
| 1799 — | _____  | _____ |

**b Check if you remember:**

- 1 Who was the king of France when the Revolution began?
- 2 Where were the roots of the Revolution?
- 3 How did the names of the national assembly change within this period?
- 4 Did the king willingly let the first constitution of France be drafted?
- 5 What made July 14 a historic date?
- 6 What was the residence of the French kings?



### c Translate the following sentences into English:

1. Великая Французская революция — период в истории Франции с 1789 по 1799 г., в течение которого произошли коренные изменения затронувшие все сферы жизни общества. Была упразднена монархия и провозглашена республика.
2. 14 июля 1789 — великая дата в истории Франции. В этот день народ штурмовал Бастилию, которая была символом абсолютизма. На флагах, развивавшихся в Париже, был начертан девиз «Жить свободным или умереть».
3. Декларация прав человека и гражданина провозгласила неотъемлемыми правами человека свободу личности, слова, совести, равенство перед законом.

### Exercise 32. Read and underline the sentence you find most important:

**Napoleon I** (1769—1821), Emperor of France (1804—1814 and 1814—1815). A general from 1796 in the Revolutionary War. From 1803 he conquered most of Europe and installed his brothers as puppet kings. After the Peninsula War and retreat from Moscow in 1812, he was forced to abdicate in 1814 and was banished to the island of Elba. In March 1815 he reassumed power but was defeated by British and Prussian forces at the battle of Waterloo and exiled to the island of St. Helena.



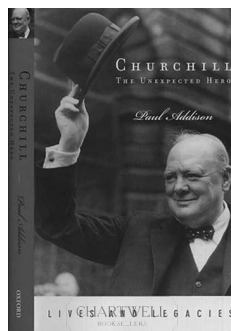
### Write English

#### Annotation of the book

#### **Churchill, the Unexpected Hero**

*Paul Addison, Director of the Centre  
for Second World War Studies, University  
of Edinburgh*

- An incisive and beautifully written biography
- Focuses on the battles over Churchill's reputation, during and after his time
- Explores the mythology (both positive and negative) that surrounds Churchill





During the Second World War, Winston Churchill won two resounding victories. The first was a joint victory over Nazi Germany, the second a victory over the sceptics who had excluded him from high office. In this incisive biography, Paul Addison examines the life of the most iconic figure in twentieth-century British history, and also the continuing battle over his reputation.

*Readership:* General readers interested in Churchill's, biography, the Second World War, and the cult of the hero; 'A' level students and history undergraduates.

**Exercise 33a. Read and translate the above annotation.**

**b Write a similar annotation of a book you have read on a historical personality. (The book may be in English or in Russian.)**

### Have a discussion

## Historical song

### *Red River Valley*

This song moved south, then east, then west, rather than following the traditional westward part of English and American folksongs. *Red River Valley* has become a traditional American cowboy song.

From this valley they say you are going  
I will miss your bright eyes and sweet smile,  
I've been thinking a long time, my darlin,  
Of the sweet words you never would say.

For they say you are taking the sunshine  
That brightens our pathway awhile,  
Now alas must my fond hopes all vanish,  
For they say you are going away.

Come and sit by my side if you love me,  
Do not hasten to bid me adieu,  
But remember that the Red River Valley,  
And the cowboy who loved you so true.

*Note:*   hasten = be in a hurry  
          bid me adieu = say goodbye to me  
          so true = so truly  
          alas (a poetic exclamation of sorrow or regret)  
          must my fond hopes all vanish = my fond hopes must all disappear  
          fond = affectionate, romantic



**Cowboy Singing** by  
the 19th-century  
American painter  
Thomas Eakins captures the romantic  
appeal of the Wild  
West

**Exercise 34. Be ready to discuss with your group-mates  
'Historical events, national traditions and folk arts'.**





---

## LESSON 12

# RELIGIONS

|                         |  |
|-------------------------|--|
| Revise Grammar:         | Prepositions<br><i>Christianity, the worldwide religion</i>  |
| Retell the texts:       | <i>A Christian Empire under constant threat</i><br><i>A religion built on the direct word of Allah</i><br><i>The Muslim place of worship</i> |
| Extend your vocabulary: | <i>Judaism</i><br><br><i>House of assembly, prayer and study</i><br><i>The eightfold path to enlightenment</i>                               |
| Read English:           | <i>The oldest path on earth</i><br><i>Taoism, philosophy of nature</i>   |
| Write English:          | Annotation of the book   |

---

### Revise Grammar    Prepositions

---

#### Read the text

**Almost a quarter of the world's people embrace  
the teachings of Christ**

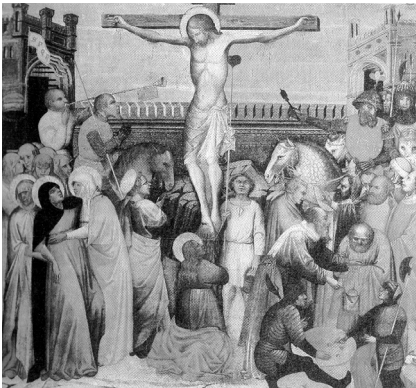
The traditional basis of the Christian faith is that in *Jesus Christ*. God himself — in the person of his eternal son — became man, lived and taught on earth, died on the cross, and rose from the dead, all for the salvation of mankind. Christians believe in one God with three aspects: *God*



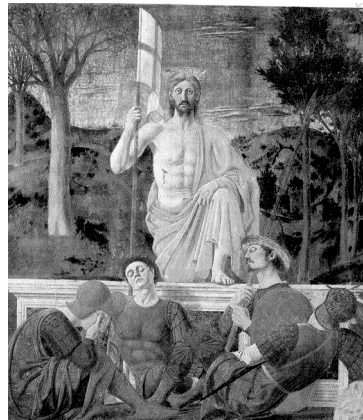
*the Father, God the Son (Jesus), and God the Holy Spirit.* God showed his love for the world by coming to Earth as Jesus, and suffering and dying in order to be reconciled with humanity. Christians believe that three days after his death by crucifixion Jesus was raised to life by God's power, appearing many times in bodily form to his followers, and that he is now alive in the world through the Holy Spirit. Christians believe that everlasting life in God's presence is promised to those who have faith in Jesus Christ and who live according to his teaching.

Today more than 1.2 billion people are professedly Christian and are associated, however loosely, with a Christian denomination. Separated according to some differences in beliefs and practice, its main denominations are: the *Eastern Orthodox, Roman Catholic, and Protestant churches.* The belief that forgiveness of sins and eternal life are found only in Christ remains at the heart of the Christian allegiance.

Christianity arose in Roman-occupied Palestine 2,000 years ago, when Jesus was proclaimed by his disciples after his death as the awaited Messiah, or Deliverer, of his people. Although rooted in the *Old Testament*, Christianity developed in the Greco-Roman world, which largely determined its thought and culture.



**The Crucifixion.** The 15th century Italian artist *Stefano da Zevio* painted this death of Christ. On the left are Mary, the mother of Jesus, Mary Magdalene, and Mary, the mother of James and John. On the right, Roman soldiers cast lots for Christ's robes.



**The Resurrection.** The miracle of Christ's resurrection causes three of his disciples to faint and a fourth to cover his eyes. Painted by *Piero della Francesca* around 1460, the fresco can be seen in his hometown of Borgo San Sepolcro in central Italy.



## Prepositions

Так как в английском языке отсутствуют падежные окончания, предлоги играют очень важную роль.

Одни из основных предлогов в английском языке – *of*, *in*, *on*. В сочетании с существительным или местоимением предлог *of* часто соответствует родительному падежу:

a quarter *of* the world's people

the teachings *of* Christ

the traditional basis *of* the Christian faith

Предлог *in* обычно переводится на русский язык предлогом *в* :

faith *in* Jesus Christ

to be alive *in* the world

Предлог *on* обычно переводится на русский язык предлогом *на*:

He lived and taught *on* earth.

He died *on* the cross.

### Exercise 1a. Underline the noun to which the preposition *of* relates and translate these word-combinations:

- 1 the salvation of mankind
- 2 in the person of his eternal son
- 3 forgiveness of sins
- 4 at the heart of the Christian allegiance
- 5 the awaited Messiah, or Deliverer of his people

### b Translate into Russian paying attention to the preposition *in*:

- 1 to believe in one God
- 2 appearing many times in bodily form
- 3 everlasting life in God's presence
- 4 separated in beliefs and practice
- 5 Christianity arose in Roman-occupied Palestine
- 6 although rooted in the Old Testament
- 7 Christianity developed in the Greco-Roman world



## Exercise 2. Underline the prepositions and translate these sentences:

- 1 He rose from the dead for the salvation of the mankind.
- 2 He showed his love for the world.
- 3 He came to Earth as Jesus.
- 4 He suffered and died to be reconciled with humanity.
- 5 He died by crucifixion.
- 6 He was raised to life by God's power.
- 7 They live according to his teaching.
- 8 They are associated with a Christian denomination.

## Exercise 3a. Translate into Russian:

- 1 to be reconciled with humanity
- 2 according to some differences
- 3 to be proclaimed by his disciples as Messiah

## b Translate into English:

- 1 вера в единого Бога
- 2 через три дня после смерти
- 3 в римских катакомбах
- 4 обещать что-либо кому-либо
- 5 различия в религии
- 6 прощать кому-либо что-либо

## Retell the text

### A Christian empire under constant threat

Politically weak, it displayed enduring cultural strength

Christianity was the binding force that enabled *Byzantium* — the Byzantine Empire — to survive for more than one thousand years, long after the Roman Empire that gave it birth had perished. Christianity also inspired the art and architecture of Byzantium.

Byzantium owed its wealth to its position astride both north-south and east-west trade routes. It owed its traditions of law and government



to Rome and its learning to Greece. But at its heart lay the Christian city of Constantinople. The city, formerly Byzantium, was rebuilt and renamed in 330 by the Roman *emperor Constantine*, who made it his capital, judging it to be better placed to withstand the barbarian invasions that threatened Rome. The empire, which retained its ancient name, became an increasingly independent entity after 395.

Constantine was the first emperor to see Christianity as a unifying force and to encourage it — fortunately so, for without such a bond the empire would probably have fallen. In the subsequent 11 centuries, Byzantium rarely enjoyed a year's peace. Under a succession of weak emperors, internal conflicts made 'Byzantine' a byword for intrigue. Though the empire always included at least parts of the Balkan Peninsula and Turkey, its borders shifted constantly. It was assailed in turn by Goths, Huns, Persians, Avars, Bulgars, Vikings, Slavs, Arabs, Berbers, Turks, Normans, and the Crusaders, who looted Constantinople in 1204. In 1453, the Turkish sultan Mahammed II captured the city — he called it a 'monstrous head without a body' — and the empire fell to Islam.

Byzantium's legacy lives on, however. Its own version of Christianity, independent of Rome after 1054, formed the basis of today's Orthodox churches; it preserved classical literature, an inspiration during the Renaissance; and Justinian's legal code remains the foundation of much European civil law.



**Emperor Justinian** (527—565). He was the greatest Byzantine emperor. Backed by his formidable wife Theodora, he retook North Africa from the Vandals and Italy from the Ostrogoths. These gains were temporary, but his power enabled him to leave lasting monuments: gorgeous buildings, such as the Church of St. Sophia, and the codification of a millennium of Roman law. This massive work, the *Corpus Juris Civilis*, has influenced the intellectual, social, and political life of Europe ever since. It is a comprehensive guide to Roman law and the basic document of civil law throughout Europe today.



**Exercise 4a. Write down the words which are pronounced in the following way:**

|                      |                     |
|----------------------|---------------------|
| [θret] _____         | [tu ɪn'djuə] _____  |
| [welθ] _____         | ['monstrəs] _____   |
| [tə wɪð'stænd] _____ | [ˌjuərə'pɪən] _____ |
| [ðou] _____          | ['legəsɪ] _____     |

**b Read the first paragraph of the text outloud paying attention to the intonation.**

**c Mark the intonation of the sentences of the second paragraph and read them outloud.**

**Exercise 5a. Insert the correct articles:**

Byzantium was ... ancient Greek city on ... Bosphorus, founded as ... colony of ... Greek city of Megara on ... important strategic site at ... entrance to ... Black Sea in about 660 B.C. Today it is ... modern Istanbul.

**b Use the verbs in the correct forms:**

The Byzantine Empire or the Eastern Roman Empire (*to exist*) in 395—1453, with its capital at Constantinople. In 395 the Roman Empire (*to divide*) into eastern and western halves. In 1453 the Turks (*to capture*) Constantinople and (*to found*) the Ottoman Empire.

**c Answer the following questions:**

- 1 Is the name Byzantium used in \_\_\_\_\_  
the basic text of this section as \_\_\_\_\_  
the name of the city or empire? \_\_\_\_\_
- 2 What role did Christianity play \_\_\_\_\_  
for Byzantium? \_\_\_\_\_
- 3 Was Byzantium very rich and \_\_\_\_\_  
developed? \_\_\_\_\_

**d Write out all the information from the text about:**

- the Roman Emperor Constantine
- the fate of the Byzantine Empire after Constantine died



**Exercise 6a. Paraphrase the following sentences and write down the resulting sentences:**

- 1 It became an independent entity. \_\_\_\_\_
- 2 Byzantium's legacy lives on. \_\_\_\_\_
- 3 It didn't enjoy a year's peace. \_\_\_\_\_
- 4 It was a byword for intrigue. \_\_\_\_\_
- 5 They looted the city. \_\_\_\_\_

**b Translate into English:**

Константинополь основан римским императором Константином в 324—330 г. на месте древнегреческой колонии Византия. Константинополь стал столицей Римской империи. Благодаря выгодному географическому положению между Востоком и Западом, Константинополь быстро превратился в центр политической, экономической и культурной жизни.

После развала Римской империи Константинополь становится центром Византийской империи. В 1453 г. Константинополь был захвачен турками. В средневековых русских текстах этот город назывался Царьград. В 1930 г. Константинополь был переименован в Истанбул, а затем в Стамбул.

**c Do you remember this?**

- 1 When did the Byzantine Empire fall to Islam?
- 2 What formed the basis of today's Orthodox churches?
- 3 When did Emperor Justinian live?
- 4 What contribution did he make into the world civilization?

**d Sum up what the text said about Christianity in the Roman Empire, the Byzantine Empire and during the Renaissance.**



## Retell the text

### **A Religion built on the direct Word of Allah**

Muhammad's followers observe five obligations

Islam is based on the teaching of the *Koran* (or Qur'an), claimed by believers to be the direct word of *Allah*, that is God, and revealed to the prophet *Muhammad* in the 7th century A.D. It spread rapidly from Mecca in northwest Arabia across North Africa and the Middle East, and into Spain, part of Russia, and eventually India and Indonesia. Today its followers number about 600 million.

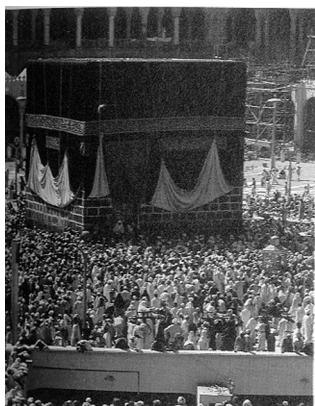
Standing in the tradition of both Christianity and Judaism, Islam promises that the faithful follower will go to Paradise and the nonbeliever to Hell. Allah is the creator of the universe and a loving but just god, and Abraham and Jesus are included in the Islamic prophets.

Islam has *five obligations*, or pillars, that the faithful must observe — to believe in Allah and Muhammad, to pray five times daily while facing Mecca, to give money to charity, to fast between sunrise and sunset during the month of Ramadan, and to visit the holy shrine at Mecca at least once in a lifetime if circumstances permit.

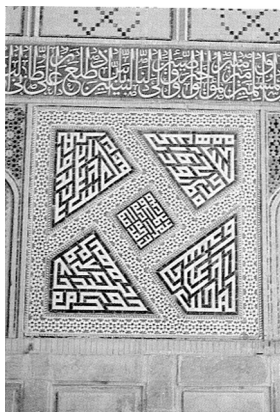
The Koran also has a political message, as it details how men should live in a community and permits the waging of holy war (jihad) against nonbelievers. After the death of Muhammad, Islam split into two groups, the *Sunni Muslims* today numbering 536 million and the *Shiite Muslims* numbering 40 million.

The Divine Word After Muhammad's death, the revelations he received from God through the angel Gabriel were written down as the sacred text, the Koran. It is about as long as the New Testament in the Bible, with 114 chapters, called *suras*, which are placed in order according to length. The suras concern spiritual truths, political and moral questions. The Koran teaches that there is only one God and that no intermediaries between God and man are necessary. For this reason no Islamic priesthood has developed.





**The Kaaba Shrine.** In the Great Mosque in Mecca lies this cube-shaped building containing the Black Stone, most sacred of Islamic objects, said to have been given by Gabriel to Abraham.



**Islamic art.** The Koran forbids the representation of Allah, the human form, and animals, so an abstract style developed. This tile mural is from the Jum'a Mosque, Isfahan.

**Exercise 7a. Write down the words which are pronounced in the following way:**

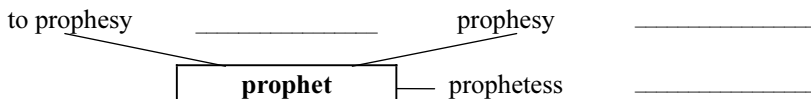
|           |       |             |       |
|-----------|-------|-------------|-------|
| ['ælə]    | _____ | ['mozlem]   | _____ |
| [ko'ra:n] | _____ | [,ræmə'dæn] | _____ |
| ['ɪzlɑ:m] | _____ | [mosk]      | _____ |
| ['muslɪm] | _____ | ['seɪkrɪd]  | _____ |

**b Match the equivalents and write a few short sentences of your own:**

|            |   |             |   |
|------------|---|-------------|---|
| to observe | → | запрещать   | _____                                   |
| to claim   |   | соблюдать   | <i>They try to observe these rules.</i> |
| to reveal  |   | открывать   | _____                                   |
| to number  |   | утверждать  | _____                                   |
| to fast    |   | насчитывать | _____                                   |
| to wage    |   | поститься   | _____                                   |
| to forbid  |   | развязывать | _____                                   |



**c Write a few sentences with the following words:**



**Exercise 8a. Check if you remember:**

- 1 To what parts of the world did Islam spread soon after the 7th century A.D.?
- 2 How many Islam followers are there in the world today?
- 3 What are the common features of Islam, Christianity and Judaism?
- 4 What Islamic prophets did the text mention?
- 5 How many pillars is Islam based on?
- 6 Is there such a notion as an Islamic priest?

