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# **IN THE WORLD OF MASS MEDIA**

Study guide

Recommended by Academic Council of Sumy State University



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M21

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The study guide is intended for full-time junior and senior students learning English as an additional specialty at Foreign Philology and Social Communication Faculty (English). The teaching manual covers conversational topics such as “**Cinema**”, “**Music**”, “**Art**”, “**Television**”, “**Press**” and “**Advertising**”. The main goal is the development of interconnected skills of spoken and written language based on the mastery of lexical and grammatical material.

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## INTRODUCTION

The main purpose of the manual is to organize, summarize and consolidate knowledge, abilities and skills acquired by students within the basic course. Besides, the manual aims at mastering a certain quantity of new lexical material in accordance with state standards to the level of foreign language full-time junior and senior students, who are learning English as an additional specialty.

This manual is a systematic course aimed at improving skills of spoken and written language based on the communicative approach of learning English. The material in the manual is clearly and logically structured and consists of six main sections (**Modules**). Texts in the manual tasks are designed according to the requirements of foreign language study programs in higher educational institutions. They comply with the prescribed topics and include educational material which is not reflected in the current English language textbooks but is necessary for the professional development of future journalists and advertisers.

The suggested textbook contains material from three conversational topics studied by junior and senior students: **Cinema, Music, Art, Television, Press and Advertising**. Each chapter has a clear structure and consists of a number of thematic texts and relevant tasks, focusing on different levels of students' skills. The texts also have a communicative orientation. The tasks in **Lead-in** and **Pre-reading** are communicative, aimed at introducing students to the thematic situations, promote creative thinking and allow assessing the students' prior knowledge of the subject.

**Reading and Discussing** tasks are oriented on working with the text and **Post-reading** tasks are aimed at reading comprehension, contain various types of lexical and grammatical exercises, provide an opportunity to express views on reading. **Listening** tasks are directly related to the topic of the module, contain thematically integrated material and expansion of knowledge on this topic.

**Writing** section materials are oriented towards the development of students' writing skills due to the thematic thrust of each module.

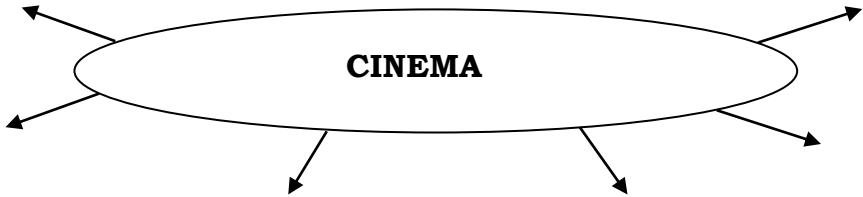
The manual contains a large number of tables, charts and figures which make the material more descriptive and facilitate efficient mastering of the program and increases students' motivation.

## MODULE 1

### IN THE WORLD OF CINEMA

#### I. LEAD-IN

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



#### II. READING AND DISCUSSING TEXT1

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

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

##### 2. Read the text.

#### The History of Cinema

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

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

So – by 1850 projection and photography had come together.

But the result still wasn't "cinema". How could it be when the pictures didn't move? The solution to that problem came in several stages.

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

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

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

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

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

### **Louis and Auguste Lumiere**

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

Well, he was completely wrong. In less than a year, cinemas had started to open in Europe and America. The public's appetite for films was instant and enormous, which meant that more and more had to be made. By 1985 movie-making wasn't just an interesting idea – it was a successful new industry. And by 1915 it was an industry with a capital – Hollywood, USA.

### **The Silent Era**

Hollywood was established in 1912. That's when a group of

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

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

### **The Talkies**

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

### **A Golden Age**

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



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

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

### **Television**

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

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

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

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

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

**Smell-o-vision** – another Hollywood scheme for winning back

TV audiences was Smell-O-Vision. This was an electronic system which sent the smell of roses, gun smoke, coffee, etc. (whatever was showing on the screen) over moviegoers during a film.

**70 mm film** – before the '50s, movie cameras and projectors used film which was 35 mm wide. The arrival of 70 mm film produced a much bigger, clearer image. 70 mm is still used for some films today.

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

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

### **The Modern Movie Industry**

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

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

appear in the cinema, then on video, and finally they're shown on TV.

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

to have commercial value	становити комерційну цінність
to have an impact on smb.	мати вплив на щось
talkie	озвучений фільм
top box-office names	фільми, за участю відомих акторів, квитки на які швидко розкупаються в касах
movie tycoons	магнати кіноіндустрії
to face competition	стикатися з конкуренцією
action-packed films	гостросюжетні фільми
to collapse	потерпіти крах

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

1. Cinema became possible

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

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

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

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

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

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

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

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

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

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

**7. Role play:**

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

## **TEXT2**

**1. Discuss in a class.**

Work in pairs. Discuss why you think people enjoy watching films so much

**2. Read the text quickly and choose the best title.**

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

**3. Put these phrases into the correct places in the text:**

- a) an example of the dangerous implications of not realizing anger
- b) he feels enormous betrayal

- c) films can bring to the surface the most deeply buried emotions
- d) claims that he has used it successfully with about a third of his clients
- e) it allows them to confront psychological issues
- f) some distance from their immediate situation

#### 4. Read the text.

##### Movie Therapy

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

1 \_\_\_\_\_ like anger, jealousy, boredom and depression.

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

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

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

**5. Read the text again and answer the questions.**

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

**6. Work in pairs or small groups. Discuss the questions together.**

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

**7. Remember:**

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

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

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

1. Why do people go to therapists?	a) get some films to watch (to)
2. Why did she cry a lot?	b) borrow books (to)
3. Why did they go to the DVD store?	c) make money (so as to)
4. Why do people go to libraries?	d) get help with their problems (in order to)



home. His wife looks after their three young children, and she wants to have a career. Carl feels guilty that he's not around much to help.

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

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

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

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

### TEXT3

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

**Advantages:**

**Disadvantages:**

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

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

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

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



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

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

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

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

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

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

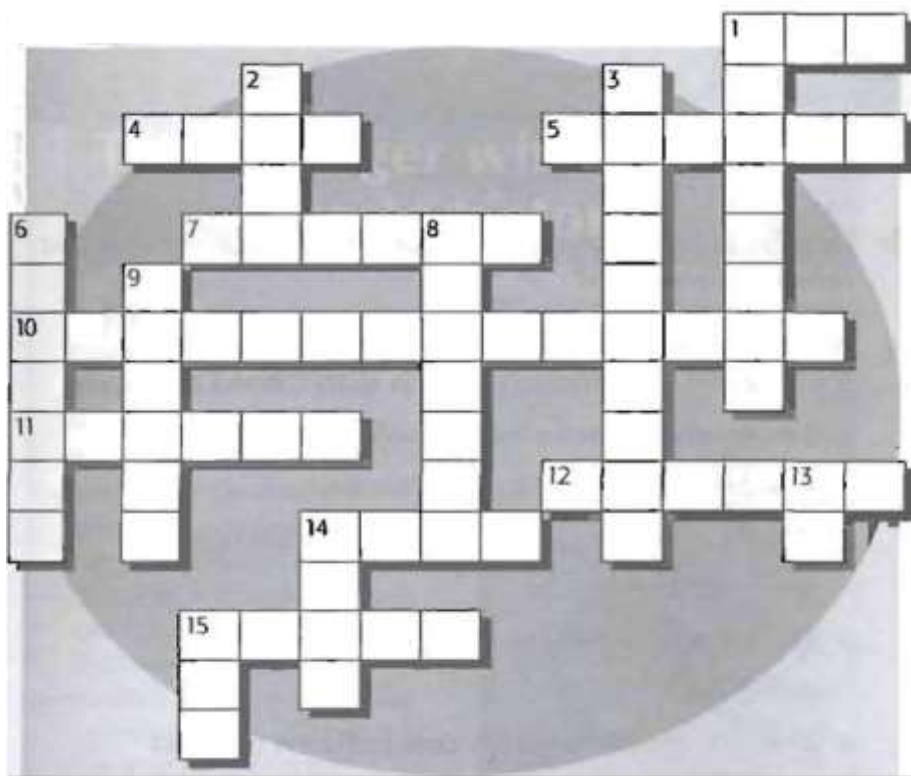
1. Extras can meet the stars of the films that they're in.
2. You can earn a lot of money being an extra.
3. People who look 'normal' get more work than those who look different.
4. Extras need to be patient.
5. Extras need to be good-looking.
6. Being an extra is a full-time job.
7. Being an extra can be hard work.

8. Extras don't get the recognition they deserve.

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

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

**4. Complete the crossword.**



### Clues across:

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

### Clues down:

1. a person who gives instructions to the actors and technicians on a film
2. the part or character an actor plays
3. voices, music, and other noises of a film
6. a film with a lot of songs
8. filmmakers often use computers to create special \_\_\_\_
9. another word for (the film was) 'shot'
13. *The Lord of the Rings* was based \_\_\_\_ a book by I. R. R. Tolkien
14. all those people who help to make a film
15. *Gone With the Wind* was \_\_\_\_ in the 19<sup>th</sup> century during the American Civil War

### III. LANGUAGE IN USE

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

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

screen version (adaptation) of the novel.

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

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

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

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

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

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

## IV. PRACTICE

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

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

<b>The Cinema</b>	

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

### Cinema or Video!

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

2) \_\_\_\_\_ me.

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

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

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

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

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

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

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

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

Modern cinema audiences, especially children and teenagers, like to see plenty of thrilling 1) \_\_\_\_\_ in action films. These scenes, which are known as stunts, are usually played by 2) \_\_\_\_\_ who are specially trained to do dangerous things 3) \_\_\_\_\_. You can crash a car, but if you are shooting a film, you have to be extremely 4) \_\_\_\_\_ – sometimes stopping just in front of the camera and film

crew. At an early stage in the 5) \_\_\_\_\_, an expert stuntman is invited in to work out the 6) \_\_\_\_\_ scenes and form a team. He is the only person who can go 7) \_\_\_\_\_ the wishes of the director, but he will usually only do this for safety reasons.

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

**4. In what situation might you say the following? Match each question with one of the situations on the right. After matching, make up your own dialogues.**

1. What's on? | a) You want to know whether the actors are any good.
2. Who's in it? | b) You can't see a free seat anywhere.
3. What's it about? | c) You need to know what time to get to the cinema.
4. Where's it on? | d) You're thirsty.
5. What time does it start? | e) You're leaving the cinema with a friend.
6. Where shall we sit? | f) There are three cinemas in our city and you don't know which is showing the film you want to see.
7. Where's the bar? | g) You haven't a clue what to go and see.
8. What did you think of it? | h) It might be a horror film and you wouldn't enjoy that.

### 5. Match the type of the film with its description

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



12.	Romance	l)	Film based on some novel, short story, or opera
13.	Cartoon/ animated cartoon	m)	Film dealing with the frontier life in the times of the American – Indian wars, cowboys, rustlers, etc
14.	Western	n)	Film showing consequences of scientific and technological progress
15.	Epic	o)	Hard-hitting type of a film with violence and sex
16.	Detective (-film)/ crime yarn/gangster yarn	p)	Events dealing with acute problems in the life of a family or an individual usually resulting in a disastrous situation: death, murder, nervous breakdown, etc
17.	Science-fiction	q)	Film showing life in a humorous or satirical aspect
18.	Musical comedy/vaudeville/variety	r)	Usually the events that are close to the real life, showing some family or an individual, problems, or minor social problems
19.	Farce (screwball comedy)	s)	Events dealing with acute problems in the life of a family or an individual, usually showing critical emotional conditions

**6. Try to guess what type of films these people are talking about.**

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

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

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

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

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

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

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

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

### **8. Report:**

Make the library research about the development of any genre

of film in the USA, Great Britain and Ukraine. Present your report in the class.

## V. LISTENING

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

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

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

What she had to do during the film?

---

The most difficult thing about the job:

---

The worst moment:

---

What it was like to work with Spielberg?

---

Her opinion of the film:

---

How she feels when she watches the film?

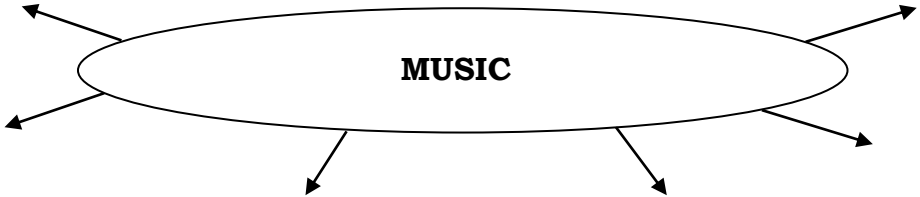
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## MODULE 2

### MUSIC

#### I. LEAD-IN

1. What words come to your mind when you hear the word “music”? Complete a mind map.



2. There are some statements below. Read them and explain the essence of music, people’s attitudes and what part music played in their lives, as far as the quotations are concerned.

- When words leave off, music begins. (H. Heine)
- Life is one grand, sweet song, so start the music! (Ronald Reagan)
- Music is moonlight in the gloomy night of life. (Jean Paul Richter) Music expresses that which cannot be said and on which it is impossible to be silent. (Victor Hugo)

3. Answer the questionnaire to find out if you are music mad (crazy).

1. How often do you buy new CDs/albums/cassettes?

- a) once a week
- b) once a month
- c) once a year
- d) never

2. How often do you go to live music events?

- a) once a week
- b) once a month
- c) once a year
- d) never

**3. Do you read music magazines?**

- a) often
- b) regularly
- c) rarely
- d) never

**4. Do you play a musical instrument?**

- a) Yes, often.
- b) Yes, regularly.
- c) Yes, but rarely.
- d) No, never.

**5. Do you sing in a choir or play in a band?**

- a) Yes, often.
- b) Yes, regularly.
- c) Yes, but rarely.
- d) No, never.

**6. How often do you listen to music at home?**

- a) often
- b) regularly
- c) rarely
- d) never

**7. Do you listen to music outside the home, e.g. on a personal stereo?**

- a) often
- b) regularly
- c) rarely
- d) never

**8. Do you listen to music?**

- a) when you are working /studying?
- b) in the bath?
- c) on the way to school?
- d) in bed?

**Your Score:** 6 points for every a) answer  
4 points for every b) answer  
2 points for every c) answer  
0 points for every d) answer

## Your Results:

**IF you scored 40 or more**, you are completely music mad. You live and breathe for music. You are probably a musician yourself!

**IF you scored 20 – 39**, you take an active interest in music. You probably choose your friends according to whether they like the same type of music as you do.

**IF you scored 10 – 19**, then music is not your main leisure interest. You probably prefer sport or reading, for example.

**IF you scored 9 or less**, you are musically brain dead. You probably don't know the difference between Mozart and Madonna!

## II. READING AND DISCUSSING

### TEXT 1: Rhythms in Music

In music, there are **simple rhythms** and **complicated rhythms**. A song may have **the same rhythm** *all the way through*. In a symphony, there may be many **different rhythms**.

Music gives **the rhythms for dancing**. The first dances were done to **the rhythms of the drums** long before other instruments were invented.

Men are often helped by **rhythmical music** to work together better. They like *to work to music* (працювати під музику), with **the rhythm of the song** matching **the rhythm of their bodies** as they work. Rhythm makes it easier to use energy.

Musical Styles:

polka  
blues  
jazz  
samba  
rock

waltz  
ragtime  
swing  
disco

### TEXT 2: Read the text and entitle it.

*Music is a part of all our lives.* Some people **create** it or **perform** it, but we all listen to it. Music is a part of our experience from childhood through adulthood as part of games at recess, in the shower with no one listening, in churches and schools, or from stereo

at home, or in the car. Many people have become sophisticated in their use of music by learning to play instruments and perhaps even by learning to read music. Experiences with music can exist with or without formal training.

What is music? Music **escapes easy definition** as can be seen from the following statements:

*Music is sound that is pleasing to the ear.* If “pleasing” means “pretty” or “beautiful”, then much music is excluded under their definition. Music can be noisy, loud, raucous – anything but pleasing. Music does not have to be beautiful or pleasing to be the ear, unless one’s concept of what is beautiful or pleasing is very broad. This also is an inadequate definition of music that does not sound pleasing to others, or of music that has a larger purpose than to sound pleasing. Such a definition excludes much Western European art music composed in the last hundred years as well as much music representative of some non-Western European cultures.