**b Translate into English:**

Ислам — одна из трех мировых религий, наряду с христианством и буддизмом. Коран — священная книга мусульман, включает 114 глав, которые называются сурами. Коран запрещает изображение аллаха, человека и животных. Город в Саудовской Аравии Мекка — религиозный центр ислама, место паломничества мусульман всего мира.

**c Write out all the information from the text about the Koran and its suras.**

**Exercise 9a. Answer the following questions:**

- 1 Why do you think Muslims pray facing Mecca? \_\_\_\_\_
- 2 Why does every Muslim look forward to visiting Mecca? \_\_\_\_\_
- 3 What is the story of the Black Stone? \_\_\_\_\_
- 4 Why do you think the Koran forbids the representation of Allah, the human and animals? \_\_\_\_\_

**b Insert the correct articles:**

- 1 Mecca is ... city of West Saudi Arabia and ... capital of ... region of Hejaz which united with ... region of Nejd in 1932 to form Saudi Arabia.



- 2 Isphahan is ... city of central Iran, capital of ... Isphahan province which is famous worldwide for metalwork.
- 3 ... followers of Islam are Muslims or Moslems.

## Retell the text

### The Muslim place of worship

Ancient desert building traditions embodied  
in the monuments of Islam

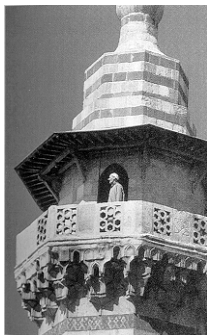
The Muslim enclosure for prayer, the *mosque* (from the Arabic word 'masjid', place of worship), was the first Islamic architectural form. The earliest mosque which has survived intact, the Great Mosque built in Damascus in 707, is roofed and domed. But many early mosques consisted of a large rectanugular open courtyard surrounded by roofed or vaulted colonnades. Typical of the building traditions of the desert, they were featureless from outside like fortified desert villages built around their wells. During the 13th century cruciform mosques were introduced into Egypt by Suleiman, an Ot-taman ruler from Turkey.

Every mosque has a niche called the *mihrab* built into the wall facing Mecca to indicate the direction for the worshipers to face when praying. There may be a space in front of it, enclosed by a screen, for the caliph, sultan, or governor. Nearby is a raised pulpit, often canopied, called the *minbar*. Most mosques have at least one high minaret, from which the muezzin, or crier, calls the faithful to pray five times a day. Most have running water for ritual ablution — often a fountain or well set in the centre of the colonnaded courtyard.

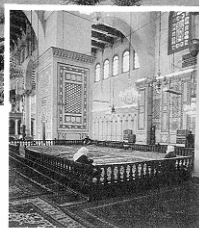
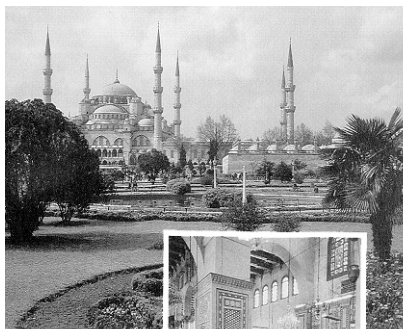
Walls, gates, minarets, roofs, and domes may be ornately decorated with abstract designs and inscriptions from the Koran. The *Haddith*, the Islamic Traditions, forbid the representation of living human figures in art, because man is a work of God. Decoration may take the form of patterned brickwork (often found in Turkish mosques); of painted and glided stucco (seen in early Egyptian mosques); of marbles or mosaics (used in Syria and other areas once part of the Byzantine Empire); or of ceramic tiles (found in many Persian mosques).



A proverb that is familiar throughout the Islamic world, ‘prayer is better than sleep’ reflects the special emphasis placed on prayer in Muslim tradition.



**Minaret.** A muezzin calls to the faithful from a minaret of the Darwishiya Mosque in Damascus. Minaret comes from an Arabic word meaning ‘candlestick, lighthouse, lamp’.



**The Blue Mosque** of Istanbul constructed in the 17th century as the centrepiece of a complex that included a hospital, a school, and other buildings. A little below, the ornate marble- and mosaic-lined interior of the Umayyad (or Great Mosque) of Damascus.

**Exercise 10a.** Write down the words which are pronounced in the following way:

|               |       |              |       |
|---------------|-------|--------------|-------|
| ['wo:ʃɪp]     | _____ | [də'ma:skəs] | _____ |
| ['kru:sɪfo:m] | _____ | [preə]       | _____ |
| ['pʊlpɪt]     | _____ | [ma:bl]      | _____ |
| ['faʊntɪn]    | _____ | [sɪ'ræmɪk]   | _____ |

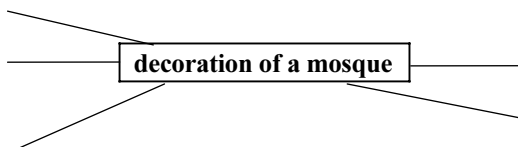
**b Match the equivalents and write a few short sentences of your own:**

|             |                 |       |
|-------------|-----------------|-------|
| cruciform   | с укреплениями  | _____ |
| intact      | с куполом       | _____ |
| roofed      | под крышей      | _____ |
| domed       | сводчатый       | _____ |
| vaulted     | крестообразный  | _____ |
| featureless | нетронутый      | _____ |
| fortified   | невыразительный | _____ |



c Write out from the text all the words associated with the architecture of mosques.

Exercise 11a. Add as many words, associated with decoration of a mosque, as you can and translate them into Russian:



*patterned brickwork*—узорчатая кирпичная кладка

b Translate into English:

Здание мечети, как правило, имеет очень богатый орнамент. Неотъемлемая часть мечети — минарет. С этой высокой башни муэдзин призывает мусульман на молитву. Важная функция мечети — обучение детей. Комплекс мечети обычно включает школу.

Exercise 12a. Check if you remember:

- 1 What did early mosques look like?
- 2 What has changed in the structure of mosques since then?
- 3 For whom is a raised pulpit meant in a mosque?
- 4 Who is a muezzin?
- 5 Why do most mosques have running water?

b Insert the correct prepositions:

- 1 Figuratively, the faith and religion ... Islam is called the Crescent and Christianity is called the Cross.
- 2 In everyday life crescent means the curve ... the moon ... the first quarter.
- 3 The words 'desert' and 'dessert' are two different words and they are pronounced ... different ways (*desert* — sand covered land [ˈdezət]; *dessert* — a course ... the end of the meal [dɪˈzɜ:t]).

c Sum up the text.



## Extend your vocabulary

### Judaism

Judaism is the religion of the ancient Hebrews and their descendants the Jews, based, according to the *Old Testament*, on a covenant between God and Abraham about 2000 B.C. and the renewal of the covenant with Moses about 1200 B.C.

The *Hebrew Bible* is the sacred writings of Judaism. It includes the *Torah* (the first five books, ascribed to Moses), historical and prophetic books, and psalms, originally written in Hebrew and later translated into Greek (Pentateuch) and other languages.

Judaism rests on the concept of one eternal invisible God, whose will is revealed in the Torah and who has a special relationship with the Jewish people. It is the faith of Jews living in and outside Israel. There are large Jewish populations today in the USA, the former USSR (mostly Russia, Ukraine, Belarus, and Moldova), and the UK.

#### Exercise 13a. Translate the following words into Russian:

|  |  |
|--|--|
| <b>covenant</b>  | the book of the old covenant = <i>the Old Testament</i>    |
| the land of the covenant<br>= <i>the promised land</i> | the book of the new covenant<br>= <i>the New Testament</i> |

#### b Match the equivalents and write a few short sentences of your own:

|              |                           |
|--------------|---------------------------|
| covenant     | понятие, идея, концепция  |
| renewal      | воля, желание, завещание  |
| will         | советчик, ориентир        |
| guide        | родство, отношение, связь |
| concept      | возобновление             |
| relationship | соглашение, завет         |

#### c Translate the sentences from the text with the following verbs and say if the verbs are synonymous:

to comprise  
to contain  
to include



## d Write down the word families of the following words:

visible — *invisible, vision, intervision, television, visibility*

historical \_\_\_\_\_ eternal \_\_\_\_\_

original \_\_\_\_\_ prophetic \_\_\_\_\_

following \_\_\_\_\_ synonymous \_\_\_\_\_

## Exercise 14a. Read the text inserting the correct articles if necessary:

In ... Old Testament Abraham is ... founder of ... Jewish nation. In his early life he was called Abram. ... God promised him ... heirs and land for his people in Canaan (Israel), renamed him Abraham ('father of many nations'), and tested his faith by ... command, later retracted, to sacrifice his son Isaac.

## b Read the text using the correct forms of the verbs:

In Judaism and Christianity, the Messiah (*to be*) the saviour or deliverer. Jews from the time of the Old Testament exile in Babylon (*to look forward*) to the coming of the Messiah. Christians believe that the Messiah (*to come*) in the person of Jesus, and hence (*to call*) him the Christ.

## Exercise 15a. Read and translate the following:

**Hebrew** is a member of the Semitic people who lived in Palestine at the time of the Old Testament and who traced their ancestry to Abraham. The Hebrew language is a member of the Hamito-Semitic language family, spoken in South West Asia by the ancient Hebrews, sustained for many centuries in the Diaspora as the liturgical language of Judaism, revived by the late 19th-century Haskala movement, and developed in the 20th century as Israeli Hebrew, the national language of the state of Israel.

**The Wailing Wall** is a place of prayer and pilgrimage sacred to the Jews. Part of it, dating from the second century B.C., is all that remains of the Second Temple of Jerusalem, destroyed by the Romans in A.D. 70. Fifty meters high, it is now part of a larger wall around a mosque.





## Extend your vocabulary

### House of assembly, prayer and study

The focal point of Jewish religious and cultural life

The first *synagogues* — the Jewish houses of assembly, prayer, and study — seem to have come into being as early as the 6th century B.C., during the exile of the Jews in Babylon, as substitutes for the Temple in Jerusalem. The word *synagogue* is from the Greek 'sunagoge', 'assembly'. The *synagogue* became the focal point of Jewish religious and cultural life and has remained so.

Although a synagogue is usually rectangular, with seats downstairs for men and a gallery for women (in Orthodox synagogues), it can be built on any plan. It normally contains a screened niche for the 'aron hakodesh', the Holy Ark that holds the scroll of Jewish law; the 'ner tamid'. The light that is symbolic of the Eternal Light, is placed directly above the Ark. Most synagogues also have a 'bema' — a raised platform or pulpit.

The religious life of a synagogue and its congregation is led by a lay rabbi (Hebrew for 'my master') who operates as a full-time minister. He is elected by a board of fellow laymen, his necessary qualification being his knowledge of Jewish law, faith, and practice. The synagogue is thus a democratic institution — and any group of Jews is free to establish a synagogue.

Three main synagogue associations now exist — the Orthodox, the Conservative, and the Reform.

**Ancient Symbol.** In the Book of Exodus, the Lord tells Moses to make a six-branched candlestick for the Tabernacle — the portable place of worship used on the journey to the Promised Land. Today there are such candlesticks in synagogues throughout the world.





**Exercise 16a. Translate the following sentences into Russian paying attention to the Perfect Infinitives:**

- 1 They seem to have come into being in the 6th century. *Очевидно, они появились в VI в.*
- 2 They claim to have found it some time ago.
- 3 They claim to have seen this document.
- 4 They report to have discovered the truth.
- 5 The scientist seems to have developed a new theory.
- 6 The policemen claim to have arrested the killer.
- 7 The work seems to have been completed.

**b Write down the words which are pronounced in the following way:**

|                |       |                 |       |
|----------------|-------|-----------------|-------|
| ['sɪnəgɒg]     | _____ | [nɪtʃ]          | _____ |
| [ə'sembli]     | _____ | [sɪm'bolɪk]     | _____ |
| ['o:θədɒks]    | _____ | [,kɒŋgrɪ'geɪʃn] | _____ |
| [rɪk'tæŋɡjʊlə] | _____ | ['leɪmən]       | _____ |

**c Form adjectives from the following words and add as many nouns as you can which could be used with these adjectives:**

eternity — *eternal God (love, life, oponent, triangle, city — Rome)*

religion \_\_\_\_\_

culture \_\_\_\_\_

norm \_\_\_\_\_

symbol \_\_\_\_\_

fact \_\_\_\_\_

object \_\_\_\_\_

**d Match the following words with their description:**

|                   |  |                                      |
|-------------------|--|--------------------------------------|
| fellow countryman |  | a person who has no expert knowledge |
| layman            |  | a person from the same nation        |

**Exercise 17a. Insert the correct articles if necessary:**

- 1 The Exodus of Israelites from ...Egypt was in about 1300 B.C.
- 2 Moses was ... Hebrew lawgiver and judge who led ... Israelites out of Egypt to ... promised land of Canaan, ... ancient region between ...



Mediterranean and ... Dead Sea. It was occupied as early as ... 3rd millennium B.C. by ... Canaanites, ... Semitic-speaking people who were known to ... Greeks of ... 1st millennium B.C. as Phoenicians. ... capital was Ebba (now Tell Mardikh, Syria).

- 3 On ... Mount Sinai Moses claimed to have received from Jehovah ... oral and written law, including ... Ten Commandments engraved on ... tablets of stone.

### **b Check how well you remember the basic text:**

- 1 When did the first synagogues emerge?
- 2 What does the word *synagogue* mean in Greek?
- 3 Is one to be built on a certain strict plan?
- 4 What is the Holy Ark and the Eternal Light?
- 5 How many Jews can establish a synagogue if they wish so?

### **Extend your vocabulary**

## **The eightfold path to enlightenment**

Compassion and meditation in the quest for Nirvana

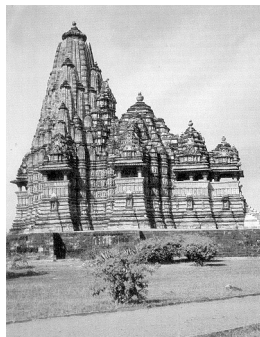
Buddhists try to emulate the life of *Siddhartha Gautama* — the **Buddha** — who founded the religion and philosophical system named after him in northeast India in the 6th century B.C.

According to tradition, Gautama was brought up in luxury and protected from all unpleasant sights during his early life. But one day he encountered in succession first an old man, then a sick man, and, finally, a corpse. These meetings made him aware of the sufferings of mankind and the impermanence of life, and he determined to leave his comforts and set out on a quest for spiritual truth.

Buddhism teaches *Four Noble Truths*: 1) that the world is full of suffering; 2) that suffering is caused by human desires; 3) that suffering stops when desires are renounced; 4) and that the Eightfold Path consists of eight principles of behaviour that make up the road of enlightenment: right understanding, right resolve, right speech, right action, right livelihood, right effort, right mindfulness, and right meditation.



*Nirvana*, the Buddhist's ultimate goal, is the ultimate state of blessedness, to which enlightenment gives entry. It is viewed in different ways by the two main Buddhist schools. The *Hinayana school* — the older, more conservative form of Buddhism — regards Nirvana as the means by which the individual is liberated from earthly existence. The *Mahayana school*, on the other hand, asserts that the disciple who gains enlightenment remains in the world, as a *Bodhisattva*, to help others along the path. The followers of Hinayana are chiefly found in Sri Lanka, Burma, Thailand, Laos, and Cambodia; the Mahayana has most support in Tibet, Mongolia, China, Korea, and Japan. Today there are some 500 million Buddhists in the Far East, and a growing number in the West.



### **Buddhist Shrine.**

The Swayambhunath Temple, near Katmandu in Nepal, is a typical example of Buddhist architecture.

### **Exercise 18a. Write down the words from which the followings ones are formed:**

|                     |                   |
|---------------------|-------------------|
| enlightenment _____ | blessedness _____ |
| impermanence _____  | existence _____   |
| livelihood _____    | clockwise _____   |
| mindfulness _____   | eightfold _____   |

### **b Write out the English equivalents from the text:**

|                          |                                 |
|--------------------------|---------------------------------|
| поиск _____              | поведение _____                 |
| цель _____               | дух _____                       |
| решение, намерение _____ | место поклонения, святыня _____ |

### **c Match the equivalents and write down a few short sentences of your own:**

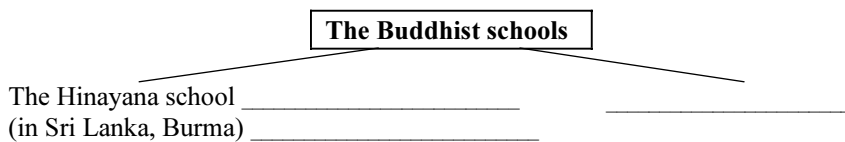
|              |                     |
|--------------|---------------------|
| to emulate   | подражать _____     |
| to bring up  | искать _____        |
| to encounter | воспитывать _____   |
| to renounce  | утверждать _____    |
| to make up   | встречаться с _____ |



to assert  
to seek

отказываться от \_\_\_\_\_  
составлять, образовывать \_\_\_\_\_

### Exercise 19a. Complete the chart:



### b Translate into English:

Буддизм — одна из трех мировых религий, наравне с христианством и исламом. Основателем буддизма считается Сиддхартха Гаутама. Буддизм — это не только религия, но и философская система. Буддизм проповедует четыре благородные истины. Основное понятие буддизма — нирвана, означающее высшее состояние, цель человеческих устремлений. Число приверженцев буддизма в западном мире постоянно увеличивается.

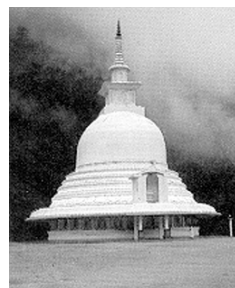
### c Check if you remember:

- 1 When and where was Buddhism founded?
- 2 What is the life story of Guatama?
- 3 What Four Noble Truths does Buddhism teach?
- 4 How many people worship Buddhism at present?

### d Have a look at this building and say what it is called in English.

If you do not know, read this very short text and find the word:

Buddhist shrines vary slightly in style in different countries, but almost all are built around a central dome — a shape derived from burial mounds that were common in India in pre-Buddhist times. Many — as on this Sri Lankan *stupa* — are topped by a stylized parasol, one of the traditional possessions of a *Buddhist monk*.





### The oldest path of earth

About 400 million people follow a religion that has  
no founder and no set creed

Alone among major world religions, *Hinduism*, the faith commanding the loyalty of 85 percent of India, has no one founder and no one authoritative scripture such as the Christian Bible or the Muslim Koran.

Instead, Hindu beliefs grew out of the fusion of two cultures when the Aryan people of central Asia settled in northern India in about 2000 B.C. among the original inhabitants of the subcontinent. The oldest surviving Hindu texts, the *Vedas* — which are largely a collection of Aryan hymns — date from about 1500 B.C., centuries before the rise of the other great world religions. Added later were scriptures such as the 4th-century B.C. epic poem the *Mahabharata* and the hundred-odd treatises on philosophic and mystical questions, such as the nature of reality and consciousness, known as the *Upanishads*, which were written after about 800 B.C. At the heart of all these texts is the concept of reincarnation, the philosophical basis both for the Hindu emphasis on nonviolence and for the caste system that still pervades modern Indian society.

According to this concept, the souls of all living creatures are reborn in new bodies after death. Those who act virtuously in life are reborn in higher social castes; those whose actions (or *karma*) are evil return as lower-caste humans or even as animals. Release from this endless cycle of death and rebirth is possible only through arduous spiritual discipline. One such discipline — which is recommended in the *Bhagavadgita* (*Song of the Lord*) contained in the epic *Mahabharata* — is the technique of physical control and meditation known as *yoga* (or union).

Hinduism's emphasis on respect for all life springs directly from this belief that every creature contains an immortal soul that is working out its own sacred destiny. It is for this reason that Hindus revere cows, for example, and that many are vegetarian. A Jain monk of the Hindu sect of Jainism sweeps his path as he walks, so as not to harm even an insect.

The same belief in reincarnation also helps to explain the tenacious hold of the caste system, despite the banning by law of discrimination against the largest and lowest caste, the harijans, or untouchables. For



the doctrine leads Hindus to believe that people are born into the caste they deserve as a result of their behaviour in past lives.

Hinduism's 400 million followers worship a total of more than 30 million gods and goddesses. But most of the great Hindu temples are now devoted to one or only two : the god of creation and destruction, *Shiva*; and a kindly god, *Vishnu*, who is believed to help men at times of special need.

**Shiva.** An 11th-century bronze shows Shiva dancing in a ring of flames. The ring symbolizes the eternal cycle of creation, destruction and rebirth.



**Exercise 20a.** Write down the words which are pronounced in the following way:

|                  |       |                 |       |
|------------------|-------|-----------------|-------|
| ['trɪ:tɪz]       | _____ | [hɪm] (2 words) | _____ |
| [,rɪ:nkə:'neɪʃn] | _____ | ['beɪsɪs]       | _____ |
| [,fɪlə'sofɪkl]   | _____ | ['beɪsɪ:z]      | _____ |
| ['fju:ʒən]       | _____ | ['dɪsɪplɪn]     | _____ |

**b Match the synonyms and write a few short sentences of your own:**

|               |                                      |       |
|---------------|--------------------------------------|-------|
| creed         | добродетель, целомудрие, достоинство | _____ |
| scripture     | вероучение                           | _____ |
| fusion        | священная книга                      | _____ |
| release       | освобождение                         | _____ |
| hymn          | трактат                              | _____ |
| treatise      | слияние                              | _____ |
| reincarnation | церковный гимн                       | _____ |
| virtue        | перевоплощение                       | _____ |



**c Sort out these words into the two groups and translate them into Russian:**

*consciousness, non-violence, virtuous, destiny, tenacious, arduous, meditation, spiritual, physical, immortal, sacred*

| nouns | adjectives |
|-------|------------|
| _____ | _____      |
| _____ | _____      |
| _____ | _____      |

**d Check if you remember:**

- 1 How many Indians follow Hinduism?
- 2 Does this religion have a scripture?
- 3 What is the *Vedas*, the *Mahabharata*, and the *Upanishads*?
- 4 What are the historic roots of Hinduism?

**Exercise 21a. Write out all the information from the text about:**

- the concept of reincarnation
- the karma
- joga

**b Translate into English:**

- 1 Основа индуизма — учение о перевоплощении душ (сансара). В индуизме как священные почитаются животные (например, коровы), реки (река Ганг), растения.
- 2 Йога — это учение и метод управления психикой и физиологией человека.

**Exercise 22a. Read the text inserting the correct articles:**

... karma (Sanskrit 'fate') in ...Hinduism is ... sum of a human being's actions, carried forward from one life to ... next, resulting in ... improved or worsened fate. ... Buddhism has ... similar belief, except that no permanent personality is envisaged, ... karma relating only to ... physical and mental elements, carried on from ... birth to ... birth,



until ... power holding them together disperse in ... attainment of nirvana.

**b Read the text inserting the correct prepositions:**

Yoga is the Hindu philosophical system attributed ... Patanjali, who lived in about 150 B.C. at Gonda, Uttar Pradesh, India. He preached mystical union with a personal deity ... the practice ... self-hypnosis and a rising above the senses ... abstract meditation, adoption ... special postures, and ascetic practices. As practised ... the West, yoga is more a system ... mental and physical exercise, and ... induced relaxation as a means ... relieving stress.

**Exercise 23. Read the text and underline the sentences you find most important:**

**Brahma** is once the supreme god in Hindu belief. Brahma has been replaced as a focus of worship since the 7th century A.D. by *Shiva* and *Vishnu*.

**Krishna** is the incarnation of the Hindu god *Vishnu*. The devotion of the bhakti movement is usually directed towards Krishna; an example of this is the International Society for Krishna Consciousness. Many stories are told of Krishna's mischievous youth, and he is the charioteer of Arjuna in the *Bhagavad-Gita*.

**Bhagavad-Gita** is a religious and philosophical poem forming an episode in the sixth book of the *Mahabharata*.

**Sanskrit** is the dominant classical language of the Indian subcontinent, a member of the Indo-Iranian group of the Indo-European language family, and the sacred language of Hinduism. The oldest form of Sanskrit is Vedic, the variety used in the *Vedas* and *Upanishads*.



**Three-faced symbol of  
Brahma, Shiva and  
Vishnu**



## Exercise 24. Have a look a say what pagoda this one is:



a religious building in the Far East

an ornate pyramidal Hindu temple

**pagoda**

a many-storied Buddhist tower

erected as a memorial or shrine

a structure such as a garden pavilion, built in imitation of an Eastern pagoda. These structures became fashionable in the mid-18th century as an ornament for parks and gardens.

## Read English

### Taoism, philosophy of nature

Chinese sect believes in a natural path through life

There is a simple message in the Chinese philosophy of *Taoism*: follow the natural path of life. It declares that man can overcome all his difficulties by spontaneously following his nature — in much the same way that water effortlessly finds its own course. Taoism was founded in the 4th or 3rd century B.C. and was based on the teachings of the sage **Lao-tse**, who is reputed to have lived two centuries earlier. It takes its name from the book *Tao-te-Ching* (*The Way and Its Power*) and was in sharp conflict with the earlier bureaucratic teaching of the philosopher **Confucius** (551—479 B.C.)

The social and moral teachings of this Chinese philosopher, who was born in the 6th century B.C. became after his death the philosophical underpinning of classical Chinese civilization. The teaching emphasize a network of mutual duties binding families, friends, and nations. He urged a belief in loyalty, respect for authority, the justice of the state, and the right of talent to be recognized.

Taoism turned to a belief that there is a mystical harmony of man with his surroundings and that truth is to be found in a love of nature.

Taoism became a formal religion in the 1st century B.C. It was practiced until recently, but it has declined since the People's Republic of China was formed in 1949.

*Note:* Taoism ['tauɪz(ə)m] — даосизм.



### Exercise 25a. Insert the correct articles if necessary:

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| ... sage Lao-Tse                     | to become ... formal religion        |
| ... philosopher Confucius            | to be in ... sharp conflict with smb |
| ... Chinese philosophy of ... Taoism | ... 1st century B.C.                 |
| ... book <i>Tao-te-Ching</i>         | ... People's Republic of China       |

### b Write down a few similar sentences using the construction in *italics* and translate them into Russian:

*He is reputed to have lived two centuries earlier.*

### c Check how well you remember:

- 1 When was Taoism founded?
- 2 On whose teachings was it based?
- 3 When did it turn into a formal religion?
- 4 Is Taoism still living?

### d Write down the definition of Taoism using the text.

### Exercise 26. Answer the following questions:

- 1 Why is Taoism called a sect? (a *sect* is a group of people united by religious beliefs that differ from those more generally accepted)
- 2 Which of the two philosophers, Lao-tse or Confucius is more known now in Russia?



#### Do you know this?

**Confucianism** is body of beliefs and practices based on the Chinese classics and supported by the authority of Confucius. The origin of things is seen in the union of yin and yang, the passive and active principles. Human relationships follow the patriarchal pattern of authority, obedience, and mutual respect. For more than 2,000 years Chinese political government, social organization, and individual conduct, were shaped by Confucian principles. In 1912, Confucian philosophy, as a basis for government, was dropped by the state.



**Confucius**

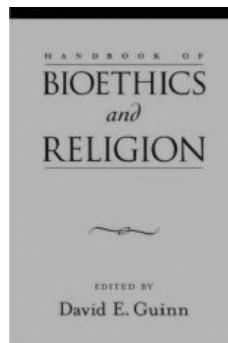


## Write English

### Annotation of the book

#### **Handbook of Bioethics and Religion**

*Edited by David E. Guinn,  
Executive Director, Interna-  
tional Human Rights Law In-  
stitute, DePaul University*



What role should religion play in a religiously pluralistic liberal society? Public bioethics unavoidably raises this question in a particularly insistent fashion. The authors address specific and highly contested issues such as assisted suicide, stem cell research, cloning, reproductive health, and alternative medicine.

This is the first book to focus on the interface of religion and bioethics, this collection fills a significant void in the literature.

Readership: Bioethicists, religious leaders, scholars on religious freedom, hospital pastoral care workers, and health-care professionals.

**Exercise 27. Write a short annotation on any book of your choice related to religion. (The book may be in English or Russian.)**





---

## LESSON 13

# RELIGION IN BRITAIN

|                         |  |
|-------------------------|--|
| Revise Grammar:         | Conjunctions<br><i>The Church of England</i> |
| Retell the text:        | <i>Magic circles</i>                         |
| Extend your vocabulary: | <i>Archbishops of Canterbury</i>             |
| Read English:           | <i>Geoffrey Chocor</i>                       |
| Speak English:          | <i>The churches and the modern world</i>     |
| Write English:          | Annotation of the book                       |

---

### Revise Grammar    Conjunctions

---

#### Read the text

#### The Church of England

Until 1534 England was a Roman catholic country.

In 1525 *King Henry VIII* decided to divorce his queen, Cathrine of Aragon who, at the age of forty, was five years older than Henry. Also, she had only given him a daughter, and Henry wanted a son. He fell in love with Anne Boleyn who was younger, but when Henry asked the Pope for permission to divorce Cathrine, the Pope refused. Henry was so angry with the Pope that he ended all contact between England and Rome, divorced Cathrine of Aragon without the Pope's permission and married Anne Boleyn. In 1534 Henry VIII broke away from the Church of Rome and declared himself Head of the Church of England.



The *Church of England*, or *Anglican Church*, as it is often called, is the 'national' Church. It did not start as a Protestant Church and Henry certainly did not regard himself as a Protestant. In fact, in 1521 the Pope had given Henry the title of 'Defender of the Faith' for words he wrote attacking Martin Luther, the German Protestant. British kings and queens, who officially head the Church of England, still have this title, and you can see the letters FID DEF or F.D. on British coins today.

Now the Queen on the advice of the Prime Minister, appoints two archbishops and all the bishops. The *Archbishop of Canterbury* is the Church's leader. And the other is the *Archbishop of York*. Then come the twenty-four senior bishops who sit in the House of Lords, and after them, the eighteen remaining bishops. Each bishop is in charge of a district, called diocese, and each diocese has a cathedral, some of which go back to the eleventh and twelfth centuries. Each diocese is divided into parishes. Each parish is in the care of a *vicar*. Vicars with large parishes often have an assistant, called a curate, to help them.



**Henry VIII with his six wives:**  
*Cathrine of Aragon* — divorced, *Anne Boleyn* — beheaded, *Jane Seyour* — died, *Anne of Cleves* — repudiated, *Cathrine Howard* — beheaded and *Cathrine Parr* — who survived

The priests of the Church of England have the freedom to conduct services as they choose. In some churches the ritual, the decoration of the church, the confession, the candles, the priest's robes create an atmosphere similar to that of a Catholic service. This is *High Church*. At the other extreme, *Low Church*, the services are very simple, with little ritual, no fine robes, and an undecorated church. Between High and Low Church, the type of service varies a great deal. To attract young people, some priests have introduced a form of pop music and encouraged young guitarists to accompany the hymns. Many vicars take a great interest in their parishioners and combine the tasks of priest, social worker and psychologist. Priests in the Church of England are allowed to be married. It



was also decided in 1987 to allow women to become priests. Although many church members supported this decision, a number of male priests left the church and became Roman Catholics in protest.

The Church receives no money from the state. It is a great property owner, however, and also has a large number of stocks and shares.

## Conjunctions

Союзы употребляются для соединения членов предложений и предложений. Союзы делятся на:

сочинительные союзы: *and, but, or* и др.

подчинительные союзы: *because, that, which* и др.

Различают:

простые союзы, состоящие из одного слова:

*and, but, if, provided, seeing* и др.

составные союзы, состоящие из двух и более слов:

*as well as, so that, in order that, both ... and ...,*

*either ... or ..., neither ... nor ...* и др.

Некоторые союзы совпадают по форме с союзными словами: *that, which* и др, которые в отличие от союзов являются членами предложения и не могут опускаться:

The decision *that* was made in 1987, made some church members leave the church (*that* – союзное слово).

He knew (*that*) this decision would change much. (*that* – союз).

## Exercise 1. Underline the conjunctions and translate the sentences:

- 1 She had given him a daughter, and Henry wanted to have a son.
- 2 When Henry asked the Pope for permission to divorce Cathrine, the Pope refused.
- 3 Henry was so angry that he ended all contact between England and Rome.
- 4 He divorced Catharine and married Anne Boleyn.
- 5 He broke away from the Church of Rome and declared himself Head of the Church of England.
- 6 It did not start as a Protestant Church.
- 7 Henry VIII did not regard himself as a Protestant.
- 8 Now the Queen appoints two archbishops and all the bishops.
- 9 And after them come the eighteen remaining bishops.



**Exercise 2. Use the appropriate conjunctions from this list and translate the sentences:**

*or and as but that which*

- 1 The Church of England, or Anglican Church, ... it is often called. Is the 'national' Church of England.
- 2 Each bishop is in charge of a diocese ... each diocese has a cathedral.
- 3 You can see the letters FID DEF ... F.D. on British coins today.
- 4 I read the text attentively ... I do not remember the date.
- 5 I don't think ... dates of his rule are given in the text.

**Exercise 3. Say if the words in italics can be omitted or not and translate the sentences:**

- 1 He fell in love with Anne Boleyn *who* was a few years younger.
- 2 In 1521 the Pope gave Henry the title of 'Defender of the Faith' for words *which* he wrote attacking Martin Luther.
- 3 British kings and queens, *who* officially head the Church of England, still have this title.
- 4 After the two archbishops come the twenty-four senior bishops *who* sit in the House of Lords.
- 5 Each district has a cathedral some of *which* go back to eleventh and twelfth centuries.
- 6 A diocese is divided into parishes each of *which* is in the care of a vicar.
- 7 Vicars with large parishes often have an assistant *who* is called a curate.

**Retell the text**

## **Magic circles**

The great stone monuments of **Stonehenge** in the Southwest of England is the best known and probably the most remarkable prehistoric remains in the UK. It has stood for about 4,000 years.

No written records exist of the origin of these stones and they have always been surrounded by mystery. One theory is that it was a *place*



*from where stars and planets could be observed.* It was discovered that the positions of some of the stones related to the movements of the sun and moon, so that the stones could be used as a calendar to predict such things as eclipses.

At one time, people thought that Stonehenge was a *Druid temple*. Druids were a Celtic religious group who were suppressed in Great Britain soon after the Roman Conquest.



**A modern convocation of druids celebrates the summer solstice at Stonehenge, in England.**

The theory is kept alive today by members of a group called 'Most Ancient Order of Druids' who perform mystic rites at dawn on the summer solstice.

Another interesting theory is that the great stone circle was used to store terrestrial energy, which was then generated across the country, possibly through 'ley lines'. 'Ley lines' is the name given to invisible lines which link up ancient sites throughout Britain. They were thought to be tracks by which prehistoric men traveled about the country, but now many people believe that they are mysterious channels for a special kind of power. Ley lines are international. In China they are known as 'lungmei' and are believed to extend all over the Earth.



**Exercise 4a. Read and retell the text.**

**b Have a look at the picture and describe what you see.**

Extend your vocabulary

## **Archbishops of Canterbury**

Canterbury, a town in Kent with a population of about one hundred and twenty thousand, is the religious capital of England because its cathedral is the seat of the Archbishop of Canterbury.

During the 12th century, **King Henry II** decided that the Church had too much power. In 1162, he made **Thomas Becket**, his friend, Archbishop of Canterbury. The King thought that Thomas would help him to weaken the position of the Church. Although the King himself liked Thomas Becket, the latter was not popular with other powerful men in England. They were jealous of his friendship with the King, and they also disliked him because he was not a nobleman. As Thomas was not even a priest, many people were angry that he had been made Archbishop.

The King was amazed when Thomas began to defend the position of the Church against the King. After a while, Thomas had to leave England because relations between him and the King had deteriorated immensely, and Thomas was afraid he might be killed. He lived in exile for five years until the King asked him to come back. The people, the bishops and the Pope were causing the King the problems because they all wanted Thomas to continue as Archbishop of Canterbury.

When Thomas returned, in 1170, he brought authorization from the Pope to excommunicate the priests and noblemen who had acted against him. The King was furious when he learned this — soon afterwards, four of Henry's knights entered Canterbury Cathedral and murdered the Archbishop on the steps of the altar.

Three years later in 1173, Becket was made a saint, and his tomb became the destination of thousands of pilgrims for three centuries. It was said that the miracles happened there, and many sick people went there in the hope of finding a cure.

In the 14th century **Geoffrey Chaucer** (1342—1400) wrote *The Tales of Canterbury*, when the pilgrimage to Canterbury had become a rather pleasant holiday for the groups of people who traveled together for protection and companionship.