*Music is sound and silence organized in time.* This definition is to some extent subjective and includes all music from any place at any time. It avoids the subjective. Much music so organized can, to many people, be **noisy, weird, displeasing, ugly**, and “to my ears”, it isn’t music!”. We, therefore, cannot define music without the subjective factors of taste, judgment, and personal reaction as exemplified in the common expression, “I do not know anything about music, but I know what I like.”

*Music is sound that you want to hear as music.* Sound that is not organized in same fashion typically cannot be called music. Yet the roar of waterfall, the sound of rain falling on a tent, or the chirping of birds can be “music to my ears”. These sounds are not music in the objective sense but are pleasing, perhaps, therefore musical sounds. In fact, the sounds of birds, water, whales, and other sounds of nature have been taped and used in “organized” music. Conversely, all sorts of drums, cymbals, and gongs, **harsh, dissonant harmonies**, and abstract, totally unsingable melodies have been organized into music. However, is it really music? No, not at all.

*Music can be romantic and sentimental:* it can be **simple and beautiful**; and it can **recall special memories** and pleasant associations (and probably some that are not so pleasant). Yet, it can be **harsh and complex**, even noisy, reflecting certain aspects of our modern, technological society.

Music serves many functions: it is a part of ceremony and ritual and something to march and dance to. It affects our moods by **entertaining**, enriching, or relaxing us. It can help people escape momentarily from the real world.

*Music is able to move the mind, heart, and body in a wide variety of ways.* It stimulates responses ranging from excitement to boredom, from love to hate, and intense involvement to apathetic detachment.

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

to create/perform/read music	створювати, виконувати музику, читати по нотах
to escape easy definition	уникнути простого визначення
to entertain	розважати(ся)
to uplift	піднімати (настрій)
to stimulate feelings and responses	стимулювати почуття та реакції
to enhance certain rituals	посилити певні ритуали
musical preferences	музичні уподобання
to have universal appeal	мати універсальне уподобання
to convey powerful feelings, moods, images, and associations	передати потужні почуття, настрої, образи і асоціації
expressive language	виразна мова
to communicate feelings and images	спілкуватися почуттями та образами
to stimulate bodily movements	стимулювати рухи тіла
to move the mind, heart, and body in a wide variety of ways	перемістити розум, серце та тіло в найрізноманітніші форми



**2. Look through the text and write out all adjectives which characterize music (e.g., raucous music). Explain the meaning of every adjective.**

**3. Make up your own sentences using the essential vocabulary.**

#### **4. Translate into English.**

Музика ... Це слово знайоме кожному. Але мало хто може пояснити це поняття, адже дати чітке визначення музиці нелегко. Одні люди кажуть, що музика – це мистецтво, яке передає потужні почуття, настрої, образи та асоціації, інші стверджують, що музика – це виразна мова, що здатна зворушити розум, серце та тіло будь-якої людини, а треті вважають, що музика – це така універсальна сила, яка поєднує людей усього світу. Ми можемо погоджуватися з одними та не погоджуватися з іншими, але всі ми чітко розуміємо, що музика виконує багато функцій в нашому житті. Вона здатна розважати та піднімати настрій, лікувати хворих, стимулювати рухи тіла, висловлювати почуття та є невід’ємною частиною певних ритуалів. І не важливо, які музичні вподобання має людина, чи створює вона музику, чи виконує її, головне те, що музика допомагає нам жити з відчуттям прекрасного.

**5. Discuss with your partner the importance of music in your life.**

### **TEXT 3: Musical Instruments**

#### **1. Read the text.**

A **musical instrument** is an object constructed or used for the purpose of making the sounds of music. In principle, anything that produces sound can serve as a musical instrument. Musical instruments have been used since earliest times for a variety of purposes, ranging from the entertainment of concert audiences to the accompaniment of dances, rituals, work, and medicine. The

use of instruments for religious ceremonies has continued down to the present day. There are three major types of musical instruments: string instruments, wind instruments and percussion instruments. A **string instrument** (or **stringed instrument**) is a musical instrument that produces sound by means of vibrating strings. The most common string instruments in the string family are guitar, violin, violâ, cello, double bass, banjo, mandolin, ukulele, and harp. Not often immediately recognized as such, a piano is also a string instrument. A **wind instrument** is a musical instrument that contains some type of resonator (usually a tube) in which a column of air is set into vibration by the player blowing into (or over) a mouthpiece set at the end of the resonator. The pitch of the vibration is determined by the length of the tube and by manual modifications of the effective length of the vibrating column of air. In the case of some wind instruments, sound is produced by blowing through a reed; others require buzzing into a metal mouthpiece. Wind instruments fall into one of the following categories: brass instruments and woodwind instruments. A **brass instrument** is a musical instrument whose sound is produced by sympathetic vibration of air in sympathy with the vibration of the player's lips. To the group of brass instruments we refer: trumpet, bugle, trombone, French horn, and saxophone. A **woodwind instrument** is a musical instrument which produces sound when the player blows air against an edge of, or opening in, the instrument, causing the air to vibrate within a resonator. Most of these instruments were originally made of wood, but some, such as the saxophone and most flutes, are now commonly made of other materials such as metals or plastics. To woodwind instruments we refer: oboe, English horn, clarinet, flute, piccolo, bassoon and saxophone. There is another family of musical instruments. They are percussion instruments, to which we refer: kettledrum, snare drum, bongo-drums, cymbals, triangle, chimes, gong, castanets, tom-tom, sleigh bells, etc.

## **2. Divide the following instruments into four groups:**

a) string instruments

- b) wind instruments
- c) wood-wind instruments
- d) percussion instruments

<i>banjo</i>	<i>drums</i>	<i>oboe</i>	<i>violin</i>	<i>bugle</i>
<i>flute</i>		<i>piano</i>	<i>xylophone</i>	<i>clarinet</i>
	<i>guitar</i>	<i>saxophone</i>	<i>cymbals</i>	
<i>harp</i>	<i>tambourine</i>	<i>double-bass</i>	<i>horn</i>	
		<i>trumpet</i>		

### III. LANGUAGE IN USE

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

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

**3. Musical styles:** polka, waltz, march, blues, ragtime, jazz, swing, bass nova, samba, disco, and rock.

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

**5. Music makers:** composer, conductor, musician, soloist, virtuoso, minstrel group, team, band, and orchestra.

**6. Music making:** to write authentically Ukrainian, Afro-American, etc. music, to compose, to arrange, to transcribe, to make music, to perform, to improvise, to interpret, to accompany, and to complete.

**7. Musical equipment:** tape-recorder, video cassette-recorder, tuner, amplifier, player, equalizer, (loud) speaker, and turntable.

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

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

#### IV. PRACTICE

##### 1. Which is the odd man out?

1. Which is not a string instrument?  
a) cello                      b) flute                      c) lute                      d) mandolin
2. Which is not a brass instrument?  
a) bassoon                      b) comet                      c) trombone                      d) trumpet
3. Which is not a wood-wind instrument?  
a) bassoon                      b) oboe                      c) piccolo                      d) triangle
4. Which is not a percussion instrument?  
a) chimes                      b) kettle-drums                      c) tom-tom                      d) whistle
5. Which is not a kind of voice?  
a) bass                      b) baritone                      c) contralto                      d) recitative
6. Which is not a group of musicians?  
a) band                      b) orchestra                      c) quintet                      d) polyphony
7. Which is not a kind of vocal music?  
a) ballad                      b) carol                      c) lullaby                      d) symphony
8. Which is not a kind of music?  
a) ballet                      b) opera                      c) oratorio                      d) symphony

##### 2. Choose the correct answer.

1. Mozart composed music when he was still a child. He had a great \_\_\_\_\_ for it.  
a) ability                      b) force                      c) gift                      d) skill
2. I'm now going to play a piece \_\_\_\_\_ "The Fall".  
a) denominated                      b) entitled                      c) labeled                      d) nicknamed
3. The conductor was annoyed with the orchestra for not \_\_\_\_\_ time.  
a) beating                      b) keeping                      c) maintaining                      d) making
4. Schubert didn't complete one of his symphonies so it will always be \_\_\_\_\_.  
a) defective                      b) deficient                      c) unfinished                      d) unready

5. The attendance at the music festival \_\_\_\_\_ all expectations.  
 a) excelled                      b) overcame    c) overtook    d) surpassed
6. Just as the violinist began to play, one of the \_\_\_\_\_ on his violin broke.  
 a) chords                      b) cords            c) strings        d) wires
7. She sat at the piano and began to play a patriotic \_\_\_\_\_.  
 a) music                      b) note            c) sound        d) tune
8. She never learnt the piano but she can play by \_\_\_\_\_.  
 a) ear                      b) hand            c) heart        d) memory
9. The audience gave the soloist an enthusiastic \_\_\_\_\_ when he entered.  
 a) applause                      b) clapping    c) encore        d) reception
10. Although I play the piano quite well, I still can't \_\_\_\_\_.  
 a) play a score b) play the notes c) read a score d) read music
11. They sometimes play together in a \_\_\_\_\_.  
 a) quartet                      b) quintet        c) solo            d) triplet
12. He's an exceptionally \_\_\_\_\_ violinist and has won several prizes in international competitions.  
 a) artful                      b) competent    c) gifted        d) ingenious
13. As a child, Mozart was considered to be an infant \_\_\_\_\_.  
 a) fantasy                      b) miracle        c) prodigy        d) sensation
14. She ought to \_\_\_\_\_ singing with a voice like that.  
 a) take on                      b) take to        c) take up        d) undertake
15. The next \_\_\_\_\_ on the programme will be a sonata by Beethoven  
 a) bit                      b) item            c) part            d) piece
16. His performance was \_\_\_\_\_; the audience was delighted.  
 a) faultless                      b) imperfect    c) unmarked    d) worthless
17. In the orchestra the oboe and the bassoon are two of the \_\_\_\_\_ instruments.  
 a) breath                      b) lip              c) mouth        d) wind
18. When the artist opened his violin case, he found that someone had stolen his \_\_\_\_\_.  
 a) arc                      b) bow            c) rod            d) stick
19. Which \_\_\_\_\_ do you propose to play this piece in?  
 a) chord                      b) key            c) notes        d) score

20. The piano is badly out of \_\_\_\_\_, I'm afraid.  
 a) melody                      b) practice      c) tune              d) use
21. As a pianist his \_\_\_\_\_ is brilliant, but I don't care much for his interpretation.  
 a) exhibitionism      b) mastery      c) technique      d) technology
22. In this sonata, the first violin \_\_\_\_\_ a nightingale.  
 a) reflects                      b) represents      c) reproduces      d) resembles
23. He never \_\_\_\_\_ his early promise as a musician.  
 a) carried out              b) discharged      c) fulfilled      d) performed
24. The choir stood in four rows according to their \_\_\_\_\_ heights.  
 a) respectable              b) respectful      c) respective      d) respected

**3. Answer the clues.**

1. \_\_\_\_\_C\_\_\_\_\_

2. \_\_\_\_O\_

3. \_\_\_\_\_N\_

4. \_\_C\_\_\_\_\_

5. \_\_\_\_\_E\_

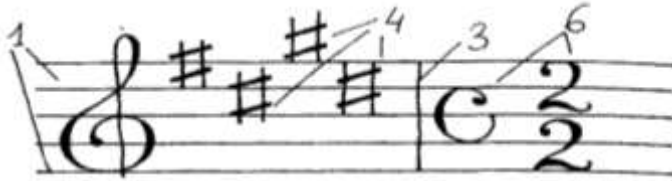
6. \_\_\_\_R\_

7. \_\_T\_

1. the person who stands in front of an orchestra (9)  
 2. the stick used by the person who stands in front of an orchestra (5)  
 3. a classical composition for an orchestra (8)  
 4. a performance of music by one person (7)  
 5. writes music (8)  
 6. singing and acting together (5)  
 7. a written sign for a musical sound of a particular length and pitch (4)

## 4. MUSIC ON PAPER

1. Match the names with the right number in the picture below.



- ... bar line
- ... clef sign
- ... key signature
- ... leger line
- ... staff
- ... time signature

## 2. Insert missing words.

1. A \_\_\_\_\_ plays records in discotheques.
2. A small record is called a \_\_\_\_\_.
3. A large record is called a(n) \_\_\_\_\_.
4. Records are kept in \_\_\_\_\_ to preserve them from dust.
5. A long-playing record by a pop group is a(n) \_\_\_\_\_.
6. In a pub, records are played on a \_\_\_\_\_.
7. The rhythm of the music is called the \_\_\_\_\_.
8. The words of a song are called the \_\_\_\_\_.
9. The melody of the song is the \_\_\_\_\_.
10. The speed of the music is the \_\_\_\_\_.
11. A song which is a great success is a \_\_\_\_\_.

## 5. POP MUSIC

### 1. Choose the correct answer.

1. They have \_\_\_\_\_ music at the disco.  
a) actual      b) live      c) living      d) real
2. Shall we dance? They are playing our favorite \_\_\_\_\_.  
a) aria      b) line      c) music      d) tune
3. Of course, I'll play the piano at the party but I'm a little out of \_\_\_\_\_.  
a) practice      b) reach      c) tune      d) use

4. This is the \_\_\_\_\_ guitar on which Lennon created some of his greatest hits.

- a) actual    b) contemporary    c) genuine    d) original

5. Is he really \_\_\_\_\_ to judge a brass band contest?

- a) capable    b) competent    c) efficient    d) skillful

6. Some LPs have very imaginative designs on their \_\_\_\_\_ .

- a) arms    b) coats    c) envelopes    d) sleeves

7. The pop \_\_\_\_\_ is emptier following the death of John Lennon.

- a) life    b) kingdom    c) music    d) scene

8. I don't think I know that song, but if you \_\_\_\_\_ the tune I may be able to recognize it.

- a) call    b) chant    c) hum    d) sing

9. The Manhattan Transfer \_\_\_\_\_ is an example of well-balanced singing by four artists.

- a) duet    b) lyric    c) quartet    d) tune

10. At the pop festival you will be able to hear music \_\_\_\_\_ over a system of loudspeakers.

- a) propelled    b) relayed    c) relayed    d) reproduced

11. The record-player needle \_\_\_\_\_ the record badly.

- a) broke    b) scraped    c) scratched    d) tore

12. The acoustics in the concert hall was very poor, and it was necessary to \_\_\_\_\_ voices of the performers.

- a) amplify    b) exaggerate    c) extend    d) increase

13. Italian TV has \_\_\_\_\_ a young composer to write an opera for the TV's thirtieth anniversary.

- a) appointed    b) commissioned    c) consulted    d) ordered

14. Pop stars have to get used to people trying to get their \_\_\_\_\_ .

- a) autographs    b) names    c) signatures    d) sings

15. Tonight is a special \_\_\_\_\_ night for our percussionist who has injured his hand and won't be able to play again.

- a) benefit    b) charity    c) merit    d) welfare



## V. LISTENING

1. Listen and underline the tags and replies in the conversation on the right. Do they rise or fall?

**Liza Minnelli**

**A:** Liza Minnelli is just fantastic! Her concert was amazing.

**B:** It was, wasn't it? And she puts so much energy into her songs, doesn't she?

**A:** Yes, she does. Who wrote that song about marriage, and the way it changes the world?

**B:** She did. It's one of the few songs she ever wrote, actually.

**A:** So she can write as well as sing, can she? What a talent!

Did you like her costumes?