The Tales of Canterbury is a collection of stories supposedly told by the members of a group of pilgrims. Through the stories we get a vivid picture not only of the narrators themselves but also of the religious and social life of the 14th century. There were twenty-nine pilgrims altogether, including a knight, a doctor, a miller, a middle-aged widow and numerous members of religious orders of one kind or another.

In the 16th century, when King Henry VIII separated from the Roman Catholic Church and established the Church of England, he said that Becket was no longer a saint, and his tomb was destroyed. Although there is no tomb, Becket is not forgotten. His face and name are still there, on postcards and souvenirs in every shop!

The story of Thomas Becket is the subject of two modern plays, *Murder in the Cathedral* by T.S. Eliot and *Becket* by Jean Anouilh.

**Exercise 5a. Write down the words which are pronounced in the following way:**

|             |       |              |       |
|-------------|-------|--------------|-------|
| [rɪ'lidʒəs] | _____ | [seɪnt]      | _____ |
| [pɪrɪ:st]   | _____ | [tə 'wɪkən]  | _____ |
| ['eksail]   | _____ | ['dʒeləs]    | _____ |
| ['pɪlgrɪm]  | _____ | [,su:və'nɪə] | _____ |

**b Translate the following sentences into English paying attention to the use of the Future in the Past Tense in object clauses if a Past Tense is used in the principal clause (*one of the Rules of the Sequence of Tenses*):**

- 1 Он думал, что это ему поможет. — *He thought it would help him.*
- 2 Он думал, что это ослабит власть церкви.
- 3 Я думал, что экзамен будет позже и у меня будет время подготовиться к нему.
- 4 Мы надеялись, что успешно сдадим экзамен по психологии.
- 5 Мне сказали, что зачет по английскому языку будет перенесён на другой день.

**c Write down a few similar sentences of your own in English.**

**Exercise 6a. Insert the correct prepositions:**

|                                |                       |
|--------------------------------|-----------------------|
| relations ... two persons      | to be jealous ... smb |
| to leave (покинуть)... England | to sit ... Parliament |



to leave (вернуться в)... England  
 to come ... France  
 to come back ... Germany  
 to live ... exile

in the hope ... finding a cure  
 way ... excommunicating them  
 manner ... settling problems  
 thought ... going away

**b Write down the words from which the following ones are formed:**

|                 |                |
|-----------------|----------------|
| patronage _____ | stoppage _____ |
| coinage _____   | shortage _____ |
| breakage _____  | postage _____  |
| sabotage _____  | storage _____  |

**Exercise 7a. Underline the prefix and translate the words:**

|                        |                 |
|------------------------|-----------------|
| to excommunicate _____ | example _____   |
| to expatriate _____    | exam _____      |
| to excavate _____      | exercise _____  |
| exclaim _____          | excel _____     |
| exact _____            | exception _____ |
| exchange _____         | exile _____     |

**b Add a few words to each group and write down a few sentences with the words you like:**

*happy, joyful,  
 merry, cheerful*

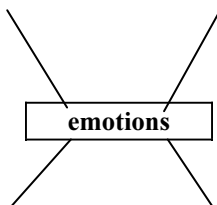
\_\_\_\_\_

\_\_\_\_\_

*furious, enraged,  
 angry, infuriated*

\_\_\_\_\_

\_\_\_\_\_



*surprised, astonished,  
 startled, bewildered*

\_\_\_\_\_

\_\_\_\_\_

*calm, cool,  
 placid, impassive*

\_\_\_\_\_

\_\_\_\_\_

**Exercise 8a. Check if you remember the text:**

- 1 What is the religious capital of England?
- 2 When was Thomas Becket made Archbishop of Canterbury?



- 3 Why did he have to leave England in 1165?
- 4 How long did he live in exile?
- 5 Why was he killed soon on his return to England?

**b Mark the true statements and the false ones:**

|   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1 In 1175 Becket was made a saint.  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 His tomb became the destination of pilgrims for three centuries.              | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 In the 16th century King Henry VI declared that Becket was no longer a saint. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Becket's tomb was soon destroyed.   | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Englishmen have forgotten Becket's name.                                      | <input type="checkbox"/> | <input type="checkbox"/> |

Read English

## Geoffery Chaucer

**Geoffry Chaucer** (1340—1400) is an English poet, considered the father of English poetry. He was also a diplomat and customs official, traveling widely in England under Richard II. From time to time he was employed in the service of the king on missions abroad to Genoa, Florence and other places. It is often thought that the works of the Italian writers Boccaccio, Dante, and Petrarch influenced his own poems.

The book of the Duchess, written in honour of the wife of John of Gaunt, was his first work, followed by others including *The Parliaments of Fowls* and *Troilus*, and *Criseyde*. His *Tales of Canterbury* is his most famous work.

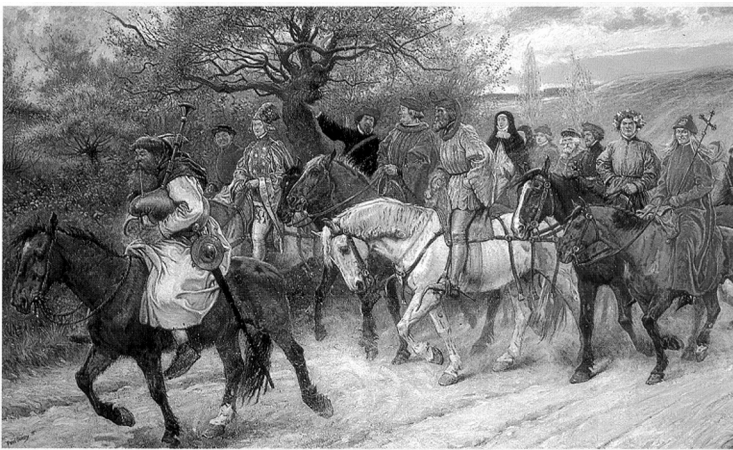




Have a look at the first page of the General Prologue to the twenty four stories of the book, written in Old English:

*Here bygynneth  
the Book of the Tales of Caunterbury*

**W**han that Aprill with his shoures soote  
The droghte of March hath perced to the roote,  
And bathed every veyne in swich licour  
Of which vertu engendred is the flour;  
Whan Zephirus eek with his sweete breeth  
Inspired hath in every holt and heeth  
The tendre croppes, and the yonge sonne  
Hath in the Ram his half cours yronne,  
And smale foweles maken melodye,  
That slepen al the nyght with open ye  
(So priketh hem nature in hir corages),  
Thanne longen folk to goon on pilgrimages



**The Canterbury Pilgrims by Paul Hardy**



## Exercise 9a. Underline the informative sentences about Geoffrey Chaucer.

b Write out words in old English and add their equivalents in Modern English (Use a dictionary if necessary).

### Speak English

## The churches and the modern world

Here is an extract from a television discussion . Taking part are the Reverend Mervyn Porter of the Church of England and two young people, Penny Martin, a Roman Catholic and Jeremy Miller, a non-believer.

*Journalist:* According to 'figures I 'have ↗ here,| a'bout 'sixty per 'cent of 'Britons 'get 'married in a ↘ church,| a'bout 'ninety per 'cent 'get a 'Christian ↘ burial,| ↗ yet| 'only a'bout 'ten per'cent 'go to 'church ↘ regularly.

*Mervyn Porter:* We 'shouldn't 'judge 'people's 'attitude to re↗ ligion| by how 'often they 'go to ↘ church. 'More is being 'written and 'read about re'ligion to↗ day| than 'ever be ↘ fore — which 'surely 'shows the 'growing ↗ interest| that 'many 'people have in the ↘ subject.

*Jeremy:* 'O↘ K. But 'how 'much of this 'literature is 'helping ↗ people| 'get 'on 'better with 'one a ↘ nother?

*Mervyn Porter:* 'More than you ↘ think! 'Christian 'unity is 'now 'one of the 'main ↗ aims| of all 'Christian ↘ churches. 'Priests and 'ministers 'meet ↗ regularly| to dis'cuss 'ways of 'bringing it a ↘ bout.

*Jeremy:* 'What about 'Northern ↘ Ireland, Mr.Porter?

*Mervyn Porter:* The 'churches have 'had 'more 'influence ↗ there| than 'many 'people ↘ realise. When the 'Pope'visited 'Southern ↗ Ireland| and 'called for an 'end to the 'bloodshed in ↗ Ulster,| his 'words had a 'deep ef'fect on the 'Irish ↘ people| on ,both ,sides of the ↘ border — Protestants| as well as ↘ Catholics.

*Jeremy:* It had an effect on the Reverend Jan Paisley, too! He and his followers are more militant than ever.



*Journalist:* I think we'd better keep off the Irish question. Let's hear from Penny Martin. Penny, you've recently become a Catholic. Could you tell us what attracted you to Catholicism?

*Penny:* Well, I've always felt in need of a faith, and I find the discipline of the Church a great help to me. I also find it very comforting to have someone I can talk to in complete confidence.

*Journalist:* You mean it helps you going to confession?

*Penny:* Yes, very much, or just talking to the parish priest.

*Journalist:* Does the ritual of the service appeal to you, too?

*Penny:* Yes, it does.

**Exercise 10. Complete the following sentences paying attention to the use of *Past Tenses* in object clauses (*the Rules of the Sequence of Tenses*):**

- 1 The journalist said that about 60 per cent *of Britain got married in a church*.
- 2 He also said that about 90 per cent \_\_\_\_\_
- 3 Then he added that \_\_\_\_\_
- 4 He also emphasized that the interest of many people in religion \_\_\_\_\_
- 5 The young non-believer sceptically asked the priest how much of that literature \_\_\_\_\_

- 1 The reported speech may be introduced by such verbs as: *to say, to tell smb, to add, to confirm, to deny, etc.*
2. No comma is used before the conjunction *that*. The conjunction is often omitted.
3. If a question is used in indirect speech, the object clause starts with the question-word or *if* and the direct word order is used.  
e.g. *He asked what she wanted to add.*  
*He asked if she wanted to add anything.*
4. Besides the following words are changed:

|                  |        |                         |
|------------------|--------|-------------------------|
| <i>this</i>      | _____→ | <i>that</i>             |
| <i>here</i>      | _____→ | <i>there</i>            |
| <i>today</i>     | _____→ | <i>that day</i>         |
| <i>tomorrow</i>  | _____→ | <i>the next day</i>     |
| <i>yesterday</i> | _____→ | <i>the previous day</i> |



**Exercise 11. Read the Grammar notes and translate the sentences into English:**

- 1 Священник ответил, что объединение христиан является одной из важнейших целей христианской церкви.
- 2 Он добавил, что священнослужители часто встречаются для обсуждения путей к достижению этой цели.
- 3 Юноша спросил, что священник думает о Северной Ирландии.
- 4 Я думаю, священник знал, что юноша неверующий.

**Exercise 12a. Write down the words from which these ones are formed and translate these words into Russian:**

|                    |                      |
|--------------------|----------------------|
| non-believer _____ | non-stop _____       |
| non-fiction _____  | non-continuous _____ |
| non-smoker _____   | non-entity _____     |
| non-resident _____ | nonconformist _____  |
| nonsense _____     | nonconformity _____  |

**b Write the word families of the following words and translate them into Russian:**

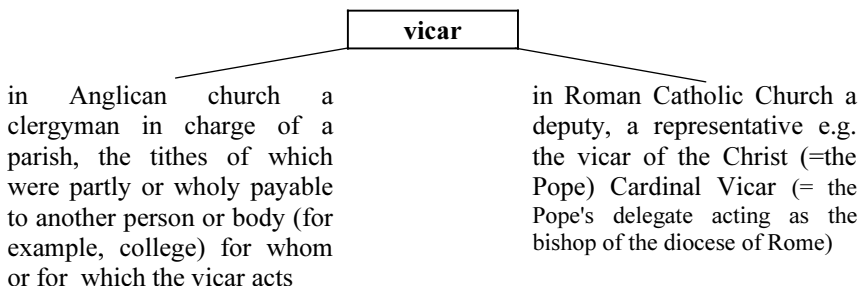
to confide — *confident, confidence*  
to comfort \_\_\_\_\_  
rite \_\_\_\_\_  
militia \_\_\_\_\_  
to confess \_\_\_\_\_  
to extract \_\_\_\_\_  
to believe \_\_\_\_\_  
to judge \_\_\_\_\_

**Exercise 13a. Insert the correct prepositions whenever necessary:**

|                           |                             |
|---------------------------|-----------------------------|
| to judge smb ... smth     | to call ... an end ... smth |
| to get on better ... smb  | to need ... smth            |
| to treat ... smb          | to be in need ... smth      |
| to have an effect ... smb | to require ... smth         |



**b Mark the meaning in which the following words were used in the text:**

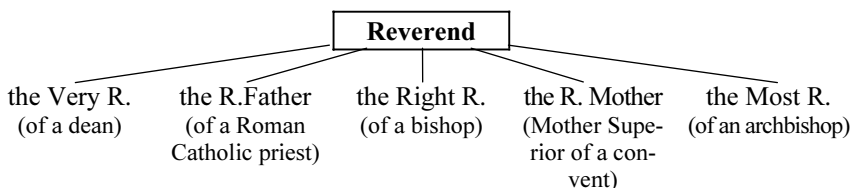


**Exercise 14a. Translate the word *tithe* into Russian and answer the question that follows:**

**tithe** = the tenth part of farm produce given for the support of parish priests

Was it and is it practiced in other churches?

**b Translate the words into Russian:**



**Exercise 15a. Read the first part of the discussion, paying attention to the intonation, and mark the intonation of a few other sentences.**



**b Quote the interview in answering these questions:**

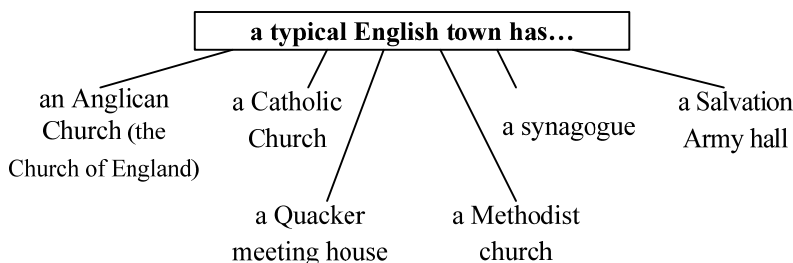
- 1 How did the journalist start the interview?
- 2 What did the priest mean by 'the growing interest'?
- 3 What sceptical questions did Jeremy ask?
- 4 Did the priest take Jeremy's antagonism seriously?

**c Work in pairs:**

Reproduce with your group-mate the parts of the interview when

- the priest and Jeremy have a debate
- the journalist speaks with Penny Martin

**Exercise 16a. Read and translate the following chart into Russian:**



**Do you know this?**

**The Quaker Society** is often called the Society of Friends. It is a Christian group that holds only informal meetings, instead of formal church services and opposed to violence or war under any circumstances.

**The Salvation Army** is a religious and missionary Christian organisation on a semi-military model.

**Methodism** is evangelical Protestant Christian movement that was founded by Gohn Wesley in 1739 within the Church of England, but became a separate body in 1795.

**b Say what you remember about the main Church of Britain and religious institutions for people following other religions.**

**c Translate into English:**

Протестантизм — одно из основных направлений в христианстве. Протестантизм объединяет течения (лютеранство, кальвинизм), церкви (англиканскую), секты (методисты, баптисты, адвентисты и



др.). В протестантизме нет культа Богородицы, святых, ангелов, икон, число таинств сведено к двум — крещению и причащению. По культурным и организационным принципам англиканская церковь близка католической.

## Write English

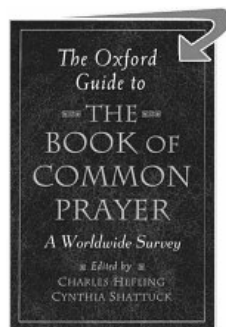
### Annotation of the book

#### **The Oxford Guide to *The Book of Common Prayer***

*Edited by Charles Hefling, Associate Professor,  
Theology Department, Boston College*

Here for the first time, is a comprehensive history of the original *The Book of Common Prayer* and all of its descendants throughout the world.

The Oxford Guide to *The book of Common Prayer* shows how a classic text for worship and devotion has become the progenitor of an entire family of religious resources that have had an influence far beyond their use in Anglican churches.



**Exercise 17a. Read and translate the above annotation.**

**b Write a short summary of what you know about Anglican Church.**





---

## LESSON 14

# SCULPTURE AND ARCHITECTURE

|                         |   |
|-------------------------|---|
| Revise Grammar:         | Present Participle<br><i>Michelangelo</i>   |
| Retell the texts:       | <i>Gianlorenzo Bernini</i><br><i>Francoise Auguste Rodin</i>  |
| Speak English:          | <i>Sculptors and architects in Russia</i><br><i>Pioneer of open place interiors</i><br><i>Concrete machines for living in</i> |
| Read English:           | <i>Gothic architecture and cathedrals</i><br><i>The founder of Renaissance architecture</i>                                   |
| Extend your vocabulary: | <i>The Roman dome</i><br><i>Sir Christopher Wren</i>  |
| Write English:          | <i>Inspiration from Italy</i><br><i>The Baroque style</i>   |
| Have a discussion:      | Rococo<br>Britain's neoclassical architect  |



### Read the text

#### **Michelangelo (1475–1564)**

Creator of the Sistine Chapel's masterpiece

Although he regarded himself chiefly as a sculptor, **Michelangelo** was an artist of many talents —painter, sculptor, architect, and poet. He studied under Ghirlandaio and Bertoldo in Florence, then went to Rome establishing a reputation as a sculptor with his magnificent *pieta* in Saint Peter's, Rome. Returning to Florence, he carved another great masterpiece, the four point eight metre-high statue of David, and also completed one of his best-known paintings, *The Holy Family*.

In 1505 he was called to Rome by Pope Julius II to design the Pope's tomb, which he finished in 1545, in a much reduced form from the original intention; the tomb is in San Pietro in Vincoli, with the statue of *Moses* as the main element. In 1508 he began the ceiling of the Sistine Chapel, which he painted, virtually unaided, in four years. This masterpiece, one of the greatest achievements in the history of art, consists of a profusion of Biblical scenes, from the Creation to the aftermath of the Flood.

From 1520 to 1534, Michelangelo worked in Florence as architect and sculptor on the Medici Chapel, where his impressive sculptures include the figures of *Dawn*, *Evening*, *Night* and *Day*. He returned once more to Rome and was commissioned by Pope Paul III to paint the vast fresco of the *Last Judgement* behind the high altar of the Sistine Chapel, which he finished in 1541.

In his declining years, Michelangelo carved another *pieta* for his own tomb; at present it is in Florence's cathedral museum. He also finished the Palazzo Farnese, laid out the plan of the Capitoline Hall, designed the dome of St. Peter's, Rome, painted frescoes for the Cappella Paolina in the Vatican, and began his final, unfinished *pieta* in the Castello, Milan. His literary works include letters and some 200 poems, mostly sonnets.

A master of the human form, Michelangelo endowed his works with a spiritual quality never before achieved by an artist.





**Masterpiece in marble.** After Michelangelo had finished the **Pieta** in St. Peter's, Rome, critics commented that the Virgin Mary appeared too young in relation to Christ's age. Michelangelo replied to the effect that a chaste woman long retains her youth and beauty.

### Present Participle

Причастие настоящего времени (Present Participle) может выполнять в предложении следующие основные функции:

(1) определения

In his *declining* years, Michelangelo carved another pieta for his own tomb.

(2) обстоятельства времени

*Returning* to Florence, he carved another great masterpiece.

(3) обстоятельства сопутствующих обстоятельств:

Then he went to Rome *establishing* a reputation as a sculptor.

### Exercise 1a. Use the Present Participles and translate the sentences:

- 1 Michelangelo was an artist of many talents – (*to be*) a painter, a sculptor, an architect and a poet.
- 2 (*to return*) to Florence, Michelangelo carved the statue of David.
- 3 After (*to carve*) carving the statue of David he completed the *Holy Family*.
- 4 After (*to receive*) an invitation from Pope Julius II he went to Rome to design the Pope's tomb in 1505.
- 5 He designed the tomb (*to reduce*) the size from the original intention.



## b Translate into English:

Микеланджело — гениальный художник, скульптор, архитектор, поэт. Его называют титаном Возрождения.

## Retell the text

### Gianlorenzo Bernini (1598–1680)

**Gianlorenzo Bernini** was the son of a sculptor who worked in Rome for Pope Paul V. Gianlorenzo began sculpting as a boy and attracted a patron in the pope's nephew, Cardinal Scipione Borghese, for whom he made *Aeneas and Anchises*, *The Rape of Proserpina*, *Apollo and Daphne*, and *David*. These established him as an unmatched master, and his reputation became international. His greatest achievements are to be seen in Rome, in tombs, busts, statues, buildings, and fountains.

Bernini was a splendid sculptor in white marble, but his use of polychrome marble, on its own or combined with gilded bronze, is outstanding. He used the combination in the tomb of Pope Urban VIII and of Pope Alexander VII. Characteristic of his style are swirling movement in draperies and ecstatic gestures and facial expressions.

His architecture includes St. Peter's Piazza, much work in St. Peter's Basilica, and several churches, including St. Andrea al Quirinale. His busts, among them one of Louis XIV at Versailles, are the finest pieces of baroque portrait sculpture. The most notable of his fountains are *The Triton*, *The Moro*, and *The Four Rivers*.

Perhaps Bernini's most characteristic masterpiece is the chapel he created for the Cornaro family in the church of Santa Maria della Vittoria. Saint Theresa and the angel are flanked by members of the Cornaro family. The group combines white and coloured marble, gilded bronze, and natural light filtering from a window behind the figures.



**A moment  
caught forever,  
Apollo and  
Daphne**

## Exercise 2a. Write down the words which are pronounced in the following way:

|                    |                     |
|--------------------|---------------------|
| [kə'θɪ:drəl] _____ | [ma:bl] _____       |
| [,prɛ'ta:] _____   | ['ma:stəpɪ:s] _____ |
| ['vætɪkən] _____   | [bʌst] _____        |
| ['dʒestʃə] _____   | [bronz] _____       |



**b Write down the meanings/translations of the following words, consult a dictionary if necessary:**

to attract  
to establish  
to match

outstanding  
movement  
figure

**c Imagine your group-mate has not read the text. Write down a few questions on the text, mark the intonation and ask your group-mate to answer them.**

**d Say:**

- what statues sculptured by Bernini can be seen in Italy now
- who patronized the young Bernini
- what made the Cornaro family famous

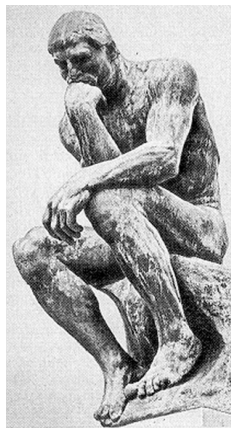
**e Write out all the words and expressions which express the high praise shown to the sculptor.**

### Retell the text

## **Francoise Auguste Rodin**

**Francoise Auguste Rodin** (1840—1917) was the most influential sculptor of the 19th century. Taking his inspiration from Renaissance artists and classical Greek sculptors, he sculpted his figures with a vivid sense of realism by placing them in convincing postures and giving them an appearance of movement.

Rodin who was born in Paris, produced his first important work in bronze, called *Bronze Age*, in 1877. This male figure was so lifelike that some people thought it was cast from a living model. In 1880 he began his major life's work, called the *Gates of Hell*, which was inspired by Dante's poem *The Inferno*. It was never finished but it provided ideas for several of his most famous pieces, including *The Kiss*, *Eve*, and *The Old Courtesan*, *The Thinker*.



**The Thinker**



The statue of *The Thinker* sculptured in 1901 was first erected near the Pantheon, Paris, but then it was moved to the grounds near the *Rodin Museum* in 1922.

Rodin's statue of Balzac was finished in 1898 but rejected by the committee that commissioned it. It was erected in the Boulevard Raspail, Paris in 1939.

Rodin often stimulated the imagination of his audience by leaving part of the stone unsculptured, so giving the impression that his figure had recently emerged. His work was a bridge between classical and modern styles and inspired Brancusi, Maillol, and the sculptures of Matisse.

**Exercise 3a. Mark the intonation of any paragraph of the text and read it outloud.**

**b. Write down a sentence with each of the following expressions on the basis of the text:**

to take inspiration from \_\_\_\_\_

to place smb in convincing postures \_\_\_\_\_

to cast smth from a living model \_\_\_\_\_

to provide ideas \_\_\_\_\_

to move smth to another place \_\_\_\_\_

**c Sum up what the text said about the inspirations of Rodin for the creative work of the sculptor.**

## Speak English

### **Sculptors and Architects in Russia**

**Exercise 4. Read the Text 1, translate Text 2 into English, and sum up the information about *I.P. Vitali*.**

1 Many eminent Russian sculptors lived and worked in Moscow. **Ivan Petrovich Vitali** (1794—1855), who settled here in 1818, was the author of the fountains in the present Teatralnaya Square and in front of the Academy of Sciences of Russia, of the quadriga over the Bolshoi Theatre and of other monuments adorning Moscow. In 1835—1836 the painter



*K.P. Bryullov* lived in Vitali's studio. Pushkin visited the sculptor there. The busts of Bryullov and Pushkin are among the best of Vitali's works.

2 Иван Петрович Витали — русский скульптор, представитель классицизма. Скульптор создал ряд точных по характеристике и классических по духу портретных бюстов. Наиболее известная работа И.П. Витали — бюст А.С. Пушкина, выполненный в 1837 г. Здесь мы видим одну из самых известных скульптур Витали «Венера, подвязывающая сандалию».



### Exercise 5a. Mark the intonation of the sentences and read the text aloud.



**Sergei Mikhailovich Volnukhin** (1859—1921), whose monument to *Ivan Fyodorov*, the first Russian printer, is well known to Moscovites, was for a long time an instructor at the School of Painting, Sculpture and Architecture. The monument was open in 1909.

S.M. Volnukhin has a few supertalented pupils, among whom was **Sergei Konenkov** (1874—1971), the winner of many prizes and titles.

The talented sculptor and exacting craftsman, **N.A. Andreyev** (1873—1932), one of Volnukhin's favourite pupils, worked for many years in Moscow. He was the sculptor of the monuments to *Alexander Ostrovsky*, the famous Russian dramatist, and *Nikolai Gogol* the prominent Russian writer.

The woman sculptor **A.S. Golubkina** (1864—1927) was also a pupil of Volnukhin's. Anna Golubkina's monuments are highly valued. His marble bas-relief *The Swimmer* above the side door to the Moscow Art Theatre in Moscow.

**b Write down a few questions about *Falconet*, mark the intonation and ask your group-mate to answer them.**

Just for your reference:

**Etienne Maurice Falconet** (1716—1791), a famous French sculptor, made the colossal equestrian statue of *Peter the Great* in St. Petersburg



in 1778. He adopted an innovative style — strong, animated and passionate — that prefigured 19th-century romanticism.

**c Read the text and say what you know about each architect mentioned and about the notable buildings of St. Petersburg:**

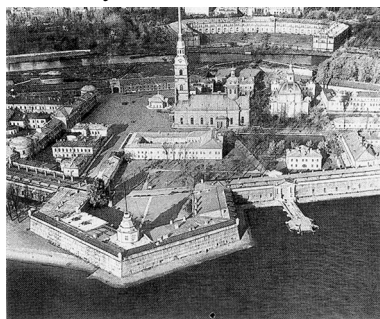
St. Petersburg has elaborate places, the most famous of which is the *Winter Palace*, one of **Rastrelli's** last creations. The distinctive features of Russian Baroque are implemented there in the fullest measure. Many of the Winter Palace's interiors were designed by **Vallin de la Mothe**, **Velten**, **Rinaldi**, **Rossi**, **Montferrand**.



**the Winter Palace**

The Winter Palace completed in 1762 was the winter home of the czars of Russia. In 1837 a great fire raged in the building leaving only a charred skelton of the building. Reconstruction began the same winter; the restoration of the facades and state rooms was entrusted to **Vasiliy Stasov**, the interior decoration of the private chambers was done under the supervision and from the designs of **Alexander Bryullov** (1798—1877). When completed, these suites produced a trully staggering impression on all for the splendour and variety of architectural forms utilized. Bryullov's endeavour was an early manifestation of the eclecticism that was to characterize Russian architecture in the second half of the 19th century.

Other notable buildings of St. Petersburg include the *Cathedral of Saint Isaac*, built from 1768 to 1858; the *Cathedral of Saint Peter and Saint Paul*, built from 1712 to 1733; the *Summer Palace* of Emperor Peter I; the *Admiralty Building*; the *Fortress of Peter and Paul*, built in 1703. The latter is the city's oldest building and it was used as a political prison during the rule of the czars.



**the Fortress of Peter and Paul**



**Exercise 6a. Read Text 1, translate Text 2 into English and write a short essay *The creators of the Kremlin*.**

- 1 Like many other ancient Russian cities, Moscow was built on a radial-circular plan which has fundamentally survived to the present day. The heart of Moscow was, and has remained, **the Kremlin** with its crenellated walls, beautiful towers, wonderful cathedrals, numerous grand and splendid halls, rooms and chambers.



*Uspensky Cathedral* is the earliest of all the others. Its creators studied the heritage of various Russian masters — the builders of Pskov, Novgorod and Vladimir. They also profited from the experience of foreign masters, such as **Aristotle Fioravante**, a great Venetian architect who was invited to Moscow in 1475.

- 2 В конце XV в. псковские мастера построили в Кремле Благовещенский собор — домовую церковь московских царей. В собор был перенесен иконостас работы Андрея Рублева, Феофана Грека, Прохора с Городца.

Архангельский собор Кремля был построен в 1505—1508 гг. зодчим Алевизом Новым. При строительстве собора зодчий широко использовал архитектурно-декоративные приемы итальянского Возрождения. Собор служил усыпальницей русских князей и царей.

**b Agree or disagree and substantiate your viewpoints:**

- There are very many Kremains in old cities of Russia (Smolensk, Tula, Novgorod, Nizhni Novgorod, etc.)
- Each Kremlin is beautiful in its own way.
- We know and pay tributes to the architects of each.

**c Work in pairs**

Imagine your group-mate is a foreigner and you are walking around *Red Square*. Ask him/her about his impression of the *Cathedral of Vasiliy Blazhenny* and tell him/her about its history.



Just for your reference:

The other name of the cathedral is **Pokrovsky Cathedral**. It was built in the years 1554—1560 by two Russian architects **Barma** and **Postnik** to commemorate the conquest of the Kazan Kingdom in 1552 by Russians. The cathedral was built outside the Kremlin walls, to stress the national importance of this great victory, which marked the beginning of the formation of a multi-national Russian state.

The builders of the cathedral ushered in a new era in Russian architecture, which lasted until the early 18th century. The style was to be known as the *Moscow school of architecture*.



## Read English

### Gothic architecture and cathedrals

The term **Gothic**, now applied to four centuries of medieval European art, was originally coined during the *Renaissance*. The style reflected the intense religious formalism of the Middle Ages and was an attempt to express spiritual and mystical values while maintaining vitality and lightness.

The Gothic style was expressed predominantly architecturally, in cathedrals. Characteristic traits include stone tracery and ribs on walls and ceilings that serve to accentuate soaring pillars and high, pointed arches. The use of flying buttresses which took from the walls and pillars much of the weight of the roof, enabled architects to lighten wall structure and incorporate huge stained-glass windows. The effect is of lightweight masonry shot through with light and colour. Exteriors often had twin towers on the facade, lavishly decorated entrances, and rows of pinnaced flying buttresses.

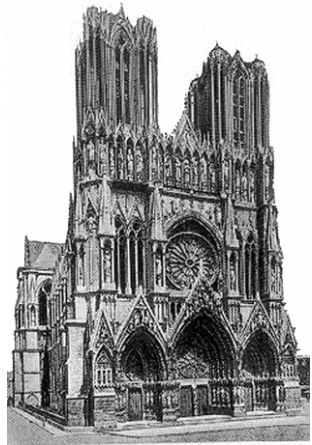
The Gothic style made its appearance with the building of *the Abbey of Saint-Denis* (1140—1144), now a northern suburb of Paris, and reached a



high point in *Chartres Cathedral* at the beginning of the 13th century. The style spread to Germany where *Cologne Cathedral* is a classic of Gothic style. In Britain an early example is *Canterbury Cathedral*, where, after a fire, the choir was rebuilt (1174—1185) in a style inspired by the French Gothic cathedrals. English Gothic differed from the continental style in aiming for length rather than height. Because of this the building methods were different. French-style flying buttresses were not used. Later Gothic styles in Britain were termed *Decorated* (13th and 14th centuries) and *Perpendicular* (late 14th to 16th centuries). A unique feature of English Gothic architecture is fan vaulting. It was first used in the 14th century at *Gloucester Cathedral*.

The Gothic style also involved the development of sculpture. During the building of the abbey, Saint-Denis was a European centre for metalworkers and stone sculptors, and their styles and techniques became international. Their hallmark was startling realism: portraits are lifelike, form is hinted at with exquisitely rendered draperies, and foliage is accurately recorded.

Stained glass and tapestry were also important art forms, as was painting, mainly in illuminated manuscripts, panels, and Italian frescoes. Gothic art culminated in the 1399 altarpiece by *Melchior Broederlam* at *Dijon Cathedral* in France and the manuscript prayer book, *the Tres Riches Heures*, illuminated for the Duc de Berry in about 1411—1416 by the *Limbourg brothers*. By then the Renaissance had begun in Italy.



### Exercise 7a. Agree or disagree with the following statements and substantiate your points of view:

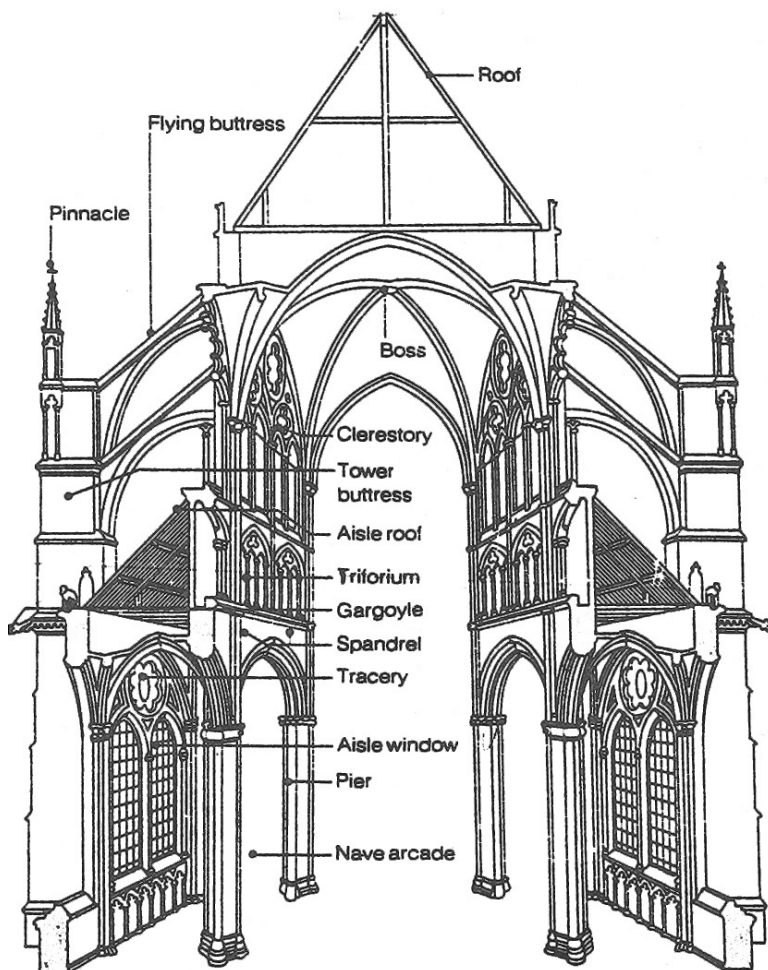
- The Gothic style is associated with the Middle Ages.
- The Gothic style preceded the Renaissance period.
- The word *Gothic* is borrowed from the Italian word *goto*, one of the German tribes.
- Notre Dame de Paris is the most famous Gothic cathedral in the world.



**b Say which is which:**

- cathedral      building(s) in which monks and nuns live as a community  
                    in the service of God
- abbey            chief church in a diocese, in which is the bishop's throne,  
                    under the charge of a dean

**c Have a look at this drawing, translate the terms into Russian and say why the Gothic cathedrals are often called a *web of stonework*.**

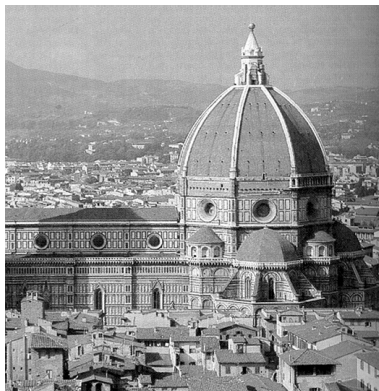




## The Founder of Renaissance architecture

The Renaissance style of architecture began in Florence, inspired by **Filippo Brunelleschi** (1377—1446), who lived at a time when Italians regarded the period of the Roman Empire as Italy's golden age. They believed that reviving their glorious past would bring about a new golden era. Brunelleschi did not copy the architecture of classical Rome, but adapted it to Gothic building techniques and produced a new style that influenced western architecture until the 20th century.