**B:** Yes, I did. I thought they were fantastic. I've seen most of them before.

**A:** Have you? I haven't. She's playing again tomorrow, isn't she?

**B:** Yes, I think so. Let's go again, shall we?

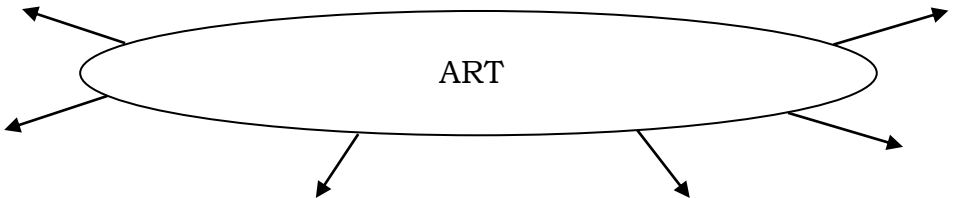
**A:** All right. She's one of the all time greats, Liza Minnelli is.

## MODULE 3

### ART

#### I. LEAD-IN

1. What do you expect to speak about within the topic 'Art'? Complete a mind map.



2. Read and remember the difference between definitions of art.

**Art** – the expression or application of human creative skill and imagination, typically in a visual form such as painting or sculpture, producing works to be appreciated primarily for their beauty or emotional power.

**Arts** – subjects of study primarily concerned with human creativity and social life, such as languages, literature, and history (as contrasted with scientific or technical subjects). Examples: “the belief that the arts and sciences were incompatible”; “The Faculty of Arts”.

**The Arts** – the various branches of creative activity, such as painting, music, literature, and dance: “the visual arts”.

**The Art** – the ability or skill involved in doing or making something: “the art of photography”.

**3. Answer the following questions:**

1. What is the role of art in people’s life?
2. What are the functions of art in the society?
3. Do you find it easy or difficult to understand art?
4. How should appreciation of art be developed?
5. Does aesthetic education play an important role in school?

**4. Discuss how strongly you agree or disagree with the following statements. Give your reasons.**

1. Art is not a handicraft. It is the transmission of feelings the artist has experienced.
2. One picture is worth ten thousand words.
3. Art is the most intense mode of the individualism that the world has known.
4. The pain passes, but the beauty remains.
5. Art is not a mirror to reflect the world but a hammer with which to shape it.
6. Painters paint objects as they think them, not as they see them.
7. All art is but imitation of nature.
8. Art is long, life is short.

**5. Try your luck with this quiz. Fill in the squares.**

1. Who painted the famous woman with a mysterious smile?

□□□□□□□□ □□ □□□□□

2. Who cut off one of his ears?

□□□ □□□□

3. Who shocked the world with his famous Black Square?

□□□□□□□□

4. Who created the famous tower which has a dazzling view of Paris?

□□□□□□

5. Who was born in Moscow and is considered to be the founder of abstract art?

□□□□□□□□□

6. Who founded cubism and continued to create art at the age of 80?

□□□□□□□

7. Who created “The Thinker” and “The Kiss” and is considered to be the most celebrated sculptor of the French romantic school?

□□□□□

8. Who illustrated Lermontov’s “The Demon” and became haunted by the image?

□□□□□□

9. Who became famous all over the world for his high-quality violins?

□□□□□□□□□□

10. Who was born in Germany and created the most admired organ music of all time?

□□□□

Mozart

Beethoven

Leonardo da Vinci

Bach

Roden

Vrubel

Paganini

Stradivari

Malevich

Van Gogh

Eiffel

Shaliapin

Picasso

Kandinsky

**6. There are some statements below: read them and explain the essence of art, people’s attitudes, and what role art played in their lives.**

“Everyone wants to understand painting. Why is there no attempt to understand the song of the birds?” (Pablo Picasso)

“Art is the Queen of all sciences communicating knowledge to all the generations of the world”. (Leonardo da Vinci)

“No great artist ever sees things as they really are. If he did he would cease to be an artist”. (Oscar Wilde)

“An artist never really finishes his work; he merely abandons it”. (Paul Valéry)

**7. Phrase your own perception of fine arts, what you think their essence is, what you call art, and how much art there is in your life. If appropriate, find support for your views among the opinions above.**

**8. Read the definition of “art” as given in the encyclopedia. Would you add any other concept to it?**

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

## **II. READING AND DISCUSSING**

### **1. Discuss the following questions:**

1. Why do most people love painting?
2. What genre(s) of painting do you prefer? Why?
3. What are your favourite painters?

4. In your opinion is it necessary to understand the history of art to appreciate it?

**2. Read about different styles of painting and decide which of them you find the most appealing to you.**

### TEXT 1

*The Stone Age* – the first known period of culture, characterized by the creation and use of stone tools, began with the earliest human development about 2 million years ago. Among the earliest pieces of sculpture of the period that has been found is the Venus of Willendorf, limestone, 22 cm in height, found in lower Australia. Cave paintings portrayed groups of animals: bison, deer, wild boar, and other combination, which do not normally aggregate in nature. These pictures are of the animals only and contain no landscape or horizontal base. The paints used for these creations were derived from natural earth pigments like ochre and zinc oxides.

*Middle Ages* – the art that refused the power of nature and reality and took advantage of symbols of unknown world, some graphics, lines, and figures. It transmits the inner world of a human being with deep dramatism. It shows that a body is an ugly prison for the soul and feelings.

*Renaissance* – the representatives of this period of painting demonstrate the application of humanistic ideal learned from the ancients. This age of discovery found painting deeply concerned with investigations and experiments. New importance was given to the human figure, which became one of the essential motifs of all painting. During this period oil paint was used for the first time.

*Romantic Period* – the typical feature of this period was a tendency to freedom and endless strive for perfection and renovation of personal independence. The artists of the period worshiped Nature as wild, ever-changing and picturesque and believed that the creation of a work of art demands some detachment, self-awareness, and discipline.

*Symbolism* – the painters of the period were fascinated by myths and offered their own interpretation of those myths noted for

its obsession with death. Their paintings are thoughtful. They are inner works – neither impression, nor expression but more meditation. Their art is inspired essentially by the knowledge of man’s submission to his instincts.

**Impressionism** – a style of painting developed at the end of 19<sup>th</sup> in France. Artists who used this style often concentrated on *showing the effect of morning light on their subjects*, but painted *vague shapes with blurred edges* rather than *neat realistic details*. Representatives: Edward Manet, Claude Monet, Edward Degas, Auguste Renoir, Matisse, Pissarro, Cézanne, and Van Gogh.

**Expressionism** – a style of painting, originating in Germany at the beginning of the 20th century, in which the artist seeks to *express the inner world of emotions* rather than external reality. The style is characterized by *the use of symbolism and of exaggeration and distortion*. The artists elevated personal emotional reactions to the world around them and *transmitted these emotions to the canvas*. Representatives: El Greco, Edward Munch, Van Gogh, and James Ensor.

**Cubism** – a style of art, begun in the early twentieth century, in which objects are represented as if *they could be seen from several different positions at the same time, using many lines and geometric shapes*. *Cubism rejected traditional techniques and invented a new form of large measured space which gave the ability to show the figure from all sides by crossing spaces to create semicircles*. Representatives: Pablo Picasso, and George Braque.

**Surrealism** – a 20th-century avant-garde movement in art which *sought to release the creative potential of the unconscious mind, representation of the world of dreams and fantasies*. *It is a style in which ideas, images, and objects are combined in a strange way, like in a dream*. *The movement grew out of symbolism and was strongly influenced by Sigmund Freud*. In the visual arts its most notable exponents were André Masson, Jean Arp, Joan Miró, René Magritte, Salvador Dali, Max Ernst, Man Ray, and Luis Buñuel.

**Abstract art** – a style of art that *does not attempt to represent external, recognizable reality but seeks to achieve its effect using shapes, forms, colors, and textures*. Representatives: Kazimir

Malevich, Wassily Kandinsky, Ben Nicholson, Frank Stella, Kenneth Jasper Johns, and Damien Hirst.

**1. Answer the questions.**

1. When and where did art and painting in particular appear?
2. What did the first attempts of painting represent?
3. Using the underlined phrases provide a brief description for each period of art development.
4. Which trend do you give your preference to? Why?
5. Where can you enjoy the most magnificent and important works of art?
6. Fill in the table below taking the information needed from the text.

Period	Trend	Characteristics & Innovations

**TEXT 2**

**How Colour Affects Your Mood**

**1. Discuss in a class.**

1. Preference of a definite colour depends on mood and character of a person. What colours do you prefer and why?
2. What association do you have with this or that colour? With what colour do you associate yourself at this very moment of your life? What is the colour of your mood?

**2. Read the text.**

RED has the power to revitalize and give you energy. Wearing red cheers you up and gets you moving. If you're feeling depressed, dispirited, and lethargic, stare at an area of dazzling red paint, or hold a book with a bright red cover, or put on a red sweater. In no time at all you'll find yourself revved up and ready to go.

If you're facing a situation where you need to be brave, wear something red. If you're playing in a match and you need to give it that extra 20 percent, imagine the colour red. Wrap yourself in an

imaginary bubble of red light and suddenly you'll get an extra burst of energy that will take you first over the line, or get the ball in the net. Magic!

ORANGE helps you to learn. If more classrooms were painted orange, kids would be brighter and wouldn't have half as much difficulty in learning things. Perhaps if the wall behind the blackboard were a bright orange, you'd find it easier to understand the lessons that are written up on the board. Why don't you suggest it to your teacher?

Like red, orange is a natural tonic and peps you up, so if you want to lift your mood in an instant, wear something orange. If you have to talk in front of the class, or if you have to give a speech to the school during assembly, write what you have to say on an orange card because, as you read from it, the orange will give you confidence.

YELLOW unlocks your powers of reasoning and opens your channels of imagination. Surround yourself in the colour yellow whenever you have a problem to sort out and when you need to open your mind to a new idea.

GREEN has a soothing and steadying influence. If you've had a rotten day, or been told off by your teacher, or fallen out with your best friend, stare out of a window into the garden, or sit beside a potted plant, or wrap a green scarf around your neck. When your ego has taken a bit of a battering, green will help you find peace of mind.

BLUE. If your little brother has made you mad, don't lash out at him, reach for something blue. Sit on a blue carpet, put on a blue shirt, grab a blue felt-tip pen and start drawing. When you're hot under the collar, nothing cools you down as effectively as blue.

INDIGOS and VIOLETS open up what's known as your higher self. When you need to get in touch with the spiritual or creative side of your nature, let purple show you the way. If you don't have anything at all in this colour, get out your paints and paint a picture of violets and stick it up on your wall. When you need inspiration, simply stare at your picture and wait for your subconscious to come up with the ideas you need.



### 3. Study the essential vocabulary of the text.

to have the power to revitalize	мати силу відроджуватися
dispirited	пригнічений
lethargic	летаргічний
to get somebody moving	заставити будь-кого рухатися
in no time at all	в одну мить
revved up	бурчить
to wrap oneself in an imaginary bubble of red light	загорнутися в уявному міхурі червоного світла
to get an extra burst of energy	отримати додатковий заряд енергії
to have half as much difficulty in learning things	мати вдвічі менше труднощів у навчанні
a natural tonic	природній тонік
to pep up	оживляти
to unlock the power of reasoning	розблокувати силу міркувань
to open one's channels of imagination	відкрити канали уяви
to have a problem to sort out	мати проблему для вирішення
to have a rotten day	мати зіпсований день
to tell off	накричати при всіх
to lash out at somebody	накинутись на когось
to be hot under the collar	розлютитися
to get in touch with the spiritual or creative side of one's nature	увійти в контакт з духовною або творчою стороною своєї природи

4. Here is a list of colors and the feelings, or ideas associated with them in English. What feelings or ideas are associated with these colours in your language?

Colour	Associations in English	Associations in your language
black	seriousness	
blue	sadness	
green	envy, nature, inexperience	
red	anger, danger	
white	purity, surrender	
yellow	cowardice	

### III. LANGUAGE IN USE

**1. Colouring:** flesh colour, primary colours, light, light and shade, diffused light, intensity, hue/tint (colour, tone), fade, oil colours, water-colours, colour scheme, palette, the play of colours, brush, brushstroke (stroke), pencil drawing, wash drawing, crayon, handling, paint, a box of paints (paint-box), to paint in oils, oil painting, an oil sketch, sketch/study, touch, subtle/gaudy colouring, to combine form and colour into harmonious unity, brilliant/low-keyed colour scheme, the colour scheme where ... predominate, muted in colour, the colours may be cool and restful/hot and agitated/soft and delicate/dull, oppressive, harsh; the delicacy of tones may be lost in a reproduction.

**2. Paintings:** battle painting, genre/historical painting, landscape painting, mural painting, scenery, portraiture (a family group/ceremonial portrait, a self-portrait, a shoulder/half-length/full-length portrait), caricature, city-scape (town-scape), seascape (water piece, marine), graphic art (black-and-white art), still life (arrangement), icon, fresco, engraving, woodcut, reproduction, canvas, easel, a masterpiece, (a) work of art.

**3. Painters and their craft:** painter (artist), a portrait/landscape painter, a fashionable/self-taught/mature artist, master, amateur artist; model, sitter, nude, to portray, to draw from the model, to pose (sit) for a painter, to paint from nature/memory/imagination, to paint mythological/historical subjects, to specialize in portraiture/still life, to portray people/emotions with moving sincerity/with restraint, to depict a person/a scene of common life/the mood of..., to render/interpret the personality of..., to reveal the person's nature, to capture the sitter's vitality/transient expression, to develop one's own style of painting; to conform to the taste of the period, to break with the tradition, to be in advance of one's time, to expose the dark sides of life, to become famous overnight, to die forgotten and penniless.

**4. Composition and drawing:** in the foreground/background, in the top/bottom/left-hand corner; to arrange symmetrically/asymmetrically/in a pyramid/in a vertical format; to define the nearer figures more sharply, to emphasize contours purposely, to be scarcely discernible, to convey a sense of space, to place the figures against the landscape background, to merge into a single entity, to blend with the landscape, to be represented standing.../sitting.../talking..., to be posed/silhouetted against an open sky/a classic pillar/the snow; to accentuate smth.

**5. Impression. Judgement:** the picture may be moving, lyrical, romantic, original, poetic in tone and atmosphere, an exquisite piece of painting, an unsurpassed masterpiece, distinguished by a marvellous sense of colour and composition; the picture may be dull, crude, chaotic, a colourless daub of paint, obscure and unintelligible, gaudy, depressing, disappointing, cheap and vulgar, and life-like.

**6. Art Exhibition:** to exhibit, exhibition (show, display), international art exhibition, one-man exhibition, at the exhibition, exhibition halls (rooms), gallery, collection, on display, trend, sharp impression, visual impression, to make an impression on smb., varnishing day, stained glass, miniature, fine arts museum, museum of applied art, museum of modern art, picture gallery, abstract art,

ancient art, oriental art, fine arts, contemporary (modern) art, folk art, graphic art; art critic, connoisseur of art, guide.

#### IV. PRACTICE

**1. Look at the words *artist, painter and sculptor*. The word endings *-ist, -er and -or* are often used to indicate people's jobs.**

**2. Use these words to fill the gaps in the sentence:**

- guitarist
- psychiatrist
- driver
- author
- photographer
- actor

- a) Ayrton Senna was a brilliant racing \_\_\_\_\_.
- b) Who is the bass \_\_\_\_\_ in the band Oasis?
- c) My favourite \_\_\_\_\_ is Kevin Costner.
- d) The name of the \_\_\_\_\_ is usually on the cover of the book.
- e) With modern cameras, everyone can be a good \_\_\_\_\_.
- f) I'm not mad. I don't need a \_\_\_\_\_.

**3. Complete these sentences, using words with *-er/-or/-ist*:**

- a) If you're a top \_\_\_\_\_, you want to win Wimbledon.
- b) I'm so ill that I can't move. Please call a\_\_\_\_\_.
- c) My sister's a \_\_\_\_\_. She writes for the New York Times newspaper.
- d) I'm studying psychology, but I don't want to be a \_\_\_\_\_.
- e) We had a wonderful maths \_\_\_\_\_ at school. That's why I like it.
- f) I've been skiing for years, but I'm still not a good \_\_\_\_\_.

**4. Match the verbs *make, get and have* with the words below. Add your own examples.**

*A dream, an effect, fed up, an influence, in touch, a look, lost, a mess, a mistake, money, a phone call, a promotion.*

## DID YOU KNOW?

- The term graffiti comes from the Greek word ‘graphe in’ which means ‘to write’.
- Graffiti was first found on ancient Roman architecture.
- Graffiti is now so popular: it can be seen in many museums and art galleries.
- Graffiti is still illegal in many places and you could be fined.