Brunelleschi worked as a sculptor in gold before turning to architecture and engineering. When the Florentines wished to complete their *cathedral* with a large dome, it was Brunelleschi who solved the problem of how to build it.



**Florence Cathedral**

His other buildings — all in *Florence* — include *the Foundling Hospital*, which he began in about 1419. The arcade was designed with mathematical precision as a row of square bays topped by a row of arches half the area of the squares.

Brunelleschi was an outstanding mathematician and geometrician who was as much interested in the construction of a building as in its aesthetic qualities. He worked out the mathematical rules governing perspective with a single vanishing point. These were eagerly adapted by Renaissance painters, who could now give a more realistic three-dimensional look to their work.

Filippo Brunelleschi's pointed dome on Florence Cathedral takes the dome to its culmination. It rests on an octagonal drum, on which the buttresses are only small. Reinforcing the bottom of the dome, at its spread point, is a timber and chain link hoop. It is a lasting monument to the brilliance of Renaissance builders.



**Exercise 8a.** Write out the words associated with architecture, from the text.

**b** Have a look at the picture of *Pazzi Chapel* showing Brunelleschi's mathematical planning, read the short text and say what your impression of the Chapel is.



Its square, domed nave is flanked by transepts half as wide as the nave. The choir and the porch at either end are a quarter the area of the nave; each is domed inside. The chapel was begun in about 1429 but was completed with a makeshift roof after Brunelleschi died.

**c** Give extensive answers:

- 1 In what ways is Renaissance style different from Gothic style?
- 2 Which of the two appeals to you more?
- 3 What examples of one of them or each can be seen in the city where you live?

## Extend your vocabulary

### **The Roman Dome**

A dome is a rounded roof, hemispherical in shape, or nearly so, that adds lofty grandeur and spaciousness to the interior of a building. Its base may be a circle, an ellipse, or a polygon. It was developed by Roman builders from the barrel vault, a tunnel formed by extending an arch. Stout walls and flying buttresses were used to support the great weight of the Roman domes. One outstanding example remains, surmounting *the Pantheon*, Rome's only building to survive from the time of the empire with its main structure intact. The stepped dome, 43 meters across and more than 22 meters high, has a substructure built with the relieving arches to distribute the massive weight.

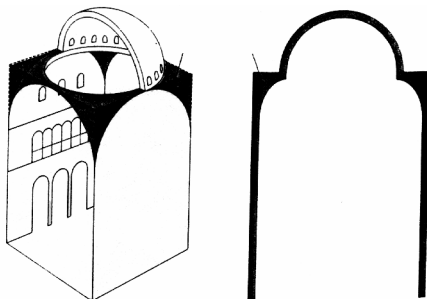
The dome climbs to an oculus, or opening, 8 meters across, which throws light onto the Corinthian columns and marble-veneered walls. The interior of the Pantheon was renewed in 1747.



The Emperor Hadrian had the elaborate brick Pantheon with its concrete dome built (A.D. 120—124) as a temple.

It was the Byzantines who found the secret of raising a dome without huge supporting walls. In Constantinople, now Istanbul, the dome of *the church of Santa Sophia* completed in 557, which is now a mosque, is on four pendentives.

The pendentives are built like a dome with the top cut off, leaving a circular base on which to build the dome itself. The brick dome is 32 meters in diameter. It is shallower than a hemisphere and built with 40 ribs with 40 windows between them. Inside the mosque, the light pouring through this ring of windows creates the uncanny illusion that the dome is floating on air. Two huge arches between the pendentives increase the feeling of height and space.



**Pendentiv**

### Exercise 9a. Transcribe the following words:

|               |       |              |       |
|---------------|-------|--------------|-------|
| hemisphere    | _____ | spacious     | _____ |
| hemispherical | _____ | spaciousness | _____ |
| grandeur      | _____ | pendentive   | _____ |
| vault         | _____ | tunnel       | _____ |

### b Match the nouns and their meanings:

|          |  |   |
|----------|--|---|
| polygon  |  | arched roof or series of arches forming a roof                        |
| vault    |  | round container made of wooden staves with bands or hoops             |
| barrel   |  | plain figure with many straight sides                                 |
| buttress |  | upright column of stone, wood or metal built as a support or ornament |
| pillar   |  | support built against a wall  |

### c Write out the following from the text:

- the definition of the dome
- the definition of a barrel vault
- the description of Rome's Pantheon



d Add a few other attributes to the following nouns:

roof — rounded  
— vaulted

dome — stepped  
— octagonal

walls — stout  
— supporting

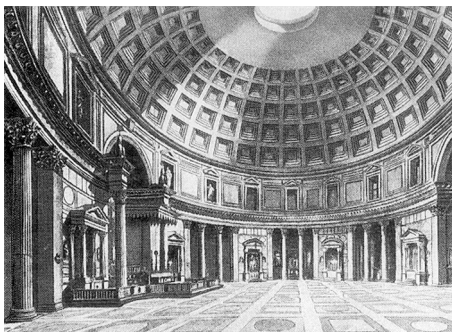
weight — great  
— massive

e Mark true statements and false ones:

|   | True                     | False                    |
|---|--------------------------|--------------------------|
| 1 A dome is a rounded roof with a circular base.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The dome of the Pantheon in Rome has an opening 10 meters across. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 A rib is a curved piece of timber to which planks are secured.    | <input type="checkbox"/> | <input type="checkbox"/> |

Exercise 10. Read and translate the text:

In *Imperial Rome*, many individual gods had temples dedicated exclusively to them. However, there were a number of pantheons — from the Greek words *pan* for *all* and *theos* for *god* — that were temples for the worship of all the Roman gods. The most famous of these temples, known today simply as the Pantheon, was begun in Rome about 27 B.C. by the statesman and general Marcus Vipsanius Agrippa. He intended it to be a temple in the classical style, but after a fire in the 2nd century A.D. the emperor Hadrian had it completely rebuilt.



The Pantheon was consecrated as a Christian church in A.D. 609. It is now dedicated to Saint Maria Rotonda. With the rise in the belief of one God, the meaning of a pantheon changed.



In *France*, the world's other remaining pantheon — the domed, cruciform Pantheon — was originally designed in 1759 as the Church of Sainte-Genevieve in Paris. But it was secularized in the 19th century and is now a civil temple of honour for the nation's heroes and famous men.

### Extend your vocabulary

## Sir Christopher Wren

**Sir Christopher Wren** ( 1632—1723) was one of the geniuses of the age of learning that swept Europe after the Renaissance. The dome of *St.Paul's Cathedral* dignifies the heart of London, a glorious memorial to this England's greatest architect.

He was a brilliant Oxford student, described by Isaac Newton as one of the greatest geometricians of his age. Wren was first a scientist, working in physics, and became professor of astronomy at Oxford when only 29.

His career as an architect began in 1663 when his uncle, the Bishop of Ely, asked him to design the chapel for Pembroke College, Cambridge. He went to France to study architecture in 1665.

The Fire of London (1666) gave Wren the opportunity to exercise his creative genius. He was one of the commissioners in charge of rebuilding, and although his ideas for sweeping avenues and spacious squares were not accepted, many of his 52 churches, built between 1670 and 1686 in distinctive classical styles, are still noted London landmarks.

St.Paul's, Wren's masterpiece, was begun in 1675, and his son Christopher laid the last stone in 1710. Wren himself was the first man to be buried there. Other Wren's buildings include *Trinity College Library*, Cambridge (1676—1684), *Chelsea Hospital* (1682—1692), and the south and east wings of *Hampton Court Palace* (1689—1694). Wren was knighted in 1673.

### Exercise11. Translate into English:

Кристофер Рен был архитектором, математиком и астрономом. Учился в Оксфордском университете, где затем был профессором астрономии. Рен — крупнейший представитель английского классицизма, он стремился придать классическим архитектурным формам национальную трактовку. Рен гармонично связывал разнообразные по формам здания с пейзажем и городской средой. Рен создал план реконструкции Лондона после пожара в 1666 г., но он не был осуществлен. По его проекту построен величественный собор св. Павла в Лондоне.

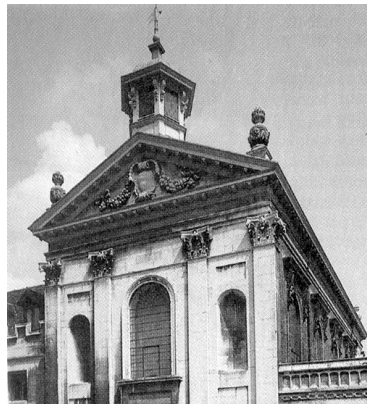


**Exercise 12. Imagine you are visiting Britain in company of an English student. Speak with your group-mate, who will play the role of the English student, about these buildings:**

- 1 You are inside *St. Paul's*, London. You are looking at the bowl-shaped inner dome around which a brick cone supports an outer dome and the surmounting lantern. Only the windows at the base of the lantern are visible through the eye of the inner dome, casting light some 83 meters to the nave floor.



- 2 You are in *Oxford*, near Sheldonian Theatre, which was one of Wren's earliest buildings belonging now to Oxford University.



- 3 You are in *Cambridge*, near Pembroke College chapel, Wren's first building, which led him to his life's work as an architect.

## Speak English

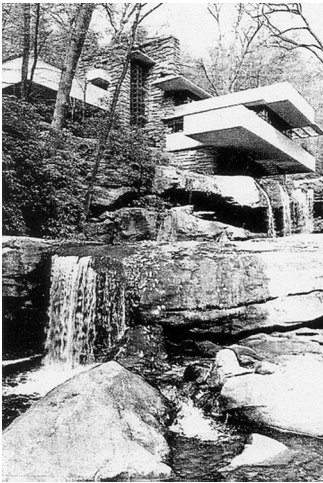
### **Pioneer of open-plan interiors**

After studying civil engineering at the University of Wisconsin, **Frank Lloyd Wright** (1869–1959) worked for *Louis H. Sullivan*, the great Chicago architect. He became Sullivan's chief assistant and took an active part in some of the great achievements in Chicago's commercial architecture. In 1889 Wright began accepting commissions of his own and set up his Oak



Park, Illinois studio. During the next 20 years he built his revolutionary 'Prairie houses', characterized by low-slung roof planes, ribbon windows, and terraces that extend the house into the landscape. The Prairie house demonstrated Wright's theory of '*organic architecture*', according to which buildings should blend naturally with their surroundings.

Wright was a structural innovator as well, experimenting with steel cantilevers and poured concrete. He was the first to introduce open planning by eliminating confining walls in buildings and create dynamic interiors with spiral ramps. The Johnson Wax Building in Racine, Wisconsin, Taleisin West, his Arizona winter home and studio, the Kaufmann House in Pennsylvania and the Guggenheim museum in New York City are striking examples of Wright's creative genius.



**'Falling water'** built for the Pittsburgh department store owner Edgar Kaufmann, this house at Bear Run, Pennsylvania, is cantilevered out over a natural waterfall. The core of the house is a rocky ledge that forms the heart of the fireplace.

In a professional career spanning 70 years, Wright built close to 500 structures and designed scores more. His work was daring and controversial, but always in the forefront of modern architecture. He once summed it up: *'I am not interested in the architecture of yesterday, or today even, I am constructing a new tomorrow.'*

**Exercise 13. Work in pairs. Discuss your impression of Wright's work.**



## Speak English

### **Concrete machines for living in**

Building high with 20th-century materials

**Le Corbusier** was the name adopted by Charles Edouard Jeanneret, born at la Chaux-de-Fonds, Switzerland, in 1887. He trained as a designer-engraver at the local art school and went on to become one of the most influential figures in 20th-century architecture.

The most powerful advocate of the modernist architectural school, he believed that in the machine age housing must be functional, or utilitarian. 'A house is a machine for living in,' he said. He produced undecorated buildings modeled on factory architecture, despite his professed fascination with the 'ceaseless inexhaustible miracle of proportion.'

Le Corbusier studied in Paris, with *August Perret*, pioneer of building in reinforced concrete. There Le Corbusier learned the techniques of reinforced concrete that he was to employ so frequently.



**A Sacred Task** Le Corbusier's pilgrimage chapel at Ronchamp, Vosges, France, completed in 1952, is his most unconventional work. Its thick roof hangs over the white walls, producing remarkable acoustic effects. The towers act as funnels for light and the irregularly placed windows contain stained glass. A strip of stained glass also runs along the very top of the walls, causing lines of light to climb and descend the interior walls as the sun moves across the sky.

Then he worked with his cousin Pierre Jeanneret, designing such buildings as the five-story Swiss pavilion at the University of Paris, made of concrete and raised on stilts. His design for the *Ville Contemporaine*, a town for three million people, was never built, but it inspired other architects with its pedestrian walkways, roof gardens, courtyards, elevated highways, and recreation areas. His pre-World War II work is self-contained and abstract, showing classical influence, but his late work shows more interest in the environment.



His Unite d'Habitation in Marseille is a 17-story residential block built on stilts and designed to blend with the mountain background. Other projects include the town of Chandigarh, Punjab, India, built to replace Lahore, lost through partition in 1947. Chandigarh is only a partial success because it is not sufficiently adapted to Indian customs.

Le Corbusier built to heights unknown in Europe for domestic architecture and was a powerful influence on the building of high-rise dwellings in postwar Europe. Although he was a pioneer in the use of modern materials, his buildings have been criticized, chiefly for the isolation they impose on their inhabitants.

**Exercise 14. Say what you think about this style of buildings.**

### Write English

#### **Inspiration from Italy**

*Palladian architecture* takes its name from the work of **Andrea Palladio**, a 16-th century Italian architect whose symmetrical designs were modeled on the temples and baths of ancient Rome. He designed elegant palaces and villas in *Vicenza* and the surrounding northern Italian countryside, and two churches in Venice. *The Villa Rotonda* outside Vicenza is the most famous of his villas.

**Inigo Jones** introduced the Palladian style to Britain with *the Queen's House at Greenwich* in the early 17th century; it did not become fashionable until a century later, when it dominated English domestic architecture for decades.

The revival was inspired partly by the work of Lord Burlington and of Colen Campbell, whose book *Vitrivius Britannicus* (1715—1721) was the most influential architectural work of the period. It was also partly due to Palladio's own *Quattro Libri dell'Architettura* (Four Books on Architecture) of 1570, translated into English in 1715. Text-book examples of the Palladian style are *Mereworth Castle in Kent* (1723) — almost an exact copy of Palladio's Rotonda; *Chiswick House* (1725); and *Holkham Hall, Norfolk* (1734). The city of Bath, planned from 1727 onward, remains a monument to the overwhelming impact of the style.



**Exercise 15a. Write down a few synonyms of the following words:**

to inspire \_\_\_\_\_  
to model \_\_\_\_\_  
ancient \_\_\_\_\_  
elegant \_\_\_\_\_  
famous \_\_\_\_\_

**b Write down a few questions to ask your group-mate on Palladian architecture, mark the intonation of the questions and act out this talk.**

**c Have a look at this picture of Chiswick House and write what your impression of its architecture is:**



**Lord Burlington** designed the house, built to display his art collection, on the lines of Palladio's *Villa Capra near Vicenza* in Italy. Its symmetrical design, central dome, and pedimented portico with Corinthian columns are typical of the Palladian style.

**d Translate into English:**

Итальянский архитектор Андреа Палладио (1508–1580) создал особый тип городского дворца, церкви и загородной виллы, основанный на глубоком изучении им античной и ренессансной архитектуры. Палладианство — направление в европейской архитектуре XVII—XVIII вв. Это одна из ветвей классицизма. В России палладианские постройки возводили архитекторы Ч. Камерон, Дж. Кваренги, Н.А. Львов. Их творения отличаются интимностью и изысканной простотой.



## Write English

### The Baroque style

**The Baroque style** in architecture, visual arts, and music flourished in Europe in 1600—1750. It is broadly characterized as expressive, flamboyant and dynamic. Playing a central role in the crusading work of the Catholic Counter-Reformation, the Baroque used elaborate effects to appeal directly to the emotions. Many masterpieces of the Baroque emerged in churches and palaces in Rome, but the style soon spread throughout Europe, changing in character as it did so.

#### Exercise 16a. Write down the word families of the following words:

character \_\_\_\_\_  
style \_\_\_\_\_  
vision \_\_\_\_\_  
art \_\_\_\_\_  
to express \_\_\_\_\_  
crusador \_\_\_\_\_

#### b Translate into English:

В русской архитектуре XVII–XVIII вв. существует стиль *московского*, или *русского барокко*. Этот стиль также называют *нарышкинским барокко*, по имени бояр Нарышкиных. В имениях Нарышкиных строили характерные для этого стиля нарядные многоярусные церкви, с резным белокаменным декором.



#### c Write an essay about the architecture of Moscow.

#### Exercise 17. Read the text and write a short article for a magazine about the Baroque architecture in Russia:

The Picture Hall of the *Cathrine Palace Museum* in Pushkin, formerly Tsarskoe Selo or the Tsar's Village, near St. Petersburg is one of the most spectacular Baroque interiors of mid-eighteenth-century Russia. It was



designed by the architect **Francesco Bartolommeo Rastrelli**. Distinguished amongst other palace premises by its unique decor, the Picture Hall is an expression of that Baroque monumentality in which architecture, sculpture and painting all combine to create a magnificent effect.

The plafond covering the whole ceiling seems to rest on the recessed order of the arch decorated with painted garlands and ornamental mouldered figures. The symmetrically placed doors which resemble majestic portals are flanked by carved and gilded caryatids. The dynamic platbands represent Minerva, the Roman goddess of wisdom, patroness of the arts, sciences and handicrafts.

In the eighteenth century, this sumptuously decorated hall served as a reception room for honorary guests.

Have a discussion:

## Rococo

**The Rococo movement** in the arts and architecture in 18th-century Europe, tended towards lightness, elegance, delicacy, and decorative charm. The term *Rococo* is derived from the French *rocaille* (rock- or shell-work), a style of interior decoration based on S-curves and scroll-like forms. In the 1730s the movement became widespread in Europe, notably in the churches and palaces of South Germany and Austria.