## GRAFFITI LANGUAGE

- Most graffiti artists prefer to be called ‘writers’.
- A writer’s signature with spray paint or marker is called a ‘tag’.
- Communities of writers who are friends are known as ‘crews’.
- Those writers who are inexperienced or new to an area are called ‘toys’.

**5. Read through paragraphs (a-h) and put them into the correct order. Then fill in the gaps with the words given in the box. You may use an English-English dictionary to help you. Begin with paragraph C.**

met, launched, prescribed, pilot, level, eligible, well-being, chronic, tackle, deprived, panic, huge problems, low, social, condition

- a) Like any other NHS medical treatment, the art classes will be free. Annual costs of £10,000 will be \_\_\_\_\_ jointly by Stockport Health Authority and the local council.
- b) You can give her a dose of Prozac and hope she’ll get better, but you are never going to solve the problem unless you \_\_\_\_\_ how she deals with her life. The severely disturbed and suicidal will not be \_\_\_\_\_ for the classes, to be taught by artists with no medical training in local church halls and social clubs.
- c) Patients with mental health problems are to be \_\_\_\_\_ painting, sculpting and creative writing on the NHS, instead of drugs. ‘Arts On Prescription’, a radical new scheme \_\_\_\_\_ this week,

will enable doctors to treat depression and anxiety by sending \_\_\_\_\_ sufferers to art classes.

**d)** ‘Arts On Prescription’ was inspired by an earlier Manchester project, ‘Exercise On Prescription’, where GPs prescribed free sessions in the gym or the swimming pool to patients with coronary \_\_\_\_\_. Participants reported that the greatest improvements had been to mental rather than physical \_\_\_\_\_ and demand grew for arts-based activities.

**e)** A \_\_\_\_\_ scheme is to begin in various economically \_\_\_\_\_ areas of Manchester. Participating GPs, consultants, community psychiatric nurses and \_\_\_\_\_ workers will refer patients who suffer from mental health complaints like \_\_\_\_\_ attacks to an Arts and Mental Health Nurse. The patients will then be offered a range of art classes, from drama and dance to ceramics and photography, and after consultation, be prescribed a ten-week course.

**f)** ‘People find these sorts of expressive activities, done in a group, give them a chance to develop their confidence and self-esteem, and give them a social contact at a \_\_\_\_\_ they are comfortable with,’ a community health team spokeswoman said.

**g)** Schizophrenics and manic depressives in a stable \_\_\_\_\_ may take part, though.

**h)** Mental ill-health is a \_\_\_\_\_ burden on the NHS, and shows itself through many physical and mental problems. This treatment gets us out of looking at everything from a problem-based viewpoint. A typical patient, she said, would be a woman with a family and little time to herself, struggling with relationship difficulties and suffering \_\_\_\_\_ self-esteem, insomnia, and lack of motivation.

6. Fill in the crossword puzzle using Topical Vocabulary.



**Across:**

2. A building for preserving and exhibiting artistic and historical objects.
5. A person employed to point out interesting sights on a visit.
7. A theory and style of painting.
9. A thin board on which the artist mixes his colours.
12. A place or establishment for exhibiting art works.
15. A quality or value of colour; shade.
16. One who is sitting to have his portrait painted.
18. A synonym of "paint".
19. The creation or expression of what is beautiful.
21. A special skill, art or dexterity.
23. A rough, quickly made drawing.
24. A colour (pinkish red or purplish red).
25. A colour (bluish-purple).
26. A colour (a combination of red, black and yellow).

**Down:**

1. A delicate shading of a colour.
3. The highest in quality, performance, etc.; most excellent.

4. A great artist.
5. A famous British portrait and landscape painter of the 18<sup>th</sup> century.
- 6 A wooden frame to support a picture while the artist is working at it.
8. A picture of a sea scene.
10. A famous British painter of sea-scapes.
11. A humorous drawing.
13. A delicate stroke made with a brush in painting.
14. A colour (very bright red).
16. A single movement of a pen or brush.
17. An imitation or representation of a person or thing drawn, painted, etc.
20. A colour (between blue and yellow in the spectrum).
22. A particular shade or tint of a given colour.

**7. Finish the sentences using topical vocabulary.**

1. My preference lies with the genre of portrait because ...
2. I personally like flower-pieces, they are ...
3. I prefer landscapes to other genres, you see ...
4. I care much for still-lives because ...
5. I like battle-pieces because ...

**8. Read the texts and use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0) !**

1. MOODS AND COLOURS

Does colour affect your (0) <i>behaviour</i> ? You might think the connection is purely (1) ....., but many experts insist that colour can influence our moods and (2) .....	0. behave 1. imagine 2. feel 3. care 4. decide 5. consider
So, if you plan to redecorate, think (3) ..... before making a (4) ..... about what paint to buy. The effect each colour has on you should be taken into (5) ..... as the wrong one	



could make you depressed or (6) ..... instead of relaxed and comfortable. A cool (7) ..... blue is best for bedrooms as it is calming and promotes sleep. Green, representing nature and (8) ..... is ideal for living rooms, while red, the colour of energy, and (9) ..... are best for dining rooms. Another important piece of (10) ..... is to avoid yellow for the bedroom. If you are ill, it is likely to make you feel worse and down your recovery.

- 6. rest
- 7. peace
- 8. secure
- 9. warm
- 10. advise

## 2. PABLO PICASSO

Pablo Picasso was born in Spain. As a child he was very (0) *talented*. At the age of 19, he went to Paris and experimented with (1)..... styles, from sad paintings in blue to more (2)..... ones in circuses in reds and pinks. Picasso very quickly became (3)..... . He was constantly looking for new (4)..... .

- 0. talent
- 1. differ
- 2. cheer
- 3. succeed
- 4. inspire

He became interested in (5)..... masks, which were being shown in Europe for the first time. He particularly liked the simple but (6)..... way they distorted the human face. He began to use (7)..... shapes to build up an image – this was the (8)..... of cubism. Even though his cubist pictures are (9)....., we still understand what they are supposed to be (10)..... .

- 5. Africa
- 6. expression
- 7. angle
- 8. begin
- 9. realism
- 10. symbol

**9. Read the text and decide which answer – A, B, C or D – best fits each space (1–15). There is an example at the beginning (0).**

### COLOUR AND COMMUNICATION

Colour, although only a small (0) **B** of our communication system, plays a large role. Whether you are designing Web (1) ....., buying clothes or decorating your kitchen, your (2) ..... of colours sends a definite message to other people, and they will respond to it in a (3) ..... way. Every colour has a different (4) ..... on people,

and the practice of correct colour selection is a delicate (5) ..... To further complicate matters, the effects of colours change, as times and fashions change.

Certain colours also mean different things in different cultures. For example, in the United States, blue is thought to be a relaxing colour. Tests reveal that the colour blue (6) ..... blood pressure, calms viewers and gives them a sense of (7) ..... In Middle Eastern countries, however, blue is believed to be a protective colour, and people (8) ..... their front doors blue to ward off (9) ..... spirits.

Colour communication is an essential part of how we see the world. In western societies, we know that a jester is comical and playful because he (10) ..... in bright red, green, blue and yellow. The colour black, however, is (11) ..... with boredom or evil, and white with purity and light. The colour orange is friendly, relaxing and peaceful, whereas (12) .....yellow is a happy colour. Research (13) ..... that all human beings make a subconscious judgement about a person or item within the first 90 seconds of (14) ..... it, and 62% to 90% of that assessment is (15) ..... on colour alone.

- |                   |             |              |             |
|-------------------|-------------|--------------|-------------|
| 0. A. portion     | B. part     | C. piece     | D. factor   |
| 1. A. covers      | B. papers   | C. pages     | D. sheets   |
| 2. A. choice      | B. option   | C. decision  | D. pick     |
| 3. A. separate    | B. certain  | C. clear     | D. obvious  |
| 4. A. idea        | B. sense    | C. force     | D. effect   |
| 5. A. method      | B. talent   | C. art       | D. ability  |
| 6. A. lowers      | B. drops    | C. sinks     | D. lessens  |
| 7. A. caution     | B. security | C. guarantee | D. defence  |
| 8. A. shade       | B. decorate | C. coat      | D. paint    |
| 9. A. mean        | B. evil     | C. cruel     | D. wicked   |
| 10. A. outfits    | B. clothes  | C. dresses   | D. wears    |
| 11. A. associated | B. matched  | C. joined    | D. grouped  |
| 12. A. strong     | B. powerful | C. loud      | D. bright   |
| 13. A. exhibits   | B. displays | C. shows     | D. uncovers |
| 14. A. viewing    | B. seeing   | C. watching  | D. looking  |

15. A. established    B. constructed    C. based.....D. balanced

**10. Give Ukrainian equivalents for the following English proverbs and sayings; explain in English their meaning. Choose one to your liking and illustrate it.**

1. When one loves his art no service seems too hard.
2. The devil is not so black as he is painted.
3. That's a horse of another colour.
4. Art lies in concealing art.
5. Art has no enemy except ignorance.

**11. Here are eight ways of describing paintings. Check that you understand the words, using a dictionary if necessary. Use them to complete the sentences below:**

<i>portrait</i>	<i>landscape</i>	<i>still life</i>	<i>abstract</i>	<i>detailed</i>
<i>traditional</i>	<i>original</i>	<i>colourful</i>		

1. I think his work is very individual, very \_\_\_\_\_. I've never seen anything else like it.
2. I've just been to a(n) \_\_\_\_\_ exhibition - it's something I've tried to do myself, but my apples always look like peaches!
3. We've got a(n) \_\_\_\_\_ of my great-grandfather at home. He was a general in the army.
4. Renaissance paintings were always very \_\_\_\_\_. You could see all the stitches on the clothes.
5. His most famous \_\_\_\_\_ was a picture of the scenery around his home in Provence.
6. I don't actually like modern art. I much prefer more \_\_\_\_\_ things.
7. I don't like paintings that are all greys and browns. I like really \_\_\_\_\_ things. You know, lots of bright greens and reds and yellows.
8. I don't understand her work at all. It's just too \_\_\_\_\_ for me.

**12. Complete the questions with a word from the box.**

**Answer the questions.**

<i>abstract</i>	<i>collection</i>	<i>dealers</i>	<i>exhibition</i>
<i>landscapes</i>	<i>patrons</i>	<i>sculptures</i>	

1. Which gallery or museum in your country has the largest \_\_\_\_\_ of fine art?
2. Are there any large \_\_\_\_\_ or murals in the streets and squares of your town? What do they look like?
3. Who is the most famous painter in your country? Was he/she a figurative or an \_\_\_\_\_ artist?
4. Who are the most famous \_\_\_\_\_ of the arts in your country?
5. In which part of your town can you find private galleries and art \_\_\_\_\_ ?
6. What was the last art \_\_\_\_\_ that you went to? Did you like it?
7. In general, do you prefer \_\_\_\_\_, still lives or portraits? Or something else?

**13. Find 13 words connected with art in the word search.**

E	X	H	I	B	I	T	I	O	N
V	S	E	Q	M	U	R	A	L	O
I	C	F	K	G	Z	J	P	A	I
T	U	I	P	A	T	R	O	N	T
A	L	L	A	L	S	R	R	D	C
R	P	L	I	L	I	E	T	S	E
U	T	L	N	E	T	L	R	C	L
G	U	I	T	R	R	A	A	A	L
I	R	T	E	Y	A	E	I	P	O
F	E	S	R	V	A	D	T	E	C

**14. Complete the sentences with a word from the word search in exercise 9.**

1. The world's most hard-working \_\_\_\_\_ was probably Picasso, who produced hundreds of thousands of paintings, prints, illustrations and other work.

2. The world's most valuable \_\_\_\_\_ of private art is probably the J Paul Getty Museum in Los Angeles.

3. The world's largest \_\_\_\_\_, made of steel and plastic by Anish Kapoor, is 150 metres long.

4. The world's most famous \_\_\_\_\_ painter is probably Diego Rivera, whose work can be seen on the walls of the Detroit Institute of Arts.

5. The world's most expensive \_\_\_\_\_ woman by Gustav Klimt, cost over \$130 million.

6. In the world's biggest art theft, \$500 million worth of paintings were stolen from a \_\_\_\_\_ in Holland.

7. The world's highest price paid for a \_\_\_\_\_ was \$60 million for some fruit, a curtain and a jug by Cezanne.

**15. Decipher the encoded words. Use them in the short situations on the topic.**

Taeplte, hrusbotsker, anroyc, ndalacsep, ticraucer, duwotco, rutperdoinoc, alese, tiorparietu, raseipmetce, beonitxihi.

**16. Translate into English. Make up your own sentences.**

Палітра, гра фарби, писати маслом, пейзажний живопис, графіка, портрет на весь зріст, персональна виставка, вернісаж, знавець мистецтва, гармонійно поєднувати форму та фарби, яскрава картина, гармоніювати з пейзажем, на передньому плані, неперевершений шедевр, спеціалізуватися на натюрмортах, відтворювати настрої натурщика, стати відомим миттєво, передавати відчуття простору.

**17. Choose the right explanation.**

**1. Still life:**

- a) a picture representing an area of countryside;

- b) a painting or drawing of inanimate objects, such as fruit, flowers, etc.;
- c) a painting or photograph of a scene at the sea;
- d) a painting or other work of art executed directly on a wall.

## **2. Cubism:**

- a) a style of art that does not attempt to represent external, recognizable reality but seeks to achieve its effect using shapes, forms, colors, and textures;
- b) a style of painting, originating in Germany at the beginning of the 20th century, in which the artist seeks to express the inner world of emotion rather than external reality;
- c) a style of art, begun in the early twentieth century, in which objects are represented as if they could be seen from several different positions at the same time, using many lines and geometric shapes;

## **3. Palette:**

- a) the range of colours used by a particular artist or in a particular picture;
- b) an arrangement or combination of colours, especially one used in interior decoration;
- c) a rough or unfinished drawing or painting, often made to assist in making a more finished picture;
- d) the mark made on a surface by a painter's brush.

## **4. Engraver:**

- a) a person who is posing for his or her portrait to be painted, carved, etc.;
- b) someone whose job is to repair old paintings to make them look like they did when they were new;
- c) someone who cuts designs or words on metal, glass, or wood;
- d) an artist who paints pictures.

## **5. Fresco:**

- a) a strong, coarse unbleached cloth made from hemp, flax, cotton, or a similar yarn, used to make items such as sails and tents and as a surface for oil painting;
- b) a wooden frame for holding an artist's work while it is being painted or drawn;

- c) a devotional painting of Christ or another holy figure, typically executed on wood;
- d) a painting done rapidly in watercolour on wet plaster, on a wall, or ceiling in such a way that the colours penetrate the plaster and become fixed as it dries.

**18. Choose the right answer.**

1. Mr Cheater made a living \_\_\_\_\_ works by famous painters.  
a) devising                      b) faking              c) pretending  
d) shamming
2. A sculpture by Rodin fetched more than two million dollars at the \_\_\_\_\_ last month.  
a) auction                      b) gallery              c) museum              d) sale
3. The \_\_\_\_\_ of Rembrandt's paintings finishes next week.  
a) demonstration              b) exhibition              c) show              d) spectacle
4. They thought the painting was genuine, but it turned out to be \_\_\_\_\_ .  
a) a facsimile                      b) an imitation              c) a replica              d) a reproduction
5. There was no \_\_\_\_\_ difference between the original and the copy.  
a) discernible                      b) discoverable              c) knowable              d) understandable
6. Mr Adventurous has taken \_\_\_\_\_ painting since he retired.  
a) down                      b) in                      c) over              d) up
7. A young art student acted as our \_\_\_\_\_ when we visited the museum.  
a) coach                      b) conductor              c) guide              d) lead
8. This self-portrait did not come to \_\_\_\_\_ until the artist's death.  
a) light                      b) range                      c) sight              d) view
9. Mr Vemix is the greatest \_\_\_\_\_ expert on techniques of painting.  
a) alive                      b) live                      c) living              d) nowadays
10. Children and pensioners are admitted to the museum at \_\_\_\_\_ prices.  
a) decreased                      b) less                      c) reduced              d) undercharged

11. On examination by experts, the picture turned out to be a \_\_\_\_\_ .

- a) fabrication                      b) fake                      c) fraud                      d) sham

12. In the \_\_\_\_\_ right-hand corner of the portrait there is a flower.

- a) front                                  b) high                      c) top                          d) up

13. He is sometimes considered to be an outstanding artist, but I consider his works to be quite \_\_\_\_\_ .

- a) common                              b) intermediate              c) mediocre                  d) moderate

14. All visitors are requested to \_\_\_\_\_ with the regulations.

- a) agree                                  b) assent                      c) comply                      d) consent

15. He made some \_\_\_\_\_ sketches which would serve as guides when he painted the actual landscape.

- a) elementary                          b) introductory              c) preliminary                  d) primary

16. Admission to the gallery is \_\_\_\_\_ except on Saturdays and Sundays when a charge of one dollar is made.

- a) allowed                              b) free                          c) nothing                      d) paid

17. The paintings are hung in heavy gold \_\_\_\_\_ .

- a) easels                                  b) frames                      c) fringes                      d) rims

18. This beautiful portrait is \_\_\_\_\_ to Rubens.

- a) assigned                              b) attached                      c) attributed                      d) prescribed

19. He earns his living by \_\_\_\_\_ works of art.

- a) recovering                          b) renewing                      c) restoring                      d) reviving

20. That landscape is somewhat \_\_\_\_\_ of Rembrandt's early work.

- a) memorable                          b) mindful                      c) reminiscent                  d) similar

21. The portrait you see here is a very good \_\_\_\_\_ of my mother.

- a) appearance                          b) likeness                      c) reproduction                  d) resemblance

22. I would love to go to the exhibition with you, but I'm afraid I can't \_\_\_\_\_ the time.

- a) leave                                  b) lose                          c) save                          d) spare



23. He said he had never \_\_\_\_\_ across a painting which pleased him more.

- a) come                      b) happened    c) seen                      d) viewed

24. I made it quite clear that I had no \_\_\_\_\_ of selling the portrait.

- a) aim                              b) intention    c) meaning                  d) purpose

## V. LISTENING

### 1. Listen to different people describing the works of art.

**Which picture are they talking about?**

A. Make notes about what they say and discuss with your partner.

B. Compare the reactions of you and your partner with those of the people you listened to.

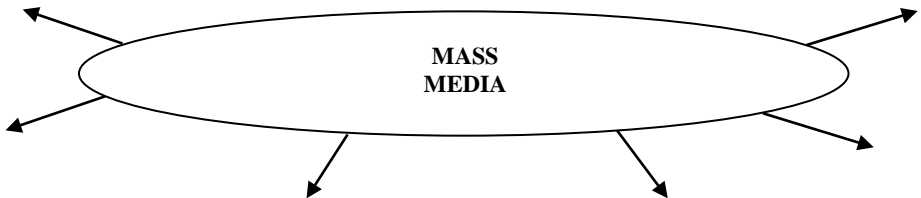
### 2. Discuss them with the class.

## MODULE 4

### MASS MEDIA

#### I. LEAD-IN

1. What words come to your mind when you hear the word mass media? Complete a mind map.



#### II. READING AND DISCUSSING

##### TEXT 1: Growing up with Media

**Part I.** What do you remember most about your childhood?

Running through the long dewy grass of a meadow or the Saturday morning TV cartoons sitting in the kitchen watching your mother

cook supper, or sitting in the living-room watching *Captain Kangaroo*? Which came first on Sunday morning – breakfast or the comics?

Now bring your memories up to date. What did you and your friends talk about, at least part of the time, before class? An item from a newspaper? An ad that you noticed in a magazine or a television commercial? An episode from a popular TV series? A movie or a new recording you heard on the radio? If your answers parallel those of most young people, you add to the proof that mass media play a large and influential part in your life. Your answers also prove just how casually you accept the media, just as you accept the house you live in, cars, electricity, telephones, your school, and your family as part of your environment. Parents and teachers agree that all young people growing up with the media learn from them sometimes more than adults wish you to. (And this is the cause for alarm.)

If the use of *them* referring to *media* in the last sentence seems strange, remember that the word *media* linguistically is plural. When people make a fuss about *the media* being a bad influence, they usually are talking about television, the most powerful *medium* of all. Maybe calling television *the media* can be justified technically because, as a medium, it embraces functions of several *media* such as all newspapers, magazines, movies, and recordings.

The major media can be divided into two kinds: print and electronic. The print media – newspapers, magazines, books, pamphlets, catalogues, circulars, brochures, and anything you read – are the oldest, dating back to the invention of the printing press in the fifteenth century. The electronic media – radio, television, films of all kinds, records, tapes, and anything that is transmitted by the use of electricity – are less than a hundred years old.

One of the problems facing us today is being reached by the media when we really don't choose to be. Do you sometimes find it difficult to locate a moment of complete silence in your environment or a time when your eyes are not presented with signs, billboard, or pictures demanding attention?

Another meaning the word *mass* suggests is "the people", a phrase too often associated with adjectives like dull-witted, credulous, ill-informed, uncritical, and passive. Or are the *mass* of people well-informed, sophisticated, thoughtful, and active? Which are you? How much of what you know about yourself has been taught you by the media? You may not realize how greatly the media influence you because in your lifetime they have always been there. In fact, short of deliberate isolation on a mountain top or being lost in a forest and reared by wolves, no one will ever again grow up without the presence and influence of the mass media. Is this good or bad?

An experiment recently conducted in Europe by the Society for Rational Psychology showed that watching television is psychologically addictive. The idea of becoming addicted to television brings up questions involving subtle conditioning and brainwashing that could be friendly or vicious, altruistic or self-serving.

In a commercial society the media's ability to stimulate motivation to buy – almost as though people were puppets on strings – builds other people's power. It can be power for good or power for bad, but it is always power for control.

All these negative aspects of growing up with the media need consideration, at the same time you are enjoying the positive aspects of immediately knowing what's going on in the world, sharing great entertainment and historical events with everyone else in our "global village", and having the fun of trying out a new product that you wouldn't have known about without advertising.

**Part II.** According to a recent research report, more than a third of all children by the age of three are viewing TV with some regularity and more than half are listening to books read to them. Before they are old enough for school, a third of the children are looking through magazines, 40% are listening to radio, and 80% are stewing television. At age seven, newspapers enter a child's life, usually through the comic strips. You are one of these children. As you grew, you absorbed uncritically, as children do.

And what did you absorb? Hundreds of items of information..., you also absorbed ideas about behaviour, about right and wrong, good and bad, the permissible and the forbidden. These ideas were presented to you – and still are directly and indirectly with the entertainment, advertising, and information. The most powerful ideas are the ones you absorb indirectly. They are digested emotionally at psychological depths that we still know little about, although we can tell that the effect of reaching those depths is particularly strong and long lasting from behaviour patterns that emerge.

Another indicating of media influence is in the language we use. Whole new vocabularies come into existence with new inventions. Look back at the first two paragraphs of this chapter. How many expressions can you identify that came into popular usage with the development of a medium? How about TV *cartoons*? Or the abbreviated version of the word television? In this country, we say *TV* and spell it several different ways: T.V., TV, teevee. In Britain, it's the *telly*, as everyone who watches the British "stand-up" comedian will know. That term, *stand-up comic*, seems to be another media invention. Actually, a comedian does sit sometimes, whenever the action of a skit demands, but there is always that string of jokes, or would-be jokes, delivered standing up, first at a stationary microphone during early radio days, now just standing or wandering about a stage, mike in hand. In advertising, the stand-up commercial was the first kind used. In this, the announcer or star of the program would grasp the product firmly in hand, making sure the name faced the camera, and as persuasively as possible, recite or read the copy written about it at an advertising agency.

The impact of the mass media is very strong. It changes our language, stimulates our emotions, informs our intellect, influences our ideas, values, and attitudes. When you were young and absorbing uncritically, you could not possibly know that the majority of the material you saw and heard was designed to produce specific responses from you. Some adults, for that matter, either do not know or refuse to admit the following basic fact of media production: the *MAJORITY of material is chosen or designed to produce a*

*predetermined response*. Even that part of media output called "entertainment" is chosen to keep you quiet, unquestioning, available, and receptive to commercial messages inserted throughout. This is evident whether the entertainment is a TV drama with commercials every few minutes or a newspaper or magazine article with columns of type wrapped around the advertisements.

## 2. Study the essential vocabulary of the text.

to come first (second, ...)	по - перше (по- друге ,...)
up to date	сучасний
to date back to	датоватися
ill-informed	погано проінформований
to become addicted to	ставати залежним від/до чогось
to come into existence	з'явитися

## 3. Translate the following sentences into English using essential vocabulary of the text:

1. Коли мені необхідно прийняти будь-яке рішення, я завжди спочатку думаю про сім'ю, а вже потім про кар'єру.
2. Вони використовують найсучасніше обладнання в своїй роботі.
3. Цей манускрипт датується 18 сторіччям.
4. Вчителі в Англії скаржаться на те, що вони погано проінформовані про стан сучасної освіти.
5. Спочатку він був впевнений, що зможе з легкістю кинути палити, але потім зрозумів, що став залежним від паління.
6. Цей закон з'явився на початку минулої осені.

## 4. Look through the text, find the information about the positive and negative influences of mass media, and fill in the table below:

Positive influence	Negative influence
1	1

## **5. Give a summary of the text.**

### **TEXT 2: Make TV Help Your Kids**

**1. Predict what the text is going to be about, judging from its title.**

#### **2. Read the text.**

We have all heard the dire warnings about Television's effect on children; it turns them into couch potatoes and delinquents; it affects their schooling and makes them sexually precocious. Television can either numb young minds or expand them. Some US studies suggest that children who watch more than 40 hours a week may achieve lower academic standards. Moderate viewing up to about 20 hours a week does not adversely affect schoolwork.

With today's cornucopia of programmes, it's increasingly difficult to control what your children are watching. But it can be done. Here are some ways you can make sure your children benefit from television.

A typical child begins watching television at an early age. It is during the early years that families pass on values like honesty, generosity, kindness and aspiration. Television may introduce different values. If programmes conflict with your own code, you may want to steer your children away from. But as Barrie Gunter, head of search at the Independent Television Commission (ITC), warns, "limiting viewing too much or banning TV altogether can make it doubly appealing as forbidden fruit,"

Try to familiarize yourself with what your child watches regularly, and don't assume everything labelled children's television is rewarding or harmless. Remember, too, that programmes screened after the broadcasters' 9pm watershed may not be suitable for children.

Be careful about where you put your television set. According to audience- research estimates, around one-third of UK households with children keep televisions in the youngsters' bedroom. This makes for a lot of unsupervised viewing. The best location may be where you can keep an eye on it from time to time –

the sitting-room or a play area near the kitchen. Set reasonable time limits. Two and a half hour a day is a sensible maximum for schoolchildren. Homework and family activities should take priority. If studying for tomorrow's maths test conflicts with an unmissable programme, video-tape it, or ask a friend to do so. Make sure babysitters and relatives who look after your children know your rules. As a parent or guardian, you are the final authority on what they can or cannot see.

Some children switch on because they are bored or tired and watch indiscriminately, "zapping" from channel to channel or chain-viewing. Dr David Morrison says: "Youngsters need stimulation of being played with and talked to, something they won't necessarily get from the television set." So, if there's nothing on, why not switch off and play football? That will also guard against your children becoming overweight and sedentary.

Draw up a schedule of programmes that the family can enjoy together. Don't let children pick up a diet made up of cartoons, game shows and sitcoms. Insist on variety.

Books and television are sometimes thought of as enemies. But an Exeter University study of 13,000 11- to 16-year-olds found a link between heavy viewing of five hours or more a night and increased reading for pleasure of up to two hours a day. And when ITV showed the series *Thomas the Tank Engine*, sales of the book doubled to 40,000.

Children usually learn more when watching with adults, whether at home or at school. A parent can channel ideas sparked off by TV. Pam Small's 12-year-old son Stephen was very disturbed about the ecological threat to the Shetland Islands when the oil tanker *Braer* ran aground there. "He desperately wanted to do something," she says. Each term his school in Bath, Avon, raises funds for a different charity, so his mother gave him the idea of nominating an environmental group for the following term.

A programme can often be a starting point for an informal discussion. "Neighbours", for example, might focus attention, on teenage friendships, while "Only Fools and Horses" (BBC) could lead to a talk on guile and audacity. When a TV show ask your

youngster what seemed real and what unlikely. What point was the programme making? Let your child tell you what was terrific, disappointing, clever or silly.

Children's attitudes and social cues such as when to laugh – are formed by observing their parents' reactions. Your skepticisms about commercials, for instance, could help your off-spring grow into shrewd consumers.

As chairman of the National Viewers and Listeners Association, Graham Stevens, from Colchester, Essex, monitors TV for violence and bad language and passes on complaints to the Broadcasting Standards Council. But even in his house, television is not an ogre. "If there's nothing on what we like, we watch videos instead," he says. His daughter Rebecca, 12, and son David, 10, have their own video library. Sometimes they will arrange family "cinema nights". They buy a special treat, such as takeaway meal or a bumper bag of popcorn, pick a video and sit down together for the evening.

There are wonderful programmes, whether on network, satellite or cable TV, that can open windows on distant worlds. Without leaving home, children in Peckhamor Polperro can meet their peers in Peru or Papua New Guinea. They can step back in time, go to the bottom of the sea, visit elephants in Africa and tigers in India. A youngster with a television set can sit in on a House of Commons debate or attend the Remembrance Sunday service at the Cenotaph in Whitehall.

Children can profit greatly from television. They just need your help – which will be all the more effective if you lead by example. Psychologist and media researcher Dr Maire Messenger Davies says: "With television we can guide our children make sensible choices. But we need to let them develop their tastes and trust them a bit, too. It is better to light a candle than to curse the darkness".



### 3. Study the essential vocabulary of the text.

to affect schooling adversely	вплинути негативно на шкільну освіту
to numb and expand young mind	притупляти та розширювати молодий розум
cornucopia of programmes	різноманітність програм
to be doubly appealing as forbidden fruit	бути подвійно привабливим як заборонений плід
to familiarize oneself with	ознайомлюватися з чимось
to benefit from television/profit from TV	користь від телевізора
an unmissable programme	програма, яку не можна пропустити
to watch indiscriminately "zapping" from channel to	дивитися без розбору «перегортаючи» від каналу до каналу
to become overweight	набрати надлишкову вагу
to link TV to other activities	поєднувати перегляд ТБ з іншими видами діяльності
to lead smb by example	брати з когось приклад
to make sensible choice	робити розумний вибір
to broadcast on satellite and cable	віщати по супутниковому або кабельному ТБ
to pass on values	передавати цінності
to limit viewing	обмежувати перегляд
to ban TV	забороняти ТБ
to keep an eye on	стежити за
to take priority	мати пріоритет
to be the final authority	бути кінцевою інстанцією
to urge smb to do smth	спонукати когось щось зробити
side-by-side viewing	перегляд пліч-о-пліч
to develop a wide-ranging taste	розвивати різноманітний смак
to open windows on distant worlds	відкривати вікна на далекі світи

#### **4. Explain what is meant by the following expressions:**

- to prohibit, forbid or bar;
- to transmit (programs) from a radio or television station;
- to restrict by or as if by establishing limits;
- in an unfavourable manner;
- accustomed to sit or rest a great deal or to take little exercise;
- to watch or look after something or someone;
- something given special attention;
- to be very good at an activity;
- an overflowing supply;
- in a thoughtless manner;
- to insist on, to persuade;
- to become adjusted so as to fit adults;
- extensive or diversified in scope;
- to make oneself acquainted;
- to make deficient;
- to increase, to develop.