**Exercise 18a. Write down the antonyms of the following words:**

|                 |                |
|-----------------|----------------|
| lightness _____ | interior _____ |
| elegance _____  | curve _____    |
| charming _____  | wide _____     |

**b Write out the words and expressions associated with architecture and say in what ways Rococo and Baroque are similar or different.**

**c Say what is correct and what is wrong in the following statement:**

Rococo furniture and architecture is elaborately ornamented with scrolls, foliage, etc., as in Europe in the early 19th century.



## Have a discussion

### Britain's greatest neoclassical architect

**Robert Adam** (1728—1782) led the neoclassical movement in British domestic architecture and was the outstanding exponent of this revived classical style. The most gifted of four Scots architect brothers, he lived for four years in Italy, where his intensive study of classical antiquities, particularly the *Palace of Diocletian* at Spalato (now Split, Yugoslavia), inspired him to develop his own style. In 1763 he went into partnership in London with his brother James and together, by a series of romantically elegant variations on classical originals, they transformed the prevailing *Palladian* fashion.

But Robert Adam was more than a distinguished architect. He was equally outstanding as an interior designer and he planned and executed his houses down to the last detail of fireplaces, plasterwork, furniture, carpets, and door fittings. His interior designs, characterized by the use of the oval lines of decorative motifs in plaster, and painted panels in low relief, were also based on ancient Greek and Roman designs. Adam created complete harmony of exterior and interior. Commissions poured in, and in the last year of his life he designed 25 private houses and eight public buildings.

Among his works in and around London are *Kenwood House*, *Syon House*, *Osterley Park*, and *20 Portman Square*, his finest town house. His other works include *Charlotte Square* in Edinburgh; *Harefield House*, Yorkshire; and *Kedleston Hall*, Derbyshire.

### Exercise 19a. Answer the following questions:

- 1 Where did Adam study architecture and did it help him to create his own style?
- 2 Why did he choose to work together with his brother later?
- 3 What buildings did Adam create?
- 4 Did he create a house for himself too?



**b Have a look at this picture of Osterley Park House, read the short text and say what your impression is:**

**Adam's** modernisation of a Tudor house is a perfect example of his style of complete harmony of exterior and interior. His work on the house took him almost twenty years to complete.



**c Translate into English:**

*Особняк на Спасоесковской площадке в центре Москвы известен теперь как Спасохаус. Здесь находится резиденция посла США. Это один из значительных памятников архитектуры русского неоклассицизма начала XX века. Особняк был построен перед Первой мировой войной для богатейшего московского банкира тех лет Н.А. Второва по проекту архитекторов В.Д. Адамовича и В.М. Маята.*

**Exercise 20a. Draw a chart showing various styles in architecture, the main traits of each, the names of architects, and their main works.**

**b Have a discussion with your group-mates on the following topic:**

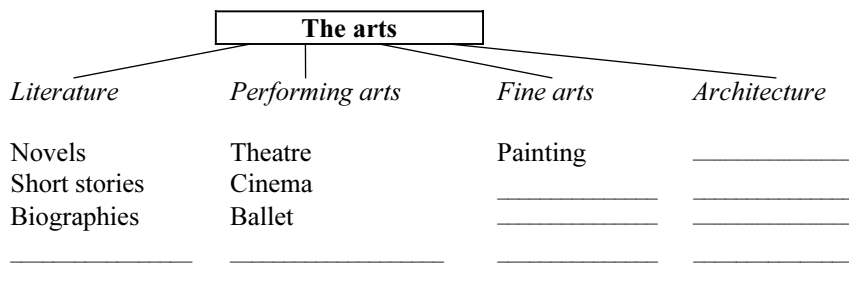
*Is there a city on earth having one and the same style of its architecture?*

**c Agree or disagree with the following statements and support your point of view:**

- Contemporary architects are developing their own new styles.
- Architecture should be called a fine art.



d Complete the chart and present it to your group-mates.:



Exercise 21. Be ready to discuss with your group-mates this topic:

Best higher education institutions where different arts are taught.





---

# LESSON 15

## LEARNING THE MAN AND HUMANITIES

|                         |  |
|-------------------------|--|
| Revise Grammar:         | Past Participle<br><i>Philosophy and logic</i>   |
| Retell the text:        | <i>Great philosophers</i>  |
| Extend your vocabulary: | <i>Psychology</i><br><i>Psychology and memory</i>  |
| Speak English:          | <i>Origin of the word 'psychology'</i><br><i>Intelligence</i><br><i>Language and thought</i> |
| Read English:           | <i>Power and human contacts</i><br><i>Dale Carnegie and effective speaking</i>               |
| Write English:          | Sociology  |
| Have a discussion:      | Oratory and rhetoric   |



### Read the text

### Philosophy and logic



**Plato and Aristotle**

Philosophy is a branch of learning concerned with fundamental problems — including the nature of mind and matter, perception, self, free will, causation, time and space, and the existence of moral judgements — which cannot be resolved by a specific method.

**Socrates, Plato, and Aristotle** were the major Greek philosophers of ancient time, influencing the work of medieval scholars and leading to the rationalism of French philosopher **Descartes**, whose rationalism contrasted with the philosophy of **Locke** and, later, **Hume** in Britain.

In Germany in the 18th century **Kant** was the precursor of the 19th-century idealism propounded by **Hegel** and **Nietzsche** amongst others.

Philosophy in the 20th century has ranged from the existentialism of **Sartre** to the logical analysis and study of language of **Bertrand Russel** in England and Austrian philosopher **Ludwig Wittgenstein**.

### Past Participle

Причастие прошедшего времени (Past Participle) выполняет в предложении следующие основные функции:

(1) определения:

Philosophy is a branch of learning *concerned* with some fundamental problems.

(2) обстоятельства времени или цели:

When *discussed*, these matters become more understandable.



**Exercise 1a. Use the right Participle (the Past Participle or Present Participle) and translate the sentences:**

- 1 Kant was the prosecutor of the 19th-century idealism (*to propound*) by Hegel, Nietzsche and other great philosophers.
- 2 Philosophy studies many fundamental problems (*to include*) the nature of mind and matter, perception, logic and many other issues.
- 3 They were great philosophers (*to influence*) the work of medieval scholars.
- 4 They were philosophers (*to lead*) to the rationalism of Descartes.
- 5 These are the names (*to pronounce*) in a peculiar way.

**b Translate into English:**

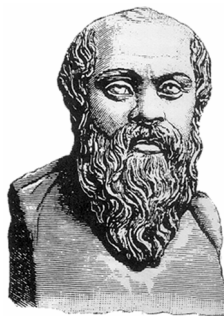
- 1 вопросы, включающие философские проблемы
- 2 вопросы, связанные с...
- 3 суждения, разрешаемые...
- 4 суждения, высказываемые многими учеными
- 5 высказывая эти суждения,...
- 6 ученые, влияющие на прогресс
- 7 ведущие ученые страны
- 8 предметы, изучаемые в университете

**Retell the texts**

**Great philosophers**

**Exercise 2a. Read and retell the following short texts:**

- 1 **Socrates** (469—399 B.C.) wrote nothing but was immortalized in the dialogues of his pupil Plato. In his desire to combat the scepticism of the sophists, Socrates asserted the possibility of genuine knowledge. In ethics, he put forward the view that the good person never knowingly does wrong. True knowledge emerges through dialogue and systematic questioning.



**Socrates**

- 2 **Plato** (428—347 B.C.) was a pupil of Socrates, teacher of Aristotle, and founder of the Academy school of philosophy. He was the au-



thor of philosophical dialogues on such topics as metaphysics, ethics, and politics. Central to his teachings is the notion of Forms, which are located outside the everyday world — timeless, motionless, and absolute real.

**Why do you think Plato wrote these words:**

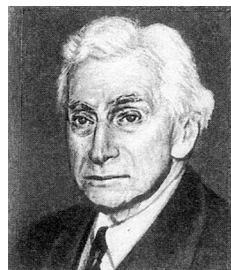
*At the touch of love, everyone becomes a poet.*

**Exercise 3a. Open the brackets using the verbs in the correct forms and retell the text:**

Logic generally (*to divide*) into the traditional formal logic of Aristotle and the symbolic logic derived from Bertrand Russel.

**Aristotle** (384—322 B.C.) advocated reason and moderation. He (*to maintain*) that sense experience is our only source of knowledge, and that by reasoning we can (*to discover*) the essence of things. In his works on ethics and politics, he (*to suggest*) that human happiness consists in living in conformity with nature. Of Aristotle's works some 22 treatises (*to survive*), dealing with logic, metaphysics, physics, astronomy, meteorology, biology, psychology, ethics, politics, and literary criticism.

**Bertrand Russel** (1872—1970) is an English philosopher and mathematician who (*to contribute*) to the development of modern mathematical logic and (*to write*) about social issues. In his work *Principia Mathematica* he (*to attempt*) to show that mathematics could (*to reduce*) to a branch of logic.



**Exercise 4a. Insert the correct articles if necessary and translate the text:**

**Rene Descartes** (1596—1650) is ... French philosopher and mathematician. He believed that commonly accepted knowledge was doubtful because of ... subjective nature of ... senses, and attempted to rebuild ... human knowledge using as his foundation — *cogito ergo sum* (*I think, therefore I am*).



**Rene Descartes**



**John Locke** (1632—1704) is ... English philosopher. His essay *Concerning Human Understanding* maintained that ... experience was ... only source of knowledge prompted by such ... knowledge.

**b Answer the following questions:**

- 1 Did John Locke make any contribution into pedagogics?

---
- 2 Have you read his book on bringing up gentlemen?

---
- 3 Why do you think he advocated for exposing a gentleman to all the hardships and severe conditions of life?

---
- 4 Why do you think he stressed the impact of environment on bringing up children?

---
- 5 What is associative psychology the founder of which John Locke was?

---

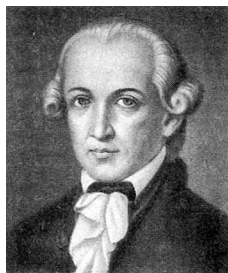
**Exercise 5. Translate into English:**

- 1 В «Опыте о человеческом разумении» Джон Локк описывает задачу философа как задачу мусорщика, удаляющего мусор из нашего знания.
- 2 Английский философ XVIII в. Дэвид Юм был также историком и экономистом.
- 3 Древнегреческий философ Зенон из Элеи известен своими знаменитыми апориями (парадоксами), обосновывающими, например, невозможность движения. Известны его апории «Стрела», «Черепаша» и другие.
- 4 В центре философской системы древнекитайского мыслителя Конфуция были проблемы этики и воспитания. Например, он говорил так: «Чего не желаешь себе, того не делай другим».



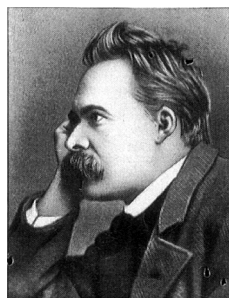
**Exercise 6. Read the text, insert the correct prepositions and say what you know about this philosopher:**

**Immanuel Kant** (1724—1804) is a German philosopher who believed that knowledge is not merely an aggregate ... sense impressions but is dependent ... the conceptual apparatus ... the human understanding, which is itself not derived ... experience. In ethics, Kant argued that right action cannot be based ... feelings but conforms ... a law given ... reason, the categorical imperative.



**Exercise 7. Say what you know about Nietzsche:**

**Friedrich Wilhelm Nietzsche** (1844—1900) is a German philosopher who rejected the accepted absolute moral values. He argued that God is dead and therefore people were free to create their own values. His ideal was *Übermensch*, or Superman, who would impose his will on the weak. Nietzsche claimed that knowledge is never objective.



**Do you know this?**

**Jean-Paul Sartre** (1905—1980) is a French author and philosopher, a leading proponent of *existentialism*. He published his first novel *Nausea* in 1937, followed by trilogy *Roads to Freedom* and many plays, including *In Camera*. *Being and Nothingness*, his first major philosophical work, set out a radical doctrine of human freedom.





## Extend your vocabulary

### Psychology

Psychology includes diverse areas of study, such as:

- the roles of instinct, heredity, environment, and culture;
- the processes of sensation, perception, learning and memory;
- the basis of motivation and emotion;
- and the functioning of thought, intelligence and language.

Here are the names of a few prominent psychologists:

**Sigmund Freud** (1865—1939) and his associates

**Carl Jung** (1875—1961),

**Alfred Adler** (1870—1937), and

**Hermann Rorschach** (1884—1922).



**Sigmund Freud**

'Sigmund 'Freud is an 'Austrian phy'sician who  
,pio'neered the 'study of the un'conscious mind.  
He de'veloped the 'methods of 'free as,soci'ation  
|and in,terpre'tation of dreams| that are 'basic  
tech'niques of 'psychoa'nalysis, |and  
,formu'lated the 'concepts of the 'id, ego,| and superego. His  
'books in'clude *The In'terpre'tation of Dreams*, |*'Totem and  
Ta'boo*, |*Civili'zation and its Discon'tent*.

**Exercise 8a. Write down the words which are pronounced in the following way:**

|                  |       |             |       |
|------------------|-------|-------------|-------|
| [sar'kolodzɪ]    | _____ | [daɪ'və:s]  | _____ |
| ['ɪnstɪŋkt]      | _____ | ['prəʊsɪs]  | _____ |
| [hɪ'redətɪ]      | _____ | ['beɪsɪs]   | _____ |
| [ɪn'vaɪərənmənt] | _____ | [ʌn'konʃəs] | _____ |

**b Write down the word families of the following words:**

heredity \_\_\_\_\_  
environment \_\_\_\_\_  
motivation \_\_\_\_\_



logic \_\_\_\_\_  
discontent \_\_\_\_\_

**c Match the following words and their translations:**

|       |   |
|-------|---|
| id    | субъект, мыслящая личность, моё я   |
| ego   | это, то   |
| totem | запрещение, запрет  |
| taboo | животное, растение, предмет или явление природы, кото-<br>рые у родовых групп служили объектом религиозных по-<br>читаний |

**d Translate the description of the term *psychology* given in the text into Russian and write out the words associated with psychology.**

Speak English

**Origin of the word 'psychology'**

**Exercise 9. Reproduce the following dialogue with your group-mate and complete it the way you like:**

- Excuse me, do you happen to know the origin of the word *psychology*?
- Why, naturally. Psyche is a Greek word and it means soul, while logos, which is a Greek word too, means science, theory, word. So psychology means the science studying the soul.
- Good for you. Thank you. And can you answer another question on psychology?
- I'll try to.
- When did it become an independent science?
- I passed my psychology examination last week and I remember that it was the end of the nineteenth century when psychology became an independent science, though before it had developed as a complex with philosophy and physiology.
- Fantastic. And if I'm not mistaken, today psychology comprises many branches.



- Oh yes, more than ten. For example, psychophysiology, zoopsychology, comparative psychology, engineering psychology, to enumerate just a few.
  - Thank you very much. Now I'm well-equipped for my next lesson.
- 
- 

### Exercise 10 Translate into English:

- 1 Швейцарский философ и психолог Карл Юнг — основатель аналитической психологии.
- 2 Австрийский врач-психиатр и психолог Альфред Адлер создал научную школу индивидуальной психологии.
- 3 В 1921 г. швейцарский психиатр и психолог Германн Роршах создал психодиагностический тест для исследования личности. Этот тест носит его имя.
- 4 Учение Зигмунда Фрейда и вся совокупность развившихся на его основе учений и школ называется фрейдизмом.

### Exercise 11a. Match the words and their meanings, and translate them into Russian:

|                |   |
|----------------|---|
| psyche         | study and treatment of mental illness   |
| psychiatry     | method of healing mental illnesses by tracing them, through interviews, to events in the patient's early life, and bringing those events to his consciousness |
| psychotherapy  | human soul or spirit  |
| psychoanalysis | treatment of psychological methods of mental, emotional and nervous disorders   |

### b Agree or disagree and substantiate your viewpoint on the following statement:

*Psychology is the systematic study of human and animal behaviour.*



## Extend your vocabulary

### Psychology and memory

In the late 1800s, the German psychologist **Hermann Ebbinghaus** (1850—1909) began the scientific study of memory, with himself as a subject, using nonsense syllables, or meaningless letter combinations, such as QOP and XAN. Since Ebbinghaus, memory researchers have employed many methods to measure memory, but most studies have relied on three kinds of tests: recall, recognition, and relearning.

*A test to recall* requires you to search for some information in your memory and judge how accurate the possibilities are. For instance, a recall test in your psychology class might ask: Who is called the father of psychology? To answer this question you must gain access to the part of your memory that contains facts about the early history of psychology and search for names of possible figures. When you retrieve some names — Freud?, Wundt?, James? — you must judge how likely they are to be correct.

By contrast, *a recognition test* asks you to identify the familiarity or correctness of some information. Multiple-choice exams are recognition tests. You must pick the right answer from several options by comparing each with your stored memories. Your psychology exam is a recognition test, if it asks: Which of the following people was the founder of *behaviorism* — a) Wertheimer, b) Titchener, or c) Watson?

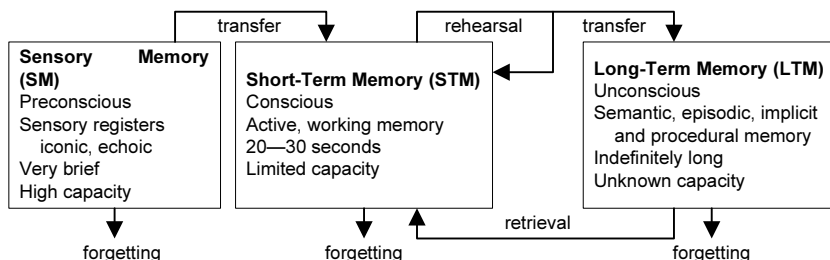
Recognition tests are usually easier than recall tests because you do not have to search your memory for the answer, and you can always guess.

*Relearning tests* measure the time you saved in learning some information for the second time. Ebbinghaus called relearning the saving method. If you memorize the names of the founders of the early schools of psychology today, you may forget a few of their names in two weeks. If you memorize them again at that time, you will notice that the process takes less time. The time savings in relearning is an indication of how strong your initial memory was.

Today, the most widely accepted view of memory is called the *information-processing model*, which describes three stages of memory in which information is encoded, stored, and retrieved in distinctive ways. The figure which follows shows the features of this model:



### The Information-Processing Model of Memory



#### The three of memory — sensory, short-term, and long-term — and their relationships.

First, information enters your *sensory memory* (SM), then it is processed further in your *short-term memory* (STM), and finally it is deposited into your *long-term memory* (LTM). But, memory, is not a simple, automatic passing of facts from stage to stage. At each stage, information is altered by your memory processes and some of it is forgotten. Although the stages are separate, they interact and influence each other. For example, when you learn a new phone number and retrieve it a minute later, you are transferring information from STM to LTM when learning, and back again from LTM to STM when retrieving.