#### **5. Translate into English.**

Сьогодні телебачення транслює багато програм. Одні допомагають нам розвивати наш інтелект, а інші просто роблять з нас дурнів. Всім відомо, що телебачення – це чудове джерело інформації, яке розкриває нам вікна до далеких світів, спонукає нас зайнятися новим видом діяльності або вивчити основи різних ремесел, допомагає нам ознайомитися з останніми новинами, розвиває широкий спектр смаків, а також передає загальнолюдські цінності.

Але в той же час, не можна забувати, що телебачення має і негативний вплив на наше життя. Неконтрольований перегляд спонукає нас вести сидячий спосіб життя та відволікає від інших видів діяльності. Найбільш це стосується дітей, саме тому батьки повинні пильно стежити за тим, що дивляться їхні діти. Програми, призначені для дорослих, повинні бути обмежені для перегляду або, навіть, заборонені. Тільки такий підхід дозволить дітям отримати найкраще з тієї інформації, яка до них надходить за допомогою телебачення.

## The TV Generation

Do you watch a lot of TV? Do you love computer games? Do you have a TV in your room? Most British children would answer “yes” to these questions.

### Are young people in Britain TV addicts?

British children watch more television than children from other countries in Europe. They spend about five hours a day with computer games and television as their main entertainment. Two thirds of kids under 17 have a television in their room.

### Why do British kids spend so much time indoors watching TV?

One teenage boy explains, “I'm not allowed on the road on my bike so I am usually at home watching TV or reading a book. We try and get out but sometimes we have done everything. There is really nothing to do around here.”

British parents are much more worried about allowing their kids onto the streets than they used to be. There are a lot of newspaper reports about child murders, abductions and teenagers getting into trouble so parents want their kids to stay indoors.

### But is it bad for kids?

When researchers asked young people what their idea of a good day was only one in seven said that they would watch TV. Most children prefer to go to the cinema, see friends and play sport. There are concerns that children are not getting enough exercise, that children with a TV in their room might be watching inappropriate programmes and that they may get addicted to computer games. What do you think?

generation  
be a TV addict  
entertainment  
indoors  
allow  
murder  
abduction  
researcher  
concern

покоління  
невідриватися від телевізора  
розвага  
в будинку, у приміщенні  
дозволяти  
убивство  
викрадення  
дослідник  
стурбованість

inappropriate	невідповідний
amount	кількість
Denmark	Данія
average	середнєчисло
PC =	personal computer
attitude	ставлення
slow	нецікавий
boring	нудний
miss	відчувати відсутність (чого-н.)

### Did you know...?

**Children read a book for 15 minutes a day. That's the same amount of time as they used to spend reading a book 40 years ago!**

### Children with a TV set in their rooms

- UK, 50%
- Denmark, 32%
- Sweden, 26%
- Spain, 21%
- Germany, 18%
- France, 17%

### Average minutes per day with media in UK

- TV, 145 min
- Music, 64 min
- Video, 31 min
- Computer games, 26 min
- Book, 16 min
- PC, 10 min

### What are your attitudes?

Here are some opinions about media from teenagers. Do you agree (+) or disagree (-)?

Using the Internet is slow and boring.

I would miss TV and feel left out if I didn't have one.

Getting information from a computer is more interesting than getting it from a book.

Books are boring.

TV's something that you watch when you're bored.

There's nothing to do in the area where I live.

## Test Yourself

### Are you a TV addict?

Do this mini questionnaire and find out if TV controls your life. Circle the letter which best describes what you would do in these situations.

1. The phone rings while you are watching your favorite programme on TV. You ...

A. ask the person to call back later

B. answer the phone and feel annoyed you are missing some of the programme

C. forget about the TV programme immediately

2. In the last episode of your favourite TV series one of the actors was sent to prison, but everyone knows the character is innocent. Do you...

A. start a national campaign to free the actor?

B. phone your friends to talk about it?

C. forget about it?

3. You have a lot of homework to do. Do you...

A. do it in front of the TV?

B. plan it around programmes you want to watch on TV?

C. do it and watch whatever is on TV when you have finished?

4. You see an actor who you like advertising chocolate on TV. You...

A. go and buy this chocolate immediately

B. buy this chocolate the next time you are shopping

C. wonder how much money they are making for the advertisement

### **The Analysis:**

If you answered mainly **A**, TV controls your life! If you answered mainly **B**, you enjoy TV but you still have a life. If you answered mainly **C**, you really don't care about TV.

### **On TV and Radio**

1. a) When do you watch TV?
- b) When do you listen to the radio?

### **What's on "the Box"?**

Over 99% of British homes have a TV, and the average person watches "the box" 24 hours a week. There are five (non-satellite) TV channels in Britain: BBC One, BBC Two, ITV, Channel 4 and Channel 5, and the three independent channels that do show adverts.

BBC One and ITV tend to broadcast popular programmes: sports programmes, recent films, news, game shows, children's programmes and soaps. BBC Two and Channel 4 show programmes which usually attract much smaller audiences: TV plays, classical concerts, foreign films and programmes for minority groups. Channel 5 offers mainly game shows and second rate American films. About 26% of British homes subscribe to satellite or cable TV.

### **Battle of the Soaps**

Soaps are popular TV serials which dramatize their character's daily lives. The story lines are entertaining, but often unbelievable. Soaps are broadcast either three or five times a week and each episode lasts about half an hour. Nearly half the population watches one or both of the two most popular soaps: *Coronation Street* and *Eastenders*.

*Coronation Street* has been running since December 1960 and is set in a working-class area of Manchester. *Eastenders* is set in the

East End of London. Since 1985, when it was first broadcast, it has introduced controversial issues, such as racial prejudice and AIDS.

The two Australian soaps, *Neighbours* and *Home and Away*, are shown five days a week and children watch them when they come in from school. They are the favourite programmes of both 12- and 15-year-olds.

2. a) Compare your TV watching habits with the average person in Britain.
- b) Do you have satellite or cable TV? Compare your country with Britain.
- c) What is the most popular programme on TV in your country? Is it a soap?
- d) Does your country show British TV programmes? Are they dubbed or subtitled?

### **Let's Watch a Video**

About 79% of UK households now have a video recorder. People mostly use them to record TV programmes which they watch at a more convenient time. At weekends, people also go to a video shop to rent a film instead of going to the cinema.

Teenagers aged between 14 and 16 like getting together with friends to watch a video. They often choose films with an 18 rating. These videos are unsuitable for people below the age of 18 because they are violent, but many teenagers watch them anyway.

3. a) Do you have a video recorder? Do you use it to record programmes?
- b) Should teenagers aged 14 to 16 be allowed to watch films with an 18 rating? Why (not)?

### **Radio Waves**

The BBC broadcasts on five national and 39 local radio stations. Each of the BBC radio stations specializes in a particular type of programme: Radio 1 specializes in rock music; Radio 2- in popular music and light entertainment; Radio 3 – in classical music;

Radio 4 – in current affairs and drama; Radio 5 – in sports and current affairs. Local radio stations put on programmes which interest people who live in that area.

Most people listen to the radio in the morning. They like background music while getting ready to go to school or driving to work. Radio 1 is still the most popular radio station with an average of 9.76 million listeners. It used to have many more listeners, but is now not so popular because of competition from 150 new commercial radio stations. Very few young people listen to any of the BBC radio stations: the top three radio stations for 15- and 18-year-olds are all commercial.

### III. LANGUAGE IN USE

**1. Television:** TV; telly (*colloq.*); the box (*British English, BE*); the tube (*American English, AE*), portable television (set); colour television (set); video, video tape-recorder (VT/VTR); cable television; DVD recorder; satellite television; network; viewer; viewing; peak viewing hours; prime time (8–11 p.m.); theme tunes; a TV addict; compulsive viewing; commercial break; satellite dish; TV listings.

**2. Operating a TV set:** to switch on/off; to turn on/off; to tin the sound up/down; to switch (over)/change to another programme/channel; to watch television; to see smth. on television; a test card; to correct the picture; to have the TV set fixed.

**3. Personnel/People in television:** to be in television; announcer; newsreader/newscaster; anchorman/woman presenter; TV reporter/correspondent; commentator; interviewer; speaker; quizmaster; cameraman/operator; editor; producer; technician; soundman; a film crew; a programme crew; director.

**4. Programmes:** programme; show; daily; weekly; monthly; the news; current affairs programme; special report; factual reportage; live footage (AE), talk (chat) show; discussion, panel discussion; interview; documentary; magazine programme; children's programme; cartoon; educational programme; wild/nature life programme, sports programme; the weather report/forecast; variety



show; musical variety; game show; quiz programme; feature film, movie (*AE*); television play/film; television version of a play (adapted for television); thriller; Western; serial (a play broadcast in parts, *e. g.*, a three-part serial); installment (a part of a serial); sitcom (situation comedy); soap opera; commercial; video clip; a regular character of the programme; a regular feature of the programme.

**5. Television techniques:** to broadcast; to telecast (*AE*); a live broadcast/show programme; to do a live broadcast; to be on the air; to go on the air; a broadcast speech/interview/discussion; to be on TV (What's on TV tonight?); to appeal on the programme; to show on television; to cover smth; news coverage; television coverage; to record/tape/videotape; recorded/taped/videotaped programme; to do a television show; sound track; sound effects; picture; general view; close-up; caption; still; library film/pictures (= archival material); location ( geographical position of an event); microphone, mike, neck mike; monitor; screen time.

#### IV. PRACTICE

##### 1. Choose the right answer.

1. Did you see that \_\_\_\_\_ about wildlife in Africa on television last week?

a) documentary      b) history      c) slapstick      d) soap opera

2. All three TV channels provide extensive \_\_\_\_\_ of sporting events.

a) broadcast      b) coverage      c) network      d) vision

3. We hope to bring you further news of this in our next \_\_\_\_\_ at midnight.

a) article      b) bulletin      c) episode      d) piece

4. We covered a wide \_\_\_\_\_ of topics in the interview.

a) collection      b) extend      c) number      d) range

5. TV Channel One tries to \_\_\_\_\_ for all tastes.

a) cater      b) furnish      c) regard      d) suit

6. We are interrupting this programme for a news \_\_\_\_\_ .

a) alarm      b) alert      c) flash      d) signal

7. I must remember to \_\_\_\_\_ my TV license next week.  
 a) regain                      b) renew              c) replace              d) retain
8. The \_\_\_\_\_ comedy in the silent films was especially funny.  
 a) clownish                      b) mocking              c) slapstick              d) witty
9. The programme was so successful that a \_\_\_\_\_ series is being made.  
 a) after-effect                      b) backup              c) by-product              d) follow-up
10. There are several TV \_\_\_\_\_ in Poland, and all of them allow advertising.  
 a) broadcasts                      b) canals              c) channels              d) screens
11. Violent programmes on TV may have a bad \_\_\_\_\_ on children.  
 a) control                      b) influence              c) power              d) pressure
12. There is a fault at our television station. Please do not \_\_\_\_\_ your set.  
 a) adjust                      b) change              c) repair              d) switch
13. The laughter on many comedies on TV isn't real laughter, it's \_\_\_\_\_ laughter.  
 a) bottled                      b) canned              c) corked              d) wrapped
14. There are many \_\_\_\_\_ on television where a team of people have to answer questions.  
 a) inquiries                      b) puzzles              c) quizzes              d) riddles
15. The poor reception on your TV is probably due to outside \_\_\_\_\_ .  
 a) interception                      b) interference              c) interruption              d) intervention

## 2. TV Shows - Word Search



This challenging word search puzzle will help you learn English words for different types of television shows. Click the letters to highlight the words as you find them.

Words in this puzzle can either go across, down, diagonal, or backwards.

Q	I	Y	I	D	R	I	T	A	L	K	S	H	O	W	N	J	Q	F	C
S	G	G	T	Q	F	F	R	J	B	G	O	A	S	O	P	S	G	H	W
H	J	W	B	F	E	O	E	O	D	L	H	L	F	N	P	N	A	O	A
J	C	R	I	M	E	Z	K	K	I	J	D	A	K	O	Q	R	T	F	H
N	E	W	S	O	C	T	G	D	I	R	F	O	R	G	I	N	G	G	S
P	O	J	Z	I	E	A	A	M	A	R	D	T	H	T	J	A	A	H	M
X	Q	X	T	O	M	Y	I	M	M	A	S	B	Y	D	U	R	J	P	O
Q	R	K	E	E	C	Y	M	W	Z	I	T	D	D	D	B	C	S	C	
F	H	E	B	Z	M	A	K	E	O	V	E	R	H	E	W	M	S	F	T
P	S	H	A	J	P	X	B	Q	O	L	I	V	N	D	B	Y	V	U	I
S	S	J	O	L	C	S	R	O	C	A	W	I	L	D	L	I	F	E	S
H	Q	T	Q	T	I	N	D	V	O	H	N	I	T	D	M	U	S	I	C
L	E	I	Q	L	C	T	Q	W	O	G	O	L	Y	W	L	I	W	B	N
G	Y	S	S	E	P	B	Y	O	K	W	I	O	A	Y	S	D	I	K	N
N	X	B	S	W	D	R	O	F	E	T	Y	Z	C	L	N	X	H	U	I
I	G	B	G	X	O	M	P	Y	R	A	T	N	E	M	U	C	O	D	W
P	D	W	Z	Y	I	I	L	S	Y	R	N	O	Y	D	U	W	O	P	J
P	E	K	O	T	Z	Q	L	O	C	B	A	F	N	C	D	W	M	T	N
O	W	Z	E	S	C	K	X	A	U	C	E	P	C	L	C	H	Z	C	D
H	T	S	B	V	Y	A	J	P	R	Q	E	S	N	O	O	T	R	A	C
S	L	J	W	E	S	A	J	D	U	E	E	L	Y	T	S	E	F	I	L
Z	I	S	F	V	Q	T	L	C	Q	U	F	B	N	P	W	Q	T	Q	Q

- SOAP  SPORTS  SITCOMS  NEWS  TALK SHOW   
 SHOPPING  COOKERY  HOLIDAY  MAKEOVER   
 REALITY  GAME  DIY  DRAMA  CRIME   
 WILDLIFE  KIDS  DOCUMENTARY  MUSIC   
 GARDENING  CARTOONS  LIFESTYLE  CHARITY

## 3. Television viewing habits questionnaire:

You

Your partner

1. Do you watch television every day?
2. Have you got a television in your bedroom?

3. Do you ever watch television before going to school?
4. Do you think you watch too much television?
5. Does anybody restrict your television viewing?
6. Do you have a favourite television channel?
7. Do you watch more television at the weekend?
8. Do you watch educational programmes?
9. Would you find it easy to stop watching TV for a week?
10. Do you think children in your country watch too much TV?

**4. This task can form the basis of a TV debate. It asks students basic questions about their TV habits and the possible advantages and disadvantages of watching TV:**

1. How often do you watch TV? \_\_\_\_\_
2. What is your favourite TV show? \_\_\_\_\_
3. What are the advantages of watching TV? \_\_\_\_\_
4. What are the disadvantages of watching TV? \_\_\_\_\_

## V. LISTENING

### The Cult of Celebrity

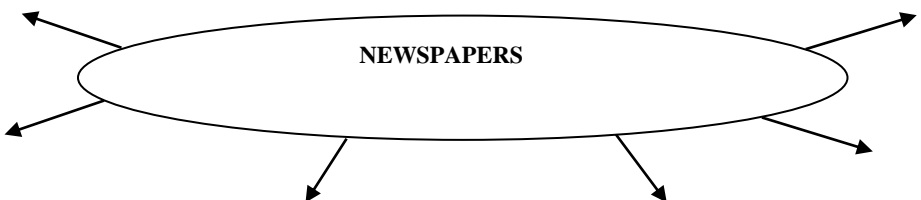
**Listen and check. Do you agree with any of the suggestions? What is your own recipe for success? Express your thoughts.**

## MODULE 5

### NEWSPAPERS

#### I. LEAD-IN

**1. What words come to your mind when you hear the expression newspaper media? Complete a mind map.**



**2. There are many words of wisdom and quotations of famous people. Translate the given ones. Try to find other examples dealing with mass media.**

“The freedom of the press is one of the great bulwarks of liberty, and can never be restrained but by despotic governments” (George Mason, *Virginia Bill of Rights*, 1776).

“Where the press is free and every man able to read, all is safe” (Thomas Jefferson).

“All the news that’s fit to print” (Motto of the *New York Times*).

**3. What do you know about newspapers, their types and characteristics? Exchange your ideas with your partner.**

## **II. READING AND DISCUSSING**

### **1. Read the text.**

A newspaper is a written publication containing news, information and advertising, usually printed on low-cost paper called newsprint. General-interest newspapers often feature articles on political events, crime, business, art/entertainment, society, and sports. Most traditional papers also feature an editorial page containing columns which express the personal opinions of writers. Supplementary sections may contain advertising, comics, coupons, and other printed media. Newspapers are most often published on a daily or weekly basis, and they usually focus on one particular geographic area where most of their readers live. Most modern newspapers are in one of three sizes:

Broadsheets: 600 mm by 380 mm (23'A by 15% inches), generally associated with more intellectual newspapers, although a trend towards "compact" newspapers is changing this.

Tabloids: half the size of broadsheets at 380 mm by 300 mm (15 by 11% inches), and often perceived as sensationalist in contrast to broadsheets. Examples: *The Sun*, *The National Enquirer*, *The National Ledger*, *The Star Magazine*, *New York Post*, *The Globe*.

Berliner or Midi: 470 mm by 315 mm (18<sup>1</sup>/<sub>2</sub> by 12% inches) used by European papers such as *Le Monde* in France, *La Stampa* in

Italy, *El Pais* in Spain and, since 12 September 2005, *The Guardian* in the United Kingdom.

A daily newspaper is issued every day, sometimes with the exception of Sundays and some national holidays. Saturday and, where they exist, Sunday editions of daily newspapers tend to be larger, include more specialized sections and advertising inserts, and cost more. Typically, the majority of these newspapers' staff work Monday to Friday, so the Sunday and Monday editions largely depend on content done in advance or content that is syndicated. Most daily newspapers are published in the morning. Afternoon or evening papers are aimed more at commuters and office workers. Weekly newspapers are common and tend to be smaller than daily papers. In some cases, there also are newspapers that are published twice or three times a week. In the United States, such newspapers are generally still classified as weeklies.

Most nations have at least one newspaper that circulates throughout the whole country: a national newspaper as contrasted with a local newspaper serving a city or region. In the United Kingdom, there are numerous national newspapers, including *The Independent*, *The Times*, *The Daily Telegraph*, *The Guardian*, *The Observer*, *The Daily Mail*, *The Sun*, *The Daily Express*, and *The Daily Mirror*. In the United States and Canada, there are no national newspapers, and in almost every market one newspaper has an effective monopoly. Certain newspapers, notably *The New York Times*, *The Wall Street Journal* and *USA Today* in the US and *The Globe and Mail* and *The National Post* in Canada, are available at limited locations throughout the country. Large metropolitan newspapers also have expanded distribution networks and, with effort, can be found out with their normal area.

There is also a small group of newspapers which may be characterized as international newspapers. Some, such as *Christian Science Monitor* and *The International Herald Tribune*, have always had that focus, while others are repackaged national newspapers or "international editions" of national-scale or large metropolitan newspapers. Often these international editions are scaled down to remove articles that might not interest the wider range of readers.

Job titles within the newspaper industry vary greatly. In the United States, the overall manager of the newspaper – sometimes also the owner – may be termed the publisher. This usage is less common outside the U.S., but throughout the English-speaking world, the person responsible for content is usually referred to as the editor. Variations on this title, such as editor-in-chief, executive editor, and so on, are common.

While most newspapers are aimed at a broad spectrum of readers, usually geographically defined, some focus on groups of readers defined more by their interests than their location: for example, there are daily and weekly business newspapers and sports newspapers.

A newspaper may include the following features:

- Editorial opinions
- Comic strips and other entertainment, such as crosswords, sudoku and horoscopes
- Weather news and forecasts
- An advice column
- Critical reviews of plays, films, restaurants, etc
- A gossip column
- A humour column
- A food column
- Classified ads

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

1. How do the papers differ in terms of size, headlines, photographs, and use of colour? What sort of reader is each paper appealing to?
2. Which of the following would you be more likely to find in "The Guardian", "The Sun", or "Daily Mirror": horoscope, a gossip column, sport pages, stock market prices, page 3 girls, an analysis of foreign news, arts reviews, law reports, a problem page crosswords?
3. In your country, are there similar differences between serious broadsheets, midi newspapers and popular tabloids?
4. Analyze any newspaper in detail according to the plan, using the topical words and expressions.
5. Features a newspaper may include are as follows:

- Editorial opinions
- Comic strips and other entertainment, such as crosswords, sudoku and horoscopes
- Weather news and forecasts
- An advice column
- Critical reviews of plays, films, restaurants, etc
- A gossip column
- A humour column
- A food column
- Classified ads

### III. LANGUAGE IN USE

**1. Press:** Column, brochures, leaflets, out of the shelf, out of print, journal, magazine, circulation, output, edition, publication, banning, censorship, readership, outline, layout, rumour, sensational stories, summary, version, a royalty, a circular, an editorial, obituary, supplement, to publicize, broadsheet, tabloid, to give coverage to ... (sports, news), publication, issue, serial, journalist, correspondent, editorial, bulletin, feature.

#### **2. Rubrics (Sections) of the newspaper:**

News reports, the editorial, feature articles, news items, horoscope, cartoons, crosswords, small ads, business news, sports reports, scandal, letters page, item, the front page, the back page, headlines.

#### **3. Handy Expressions and Phrases:**

a strong independent newspaper	the pattern of presenting ads
an excellent staff of well-qualified journalists	an attractive makeup
established reputation	occasional colour printing
editor-in-chief	to be of topical interest
the educational policy of the newspaper lies in ...	the problem of top (high) priority



a wide spectrum of readers	priority number one
to be recognized for its thoughtful and interpretive articles	to give priority to smth.
to be highly opinionated progressive, energetic and intelligent	newsworthy
uncomprehensible, unintelligible (esp. of speech and writing)	not to lose the common touch with readers
serious and thorough coverage of national, economic and international (or home) affairs	to arouse (stir) readers' interest
the subject matter of the interview (article)	to inspire confidence
to conjure up the atmosphere of events	to receive publicity
to give a lot of space to ...	a new angle of approach
front page news	
to provide eye-witness descriptions; to cover the news; to appeal to a wide readership; to appeal to the man in the street; to excite the reader's imagination; a full-page news summary	to obtain information
to provide readers with concise and comprehensive roundup of major news developments	to be of little concern
to manipulate people's opinions	to be of little avail
to be relevant to the viewers	to have a drive
to be tightly encapsulated (to contain many facts)	to have a wide acquaintance with smth
to place the emphasis on smth	

a journalist has a highly developed sense of new values; a journalist has a sound educational background; a journalist has a considerable stock of general knowledge he keeps constantly up to date; a news-gatherer to verify given statements to confirm smth.

#### IV. PRACTICE

1. Complete each sentence with a word or phrase from the box. Use each item only once.

- a) editorial; b) headline; c) spokesperson; d) speculation;  
e) cable television; f) unbiased account; g) special issue;  
h) news flash; i) respect for privacy; j) pick up;  
k) live coverage; l) current affairs; m) increase circulation.*

1. In an attempt to \_\_\_\_\_ the editor decided to print more “human interest” stories.
2. This channel is devoted only to news and \_\_\_\_\_.
3. With this short-wave radio I can \_\_\_\_\_ broadcasts from all over the world.
4. There has been a lot of \_\_\_\_\_ in the press that the minister is about to resign.
5. This month, there is a \_\_\_\_\_ of the magazine with information and advice about going on holiday.
6. We live in a mountainous region, so if it wasn't for \_\_\_\_\_ we wouldn't receive any broadcasts of a reasonable quality.
7. We interrupt this programme to bring you an important \_\_\_\_\_.
8. Exclusively on this channel, we have \_\_\_\_\_ of the big match.
9. Next morning an \_\_\_\_\_ appeared in the newspaper, criticising the government's defense policy.
10. These reports are so subjective. Where can I find an \_\_\_\_\_ of what happened?
11. On the front page, there was the \_\_\_\_\_ ANOTHER RISE IN UNEMPLOYMENT.
12. Some tabloid journalist have no \_\_\_\_\_. I'm sure my telephone has been bugged!
13. A \_\_\_\_\_ interviewed on the local news denied that the company was in any way responsible for the accident.

**2. Rephrase the following statements, using the words in the box instead of italic ones. Use one word more than once:**

*an editorial, to come out, to carry, home, dailies, foreign.*

1. Newspapers in all countries *publish* a lot of advertisements.
2. In addition to national *daily papers*, there are local papers published in every town.
3. Local papers *publish* local, *national* and *world* news.
4. As a rule each paper begins with *a leading article*.
5. The majority of magazines *are issued* monthly.

**3. Complete the sentences with a suitable variant.**

1. This newspaper cartoon is not funny, but I like the \_\_\_\_ under it.  
a) caption                      b) label                      c) message                      d) text
2. When you go out, will you get me \_\_\_\_\_ of *Newsweek*?  
a) a copy                      b) an edition                      c) a paper                      d) a publication
3. A \_\_\_\_ from the local newspaper asked for details of the accident.  
a) broadcaster                      b) newsagent                      c) reporter                      d) salesman
4. The press couldn't speak to the Ministry employees: they had to wait for a statement from the Government \_\_\_\_\_.  
a) messenger                      b) reporter                      c) speaker                      d) spokesman
5. Although there is no official censorship in our country, the press is still \_\_\_\_\_ the law of the land.  
a) accountable to                      b) controlled by                      c) restrained by  
d) subject to
6. I read a newspaper every day to keep \_\_\_\_\_ and current information.  
a) contemporary                      b) modern                      c) present-day  
d) up-to-date
7. There is a very interesting \_\_\_\_\_ about cancer in the paper.  
a) article                      b) documentary                      c) news                      d) programme
8. A newspaper \_\_\_\_\_ normally makes the final decision about the paper's contents.  
a) editor                      b) journalist                      c) reporter                      d) publisher

9. Dear Sirs, I am writing in response to your \_\_\_\_\_ for a sales clerk in yesterday's *Business Man*.

- a) advertisement      b) announcement      c) propaganda      d) publicity

10. Our newspaper increased its \_\_\_\_\_ by eighty thousand copies.

- a) amount      b) circulation      c) numbers      d) quantity

11. Could I have a copy of the \_\_\_\_\_ issue of the "*National Geographic*", please?

- a) actual      b) circulating      c) latest      d) recent

12. He took out a(n) \_\_\_\_\_ to *Dnipro* magazine.

- a) conscription      b) inscription      c) prescription      d) subscription

13. You must look in the \_\_\_\_\_ section of the newspaper to find what films are showing.

- a) diversion      b) entertainment      c) recreation      d) variety

14. Every morning I do the crossword \_\_\_\_\_ in the newspaper.

- a) problem      b) puzzle      c) question      d) test

15. Many newspapers are holding lotteries to \_\_\_\_\_ sales.

- a) advertise      b) progress      c) promote      d) publicize

16. An advertising \_\_\_\_\_ should be short, striking and easily remembered.

- a) caption      b) epigram      c) motto      d) slogan

**4. Read the newspaper contents list. Which pages would you turn to if you wanted to read about the following:**

- articles for sale;
- clothes;
- the editor's comments on the news;
- films being shown locally;
- houses for sale;
- news from abroad;
- recently published books;
- second-hand cars;
- duties performed by the Queen yesterday.

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**5. Complete and translate the sentences with the active vocabulary of this unit.**

- A**
- 1 \_\_\_\_\_ is a newspaper that comes out every day.
  - 2 \_\_\_\_\_ is a magazine (a paper) published at regular intervals.
  - 3 \_\_\_\_\_ is a newspaper that circulates all over the country.
  - 4 \_\_\_\_\_ a place where newspapers and magazines are sold.
  - 5 \_\_\_\_\_ is a printed notice about things to be sold or things that are needed.
- B**
1. \_\_\_\_\_ is a person responsible for publishing a newspaper or a magazine.
  2. \_\_\_\_\_ is a person who delivers papers, letters, and magazines to your house.
  3. \_\_\_\_\_ is a person who writes articles to newspapers and magazines.
  4. \_\_\_\_\_ is a person who makes reports for the newspapers.
  5. \_\_\_\_\_ is a person who comments on some events.
  6. \_\_\_\_\_ is a person who writes reviews of books, films or theatre plays.

**6. Complete the text using the given words and phrases:**

- A. a) first of all; b) sometimes; c) the good side of this job is that; d) but there is a lot of variety in my work; e) I work as a; f) boring; g) I enjoy; h) I have to; i) not very well-paid; j) it is interesting; k) every day; l) on the other hand; m) another problem is that; n) the best part of my job; o) then*

1. (1) \_\_\_\_\_ journalist on a local newspaper. (2) \_\_\_\_\_ my job, and (3) \_\_\_\_\_ most of the time. (4) \_\_\_\_\_ I

meet some interesting people, and I don't stay in the office all the time.

2. (5) \_\_\_\_\_, there are several disadvantages. (6) \_\_\_\_\_ the job is (7) \_\_\_\_\_ because I am a trainee. (8) \_\_\_\_\_ some of the things I have to do are rather (9) \_\_\_\_\_.

3. I do the same kinds of things everyday (10) \_\_\_\_\_. (11) \_\_\_\_\_ I have a meeting with my editor, who decides which stories are important. (12) \_\_\_\_\_ I go out to interview people and take notes for my story. (13) \_\_\_\_\_ I use a dictaphone. (14) \_\_\_\_\_ write the stories so that they are ready by Thursday at 5.00 pm. My editor often tells me to make the story shorter or change it. (15) \_\_\_\_\_ is when I read my work in the newspaper.

**B. Choose the best title for paragraphs 1, 2 and 3.**

My ambitions for the future.

The routine in my job.

The disadvantages of the job.

My job and its advantages.

The reason I took my job.

How to become a journalist.

**7. Which words go together?**

	Newspaper	Magazine	Section	Supplement
Daily				
Evening				
Sunday				
Fashion				
Local				
Business				
Tabloid				

**8. Answer the questions about your favourite Ukrainian newspaper using the topical vocabulary of this unit.**

1. What is the readership of the newspaper?

2. What materials does the newspaper publish to attract the readers?
3. What kind of advertisements does the newspaper contain?
4. What helps keep the newspaper going?
5. Do you think that the owners of the newspaper research the market?
6. Why do you find the newspaper interesting?

**9. Choose any newspaper (it can be in your native language if you don't have one in English) and complete the following sentences:**

1. I am going to analyze the newspaper *Panorama*.
2. The editorial is about ...
3. The most interesting feature article is about ...
4. There are an advice column on page .../a crossword puzzle on page .../a cartoon on page .../classified ads (starting) on page ...
5. The most interesting business article is about ..., and the biggest sports story is about ...
6. The most striking photograph shows ...

**Speaking Task: Bring a copy of these periodicals or any other and speak about it in detail, using phrases given below. The previous exercises can also be helpful.**

*Kyiv Post*: to be a weekly; to inform the readers of a wide range of questions: the life of our country, the most significant events in foreign states, etc., to be printed in English and Ukrainian.

*Panorama*: to come out once a week; to give full coverage to the burning local problems; to inform readers of major home affairs, culture, and sports; to have a separate entertaining supplement with TV programs.

*Dnipro*: to be issued once a month; to give full attention to the latest literature publications in Ukraine; to be read by many young and old people.