#### Exercise 12a. Underline prefixes and suffixes in the following words and add a few similar words:

|                   |                    |
|-------------------|--------------------|
| meaningful _____  | meaningless _____  |
| correctness _____ | researcher _____   |
| nonsense _____    | recall _____       |
| to encode _____   | behaviourism _____ |

#### b Write down short definitions of the following terms using the text:

recall tests \_\_\_\_\_

recognition tests \_\_\_\_\_

relearning tests \_\_\_\_\_

information-processing model \_\_\_\_\_

#### c Translate into Russian:

to measure memory/time/distance

to rely on tests/experiments/friends



to search for information/missing documents  
to retrieve a lost piece of luggage  
to gain access to information/documents  
to guess the name/date

**d Give extensive answers:**

- 1 Was the name of Hermann Ebbinghaus familiar to you?
- 2 Did you know that multiple-choice tests were recognition tests?
- 3 Do you like doing multiple-choice tests?
- 4 Can the two tests given at the beginning of the two parts of this book be classified as multiple-choice tests?
- 5 Have you heard anything about intelligence tests?

**Speak English**

**Intelligence**

*Intelligence* is a term we use in our everyday lives to describe certain aspects of our behaviour and the behaviour of others. Certainly, intelligence is one way of distinguishing among your friends, relatives, classmates or group-mates, and co-workers as they go about their daily lives, but what is it? In one study, train commuters, university students, and supermarket shoppers were asked to provide their perception of the term. Most of them agreed that intelligence is composed of three main characteristics:

- Practical *problem-solving ability*, as observed in logical reasoning
- *Verbal ability*, such as good reading skills and speaking well in conversation
- Social intelligence, which includes *being sensitive to social cues* and showing interest in the world.

A survey of more than 1,000 psychologists and education specialists with expertise in intelligence testing indicated that a majority of experts agreed on some of the important elements of intelligence such as abstract thinking, problem-solving ability, and the capacity to acquire knowledge. These elements are presented in the following table:



### Important elements of intelligence

| Element                         | Percentage of experts<br>who consider it important |
|---------------------------------|--|
| Abstract thinking or reasoning  | 99.3   |
| Problem-solving ability         | 97.7   |
| Capacity to acquire knowledge   | 96.0   |
| Memory                          | 80.5   |
| Adaptation to one's environment | 77.2   |
| Mental speed                    | 71.7   |
| Linguistic competence           | 71.0   |
| Mathematical competence         | 67.9   |
| General knowledge               | 62.4   |
| Creativity                      | 59.6   |
| Sensory acuity                  | 24.4   |
| Goal-directedness               | 24.0   |
| Achievement motivation          | 18.9   |

**Exercise 13a.** Read and write down the definition of the term *intelligence* given in the text, then translate it into Russian.

**b** Use the correct articles and translate the text:

... best definition of intelligence is that of psychologist Robert Sternberg. He defines intelligence as ... mental management of one's life in ... constructive, purposeful way by adapting to, selecting, and shaping . environment. Whether it involves adjusting to ... new role at ...work, resolving disputes with ... friend, or getting good grades at university, intelligent behaviour allows you to function well in your environment.

**c** Translate into Russian and say if you agree or disagree with these statements:

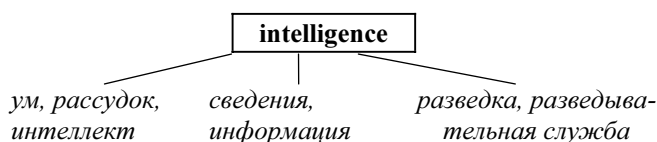
- 1 In many cases it might be *unwise to adapt to an environment* that does not promote your well-being. In such cases, the intelligent thing to do might be to select a new environment. For example, if your



boss asked you to do something illegal in order to boost business, you would be better off getting another job.

- 2 There are times when *you cannot adapt to or change environments*. In those circumstances, your intelligence would help you shape your environment. For example, if a person were dissatisfied with the government, rather than yield to it, or leave the country, he might take a more active role in changing the government by getting involved in politics.

**Exercise 14a.** Translate the following into Russian paying attention to the different meanings of the word *intelligence* :



- 1 The Central Intelligence Agency
- 2 The Intelligence Department/Service
- 3 to have secret intelligence of the enemy's plans
- 4 to show little intelligence
- 5 Intelligence Quotient (IQ) tests are widely practiced in schools and armies of the USA and Britain.
- 6 Counter-intelligence is information on the activities of hostile agents.

**b** Write down a few sentences of your own with the words *intelligence, intellect*.

**Exercise 15a.** Translate the word combinations into Russian:

intelligent question  
intelligent answer  
intelligent child  
intelligent expression on  
smb's face

intelligible explanation  
intellectual people  
intellectual interests  
intellectual faculties  
intellectual pursuits



## b Translate into English:

- 1 Латинский язык — это язык древних римлян. До наших дней за латинским языком сохранился статус международного языка во многих гуманитарных науках.
- 2 Слово «интеллект» заимствовано из латинского языка. В латинском языке слово *intellectus* означает познание, понимание, рассудок. В русском языке слово “интеллект” означает способность мышления, рационального познания.
- 3 Существует много тестов для измерения тех или иных интеллектуальных способностей человека.

## c Say what you know about IQ tests.

## Speak English

### Language and thought

The Dani, Stone Age people of New Guinea, have only two colour terms, 'mola' for bright, warm colours and 'mili' for dark, cold hues. In contrast, the English language has names for 11 major colour categories and words for hundreds of intermediate hues. Could it be that the Dani think about colours in a different way than English-speaking people?

The linguistic-relativity hypothesis, proposed by linguist **Benjamin Whorf**, states that language shapes our perception of reality. In other words, the language you use determines how you think about yourself and the world. According to this hypothesis, the fact that the Dani have only two colour terms indicates that they must perceive only two colours.

Psychologist **Eleanor Rosch** challenged that linguistic-relativity hypothesis by showing that the Dani could recognize colours in much the same way as English-speaking people even though their language for colour was limited. Now psychologists generally agree that language is a reflection of the way we think rather than its cause.

**Exercise 16a. Write down the words which are pronounced in the following way:**

[ˈkontrast]

\_\_\_\_\_

[tə kənˈtrast]

\_\_\_\_\_

[ˈkætiɡəri]

\_\_\_\_\_

[lɪnˈɡwɪstɪk]

\_\_\_\_\_



|                |       |                 |       |
|----------------|-------|-----------------|-------|
| [har'poθɪsɪs]  | _____ | ['lɪŋgwɪst]     | _____ |
| [har'poθɪsɪ:z] | _____ | [,ɪntə'mɪ:dʒət] | _____ |

**b Give extensive answers:**

- 1 Who are the Dani?  
\_\_\_\_\_
- 2 What hypothesis did Benjamin Whorf propose?  
\_\_\_\_\_
- 3 Did this hypothesis coincide with the theory of Eleanor Rosch?  
\_\_\_\_\_
- 4 What do psychologists think about correlation between language and thought?  
\_\_\_\_\_
- 5 Are there any other languages similar to that of the Dani?  
\_\_\_\_\_

**c Match the words and their meanings:**

|              |   |
|--------------|---|
| hypothesis   | explanation of the general principles of an art or science contrasted with practice |
| theory       | idea or suggestion, put forward as a starting-point for reasoning or explanation    |
| theoretical  | not based on certain knowledge  |
| hypothetical | based on theory, not on practice or experience                                      |

**d Write a few sentences of your own using the following:**

to propose a hypothesis \_\_\_\_\_

to challenge a hypothesis \_\_\_\_\_

according to this hypothesis \_\_\_\_\_

**e Agree or disagree and substantiate your viewpoint:**

*Hypotheses always precede theories.*



## Read English

### **Power and human contacts**

(an extract from Antony Robbins' bestseller *Unlimited Power*  
published in the USA )

Power is a very emotional word. People's responses to it are varied. For some people, power has a negative connotation. Some people lust after power. Others feel tainted by it, as if it were something venal or suspect. How much power do you want? How much power do you think is right for you to obtain or develop? What does power really mean to you?

I don't think of power in terms of conquering people. I don't think of it as something to be imposed. I'm not advocating that you should, either. That kind of power seldom lasts. But you should realize that power is a constant in the world. You shape your perceptions, or someone shapes them for you. You do what you want to do, or you respond to someone else's plan for you.

To me, ultimate power is the ability to produce the results you desire most and create value for others in the process. Power is the ability to change your life, to shape your perceptions, to make things work for you and not against you. Real power is shared, not imposed. It's the ability to define human needs and fulfill them — both your needs and the needs of the people you care about. It's the ability to direct your own personal kingdom — your own thought processes, your own behavior — so you produce results you desire.

Throughout history, the power to control our lives has taken many different and contradictory forms. In the earliest times, power was simply the result of physiology. He who was the strongest and the fastest had power to direct his own life as well as the lives of those around him. As civilization developed, power resulted from heritage. The king, surrounding himself with the symbols of his realm, ruled with unmistakable authority. Others could derive power by their association with him. Then, in the early days of the Industrial Age, capital was power. Those who had access to it dominated the industrial process. All those things still play a role. It's better to have capital than not to have it. It's better to have physical strength than not to. However, today, one of the largest sources of power is derived from specialized knowledge.

Most of us have heard by now that we are living in the information age. We are no longer primarily an industrial culture, but a communication one.



We live in a time when new ideas and movements and concepts change the world almost daily, whether they are as profound as quantum physics or as mundane as the best-marketed hamburger. If there's anything that characterizes the modern world, it's the massive, almost unimaginable, flow of information — and therefore of change. From books and movies and boomboxes and computer chips, this new information comes at us in a blizzard of data to be seen and left and heard. In this society, those with the information and the means to communicate it have what the king used to have — unlimited power.

The exciting thing to note that the key to power today is available to us all.

**Exercise 17a. Write out the key words from this text, and then write its short summary.**

**b Give extensive answers:**

- 1 What do you think made Antony Robbins write the book *Unlimited Power*?
- 2 Does the subject matter of this book remind you of Dale Carnegie's books?

## Read English

### **Dale Carnegie and effective speaking**

**Dale Carnegie** (1888—1955), a famous American psychologist, wrote five books the titles of which speak for themselves:

- *How to Win Friends and Influence People*
- *How to Enjoy Your Life and Your Job*
- *How to Stop Worrying and Start Living*
- *How to Develop Self-Confidence and Influence People by Public Speaking*
- *The Quick and Easy Way to Effective Speaking*

Here is a short extract from *The Quick and Easy Way to Effective Speaking*:

Psy'chologists ↗ tell us |that 'more than 'eighty-'five per 'cent of our 'knowledge ↗ comes to us |through 'visual im ↘ pression. 'No ↗ doubt |'this ac'counts for the e'normous ef'fectiveness of



`tele ↘ vision| as an 'advertising as well as `enter'tainment ↘ medium.  
'Public 'speaking, ↗ too,| is a 'visual as well as 'auditory ↘ art.

One of the best ways to enrich a talk with detail is to incorporate visual demonstration into it. You might spend hours just telling me how to swing a golf club, and I might be bored by it. But get up and show me what you do when drive a ball down the fairway and I am all eyes and ears. Likewise, if you describe the erratic maneuvers of an airplane with your arms and shoulders, I am more intent on the outcome of your brush with death.

I remember a talk given in an industrial class that was a masterpiece of visual detail. The speaker was poking good-natured fun at inspectors and efficiency experts. His mimicry of the gestures and bodily antics machine was more hilarious than anything I have ever seen on television. What is more, visual detail made that talk memorable — I for one shall never forget it, and I am sure the other members of that class are still talking about it.

It is a good idea to ask yourself, 'How can I put some visual detail into my talk?' Then proceed to demonstrate, for, as the ancient Chinese observed, one picture is worth ten thousand words.

### **Exercise 18a. Translate the following into Russian:**

|                    |   |
|--------------------|---|
| visual impressions | a masterpiece of visual detail          |
| visual art         | to put some visual detail into the talk |

### **b Mark the piece of advice given by Dale Carnegie which you find the most important for effective speaking and translate these sentences into Russian:**

- 1 Keep your goal before you. \_\_\_\_\_
- 2 Predetermine your mind to success. \_\_\_\_\_
- 3 Prepare in the proper way. \_\_\_\_\_
- 4 Act confident. \_\_\_\_\_
- 5 Be sure you are excited about your subject. \_\_\_\_\_
- 6 Limit your subject. \_\_\_\_\_
- 7 Fill your talk with illustrations and examples. \_\_\_\_\_
- 8 Use visual aids. \_\_\_\_\_
- 9 Seize every opportunity to practice. \_\_\_\_\_



## Write English

### Sociology

Systematic study of society, in particular of social order and social change, social conflict and social problems. It studies institutions such as the family, law, and the church, as well as concepts such as norm, role, and culture. It attempts to study people in their social environment according to certain underlying moral, philosophical, and political codes of behaviour.

(from Hutchinson Encyclopedia,  
Oxford)

**Exercise 19a. Write down the words which are pronounced in the following way:**

|                 |       |                  |       |
|-----------------|-------|------------------|-------|
| [ˌsəʊsɪˈɒlədʒɪ] | _____ | [ɪnˈvaɪərənmənt] | _____ |
| [səʊl]          | _____ | [ˈmɒrəl]         | _____ |
| [səˈsaɪətɪ]     | _____ | [ˌfɪləˈsɒfɪkl]   | _____ |
| [ˈkɒnflɪkt]     | _____ | [bɪˈheɪvjə]      | _____ |

**b Write down the word families of the following words:**

sociology \_\_\_\_\_  
system \_\_\_\_\_  
norm \_\_\_\_\_  
politics \_\_\_\_\_  
to behave \_\_\_\_\_

**c Match the words and their meanings:**

|             |   |
|-------------|---|
| to underlie | to make a start at doing something, to try                      |
| to attempt  | to form the basis of something                                  |
| to study    | to give time and attention to learning or discovering something |

**d Make short sentences with the following:**

|            |                   |
|------------|-------------------|
| underlying | reason            |
|            | fault             |
|            | guilt             |
|            | code of behaviour |



## Exercise 20a. Translate the text into Russian.

**b Say if you like the following definition better than the one given in the text and why:**

Sociology is the science of the nature and growth of society, and social behaviour.

**c Translate into English:**

- 1 Попытки объяснения общественной жизни возникли еще в античности.
- 2 Социология — это наука об обществе. Этот основной ее смысл выражает и термин «социология», образованный из латинского слова *societas* (общество) и греческого слова *logos* (учение).
- 3 Термин «социология» ввел в жизнь в начале XIX века французский ученый Огюст Конт.
- 4 В социологии используются такие методы получения информации, как анкетный опрос, интервью, наблюдение, эксперимент.

**d Write a short composition on this topic:**

Sociological surveys are very helpful.

## Have a discussion

### Oratory and rhetoric

English dictionaries give the following definitions of these words and their derivatives:

*oratory* — art of making speeches; rhetoric

*rhetoric* — 1) art of using words impressively in speech and writing

2) language with much display and ornamentation (often with the implication of insincerity and exaggeration)

*oratorical* — of speech making

e.g. *oratorical phrases/gestures/contests*

*rhetorical* — 1) using a style designed to impress or persuade; artificial or exaggerated in language



e.g. *rhetorical speech/language/style/skill*

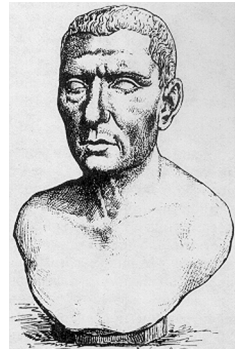
2) asked for the sake of effect, to impress people, no answer being needed or expected

e.g. *a rhetorical question*

*orator* — person who makes speeches (especially a good speaker)

*rhetorician* — person skilled in rhetoric or fond of rhetorical language

One of the leading ancient orators was **Marcus Tullius Cicero** (106—43 B.C.) His speeches and philosophical and rhetorical works are models of Latin prose. His letters provide a picture of contemporary Roman life. As consul he exposed the Roman politician Catiline's conspiracy in four major orations.



**Exercise 21a. Write down the words which are pronounced in the following way:**

|                 |       |                   |       |
|-----------------|-------|-------------------|-------|
| [ˈorətəri]      | _____ | [orəˈtorɪkəl]     | _____ |
| [ˈretərɪk]      | _____ | [rɪˈtorɪkəl]      | _____ |
| [dɪˈrɪvətɪv]    | _____ | [tu ɪɡˈzædʒəreɪt] | _____ |
| [ˌɪnsɪnˈserɪtɪ] | _____ | [ɪɡˌzædʒəˈreɪʃn]  | _____ |

**b Translate the definitions given in the text into Russian.**

**c Agree or disagree and substantiate your viewpoint:**

- 1 It is very difficult to draw a line between the terms *oratory* and *rhetoric*.
- 2 Many people like using rhetorical questions in speech.
- 3 All politicians should learn oratory.
- 4 The information on Marcus Tullius Cicero is very limited.



## Exercise 22a. Translate into English:

- 1 Риторика — это наука о красноречии. Каждый человек должен уметь точно, кратко и красочно выражать свои мысли.
- 2 Марк Туллий Цицерон — римский политический деятель, оратор и писатель. Он говорил: “Оратор есть тот, кто любой вопрос изложит со знанием дела, стройно и изящно с достоинством при исполнении”.
- 3 Знаменитый трактат Цицерона “Об обязанностях” многие века был обязательным чтением каждого образованного европейца.
- 4 До нас дошли 58 судебных и политических речей, 19 трактатов по риторике, политике, философии и более 800 писем, написанных Цицероном.
- 5 Речи и трактаты Цицерона по риторике и философии считаются образцом латинской прозы.
- 6 В России риторику в XVIII веке разрабатывал гениальный ученый М.В. Ломоносов, называвший это искусство красноречием.

## b Be ready to discuss these questions:

- 1 Should everybody study rhetorics?
- 2 Are Humanities the most important subjects to learn?
- 3 Should everybody study rhetorics?
- 4 Are Humanities the most important subjects to learn?

## c Write an annotation of this textbook

*And send it to the author who is prepared to face your criticism and compliments too.*

Yours faithfully,  
Sheveleva S.  
sheveleva@msm.ru