## V. LISTENING

**1. Listen to 5 people talking about which newspapers they read and why. Put numbers 1–5 next to the correct**

**newspaper(s). What do they like about the newspaper(s) they read?**

- Financial Times
- Daily Mail
- Sun
- Daily Mirror
- Independent
- Times
- Guardian
- International Herald Tribune
- Observer

**2. Answer the questions.**

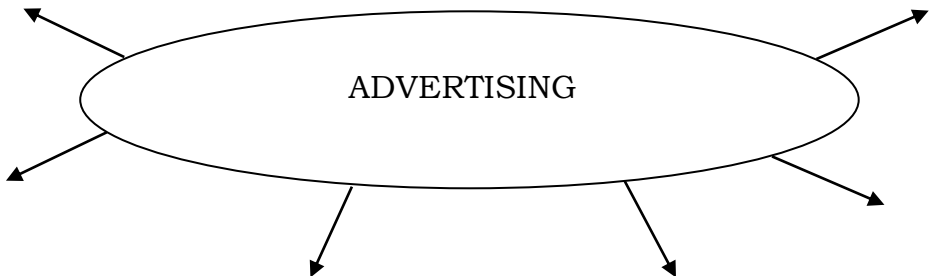
- a) In Britain the main newspapers are national, not regional. Is it the same in Ukraine?
- b) Do Ukrainian newspapers have a political bias?
- c) Do you read a newspaper regularly? Which one? Why do you choose that one?

**MODULE 6**

**ADVERTISING**

**I. LEAD-IN**

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





## II. READING AND DISCUSSING

**1. Look through the abstract. One and the same word has been omitted. What is the word?**

**A.** \_\_\_\_\_ has been called mass or non-personal selling. \_\_\_\_\_ is used to inform, persuade, and remind customers about particular products and services. And in some cases – like mail order – \_\_\_\_\_ even closes the sale. Some products lend themselves to \_\_\_\_\_ more than others. The examples may include cosmetics, cars, and clothes. For products, such as sugar, salt and other raw materials, or commodities, the importance of \_\_\_\_\_ is usually minimal, and price is usually the primary influence.

**B. Do you happen to know what an announcement in mass media about a product, event, job vacancy, etc. is? Well, the British would answer advert, while the Americans would insist that the answer is advertisement. Stress the following words and practice their pronunciation (it is the same in both countries), but «advert» is British English only.**

*Advertising, commercial, advert, advertiser, sponsorship, adman, advertise, coupon, endorsement, slogan.*

### **2. Before you read the text, answer the questions.**

1. Are you influenced by any advert? What advert is it?
2. What makes a good advertisement?
3. Are advertising practices described below acceptable?
  - using children in advertisements;
  - using nudity in advertisements;
  - promoting alcohol on TV;
  - comparing your products to your competitors' products;
  - an image flashed onto a screen very quickly so that people were influenced without noticing it;
  - exploiting people's fears and worries.
4. Is money spent on advertising wasted?

## Text 1 Advertising

It is easy to say, “I’m not influenced by adverts!” Everyone is influenced to a certain extent. There was recently some research on **subliminal advertising**. The word “coffee” was flashed onto the television screen. For just a fraction of a second it registered on the viewer’s subconscious. The result? A surprising number of people chose to make coffee at that precise moment. Of course, it could have been a coincidence, but it was highly unlikely.

Businesses need to advertise. If they did not advertise nobody would even learn of their *wares*. Through advertising, it is possible to soak up the surplus goods which have been produced. As a demand for a product *sags*, it can be stimulated.

Advertising is defined as the non-personal communication of information, usually paid for and usually *persuasive* in nature, about products (goods and services) or ideas by identified sponsors through various media.

Let’s take this definition apart and analyze its components. Advertising is directed to groups of people, rather than to individuals, and is therefore non-personal. The groups, for example, might be teenagers who enjoy rock music or older adults who attend cultural events. In either case, advertising to these groups is not personal or face-to-face communication. Direct-mail advertising often attempts to personalize the message by inserting the receiver’s name one or more times in the letter. But direct mail is still non-personal; a computer inserted the name. And the signature on the direct-mail advertisement is produced electronically.

Most advertising is paid for by sponsors. General Motors, Kmart, Coca-Cola, and the local supermarkets pay money to the media to carry the advertisements we read, hear, and see. But some ads are not paid for by their sponsors. The American Red Cross, United Way, and the American Cancer Society are only three of hundreds of organizations whose messages are *customarily* presented by the media at no charge as a *public service*.

Most advertising is intended to be persuasive – to win *converts* to a good, service, or idea. This is the area where

advertising is often criticized. A company usually sponsors advertising to convince people that its product will *benefit* them. Although it is illegal for advertisers to make untrue statements about their goods, services, or prices, they still make their wares seem *unduly* attractive. They *pander* to our egos and our *vanity*. They create a demand which would not otherwise exist. Some ads, though, such as legal *announcements*, are intended merely to inform, not to persuade.

In addition to promoting *tangible* goods, such as suits, soap, and *soft drinks*, advertising also helps sell the intangible services of bankers, *beauticians*, and bike repair shops. And increasingly, advertising is used to sell a wide variety of ideas – economic, political, religious, and social. It's important to note here that, *for the sake of simplicity*, in this text the term product refers to both goods and services.

For message to be considered an advertisement, the sponsor must be identified. This seems obvious. Naturally, the sponsor usually wants to be identified – or else why pay to advertise. But a distinguishing characteristic between advertising and public relations is that certain public relations activities, like publicity, are normally not openly sponsored.

Advertising reaches us through various channels of communication referred to as the media. In addition to the mass media – radio, television, newspapers and magazines – advertising also uses hoardings (BE) and billboards (AE), which are an integral part of the urban landscape, as well as catalogues, circulars, sponsorship, skywriting, neon signs, product placement and endorsement, free samples, and so on. The Internet is a new advertising medium.

As a marketing tool, advertising serves several functions:

- to identify and differentiate products;
- to communicate information about the product ;
- to *induce* the *trial* of new products by new users and to suggest repurchasing by existing users;
- to stimulate a product's distributions;
- to increase product use;

- to build brand preference and loyalty;
- to lower the overall cost of sales.

Advertising may be classified by *target audience* (consumer, industrial), by geography (local, international), by medium (radio, newspaper, television), or by its function or purpose (product advertising, non – commercial advertising, and *action advertising*).

What is an effective advertisement? It is one that attracts your attention. It is such an advertisement which keeps honest information about a product. It often has a clever and interesting picture or drawing, skillful use of colors. It is also put the right place.

Apart from attracting your attention, a good advertisement must hold your interest. What is more, a really effective advertisement induces action. You simply go and buy this very product. In a world, a good advertisement sells the product.

### 3. Study the essential vocabulary of the text.

subliminal advertising	реклама, що діє на підсвідомість
wares	товари
sag	знижуватися
persuasive	переконливий
customarily	зазвичай
public service	суспільна послуга
convert	(ново)навернений, тут новий покупець
benefit	приносити користь
unduly	занадто, надмірно
pander	потурати
vanity	марнославство
announcement	заява, оголошення, повідомлення
tangible	відчутний на дотик, матеріальний, реальний
soft drink	безалкогольний напій
beautician	косметолог

for the sake of simplicity	щоб не ускладнювати
induce	спонукати, спричиняти
trial	проба
target audience	цільова аудиторія
action advertising	реклама, що має за мету здійснення продажу

**4. Read the statements and decide if they are true or false, or if the statement gives information that is not provided in the text.**

1. People are not influenced with subliminal advertising, since they do not notice such advertisements.
2. Advertising is directed towards a mass audience.
3. There are only three organizations whose ads are not paid for by their sponsors.
4. Advertising manipulates consumers by creating artificial needs.
5. Unlike publicity, advertising is openly sponsored.
6. Internet advertising is promoting your activities or your company and its products on the Internet.
7. Honest information about a product is important for advertising success.
8. The ultimate in advertising is word-of-mouth: friends and colleagues are often the most reliable sources of information.
9. Advertising sells products, not ideas.

## TEXT 2

**1. Before reading a text about advertising, discuss the following questions in pairs:**

- What sorts of advertisements interest you? Do you have any favourite ads?
- How do advertisers try to persuade us? Can you think of any ads which make use of the following techniques: celebrities, catchy slogans, music, science, humour, mystery, or wit?

## 2. Read the text.

Advertising is a form of communication that typically attempts to persuade potential customers to buy or to consume more of a particular brand of product or service.

Commercial advertising media can include wall paintings, billboards, street furniture components, printed flyers and rack cards, radio, cinema and television adverts, web banners, mobile telephone screens, shopping carts, web popups, skywriting, bus stop benches, human billboards, magazines, newspapers, town criers, sides of buses, banners attached to or sides of airplanes ("logojets"), in-flight advertisements on seatback tray tables or overhead storage bins, taxicab doors, roof mounts and passenger screens, musical stage shows, subway platforms and trains, elastic bands on disposable diapers, stickers on apples in supermarkets, shopping cart handles, the opening section of streaming audio and video, posters, and the backs of event tickets and supermarket receipts. Any place an "identified" sponsor pays to deliver their message through a medium is advertising.

Covert advertising is when a product or brand is embedded in entertainment and media. For example, in a film, the main character can use an item or other of a definite brand, as in the movie *Minority Report*, where Tom Cruise's character John Anderton owns a phone with the *Nokia* logo clearly written in the top corner, or his watch engraved with the *Bulgari* logo. Another example of advertising in film is in *I, Robot*, where main character played by Will Smith mentions his *Converse* shoes several times, calling them "classics," because the film is set far in the future. *I, Robot* and *Spaceballs* also showcase futuristic cars with the *Audi* and *Mercedes-Benz* logos clearly displayed on the front of the vehicles. Cadillac chose to advertise in the movie *The Matrix Reloaded*, which as a result contained many scenes in which Cadillac cars were used. Similarly, product placement for Omega Watches, Ford, VAIQ, BMW and Aston Martin cars are featured in recent James Bond films, most notably *Casino Royale*.

The TV commercial is generally considered the most effective mass-market advertising format, as is reflected by the high

prices TV networks charge for commercial airtime during popular TV events. The majority of television commercials feature a song or jingle that listeners soon relate to the product.

Celebrity advertising focuses upon using celebrity power, fame, money, popularity to gain recognition for their products and promote specific stores or products. Advertisers often advertise their products, for example, when celebrities share their favourite products or wear clothes by specific brands or designers. Celebrities are often involved in advertising campaigns, such as television or print adverts, to advertise specific or general products.

**3. Describe your favourite advertisement and explain why you like it.**

**4. In pairs, decide on a product to advertise. Prepare two ads for it: one for TV and another for the press.**

**5. How do you think advertising will develop in the future?**

### **III. LANGUAGE IN USE**

Advertisement – ad, advertiser, advertising – publicity, advertising agency, advertising agent, advertising budget, advertising campaign, advertising columns, advertising consultant, advertising dealer, advertising effectiveness, advertising expenses, advertising in the yellow pages, advertising man – adman, advertising manager, advertising media, advertising planner, advertising poster (GB) – advertising board (US), advertising rate, advertising support, announcement – press release, art director, billboards (GB) – hoardings (US), billsticking – billposting, broadcasting, market coverage, mass advertising, media buyer, media buying agency, media department, neon sign, news agency, outdoor sign poster (GB) – board (US), classified advertisements, copywriter, direct advertising, door-to-door advertising, press release, to promote, promoter, promotion, promotional action, promotional campaign,

promotional costs, promotional support, publisher, publishing, radio commercial, ratings, shop sign, sky-writing, slide slogan, socio-economic groups, informative advertising, local advertising, mail advertising, subliminal advertising, transport advertising, TV spot – commercial.

#### IV. PRACTICE

**1. Look at the words in the box below. Label each item 1 for advertising media, 2 for method of advertising, or 3 for verbs to do with advertising:**

directories	persuade	publicize	sponsorship
run	mailshots	promote	cinema
commercials	public transport	place	free samples
exhibition	billboards/hoardings	launch	leaflets
point-of-sale	posters	world-of-mouth	radio
target	endorsement	research	sponsor
press	Internet	slogans	television

**2. Chose the most suitable word from the words in brackets to complete these sentences:**

1. Viacom Outdoor is an advertising company that specializes in placing adverts on (billboards/public transport/television), such as buses.

2. Some perfume companies provide (leaflets/commercials/free samples) so that customers can try the perfume on their skin before they buy.

3. Advertising companies spend a lot of money on creating clever (slogans/directories/mailshots) that are short and memorable, such as the message for the credit card, Access: «Your flexible friend».

4. Celebrity (exhibition/ research/ endorsement) is a technique that is very popular in advertising at the moment.

5. If news about a product comes to you by (world-of-mouth/press/Internet), someone tells you about it rather than you seeing an advert.



6. If you have something to sell, you can (target/place/launch) an advert in the local newspaper.

7. Outdoor advertising is growing rapidly because the cost of TV (commercials/publicity/research) has risen dramatically.

8. (Research/Endorsement/Sponsorship) of sports or art events can be a powerful method of advertising.

9. Advertising done at the place where a product is sold is called “(public/point-of-sale/eye-catching) advertising”.

10. Billboards, those large signs used for advertising, are often called “(leaflets/slogans/hoardings) in British English”.

**3. Match the words 1–6 to the words a–f to make word partnerships. (This type of phrase is common in advertising)**

- |           |              |
|-----------|--------------|
| 1. energy | a. teaching  |
| 2. eye    | b. saving    |
| 3. thirst | c. watering  |
| 4. money  | d. catching  |
| 5. mouth  | e. quenching |
| 6. brain  | f. saving    |

**Which of the word partnerships would you use to describe these products: a soft drink, a fruit bar, a computer quiz game, a low-power light bulb, a range of smart clothing, a range of supermarket own-brand products? Which other products is it possible to describe with these word partnerships?**

**4. Read, translate and learn by heart 10 phrases very often used in the language of advertisements.**

1. You may never need some other (product advertised) in your life.

2. You will be happier (healthier, more desirable) after buying our product.

3. Try it!

4. It works! Study proves it.

5. Make the right choice.

6. Made better (to do something) better.

7. It is safe. You'll see it after buying our product.
8. Come home to quality.
9. Let us change our life for better.
10. Nobody does (some kind of work) better than (product advertised).

**5. Read some catchphrases from advertising and identify which of the following goods is being prompted: coffee, a strong alcoholic drink, a soft drink, sport shoes (trainers), tooth paste, chewing gum, jewelry, lady's clothes, baby food.**

- a) Still going strong!
- b) Sometimes it's better to chew than to talk.
- c) A shining smile and protection from caries.
- d) The best smell that can wake you up in the morning!
- e) We'll make you run faster!
- f) Why not wear what makes you look twice as pretty?
- g) More health and energy for your baby.
- h) Obey your thirst!
- i) Give her what she deserves!

Do you like these catchphrases? Why? In small groups of 3 or 4 students, make up catchphrases for 5 of these products.

### **6. Translate into English.**

1. Реклама – це найважливіший елемент сучасних маркетингових комунікацій.
2. Реклама має відповідати загальній маркетинговій стратегії компанії – її планам щодо того, яким чином вона досягатиме успіху на конкретних ринках.
3. Головною проблемою є досягнення потрібної цільової аудиторії, тому вибір засобів реклами є життєво важливим.
4. Рекламні щити, буклети та каталоги використовують для реклами товарів в усьому світі.
5. Виробники парфюмерно-косметичних товарів часто пропонують безкоштовні зразки покупцям, щоб вони спробували новий продукт.

6. Поява знаменитості у Вашому рекламному ролику викличе інтерес до продукту.

7. Ви повинні вміти визначати, який саме вид реклами буде працювати краще.

8. Реклама, як правило, розробляється рекламними агентствами, з якими підприємства підписують угоди.

9. Агентства розробляють для клієнтів рекламний бриф з пропозицією стосовно того, що можна використати у рекламній кампанії.

10. Реклама, граючи на емоціях, змушує людей купувати речі, які їм не потрібні.

### **7. Complete the following sentences:**

1. Advertising is defined as \_\_\_\_\_.
2. Advertising media include \_\_\_\_\_.
3. Advertising serves the following functions: \_\_\_\_\_.
4. Advertising is classified by \_\_\_\_\_.
5. An effective advertisement is one that \_\_\_\_\_.

### **8. Try to answer the following questions:**

1. Why direct-mail advertising is non-personal, though it often tries to personalize the message?
2. Which ads are not paid for by their sponsors?
3. Which ads are informative, not persuasive?
4. Why advertising is often criticized for being persuasive?
5. Why the sponsor usually wants to be identified?

**9. A logo (logotype) is a small design that is the official symbol of a company or its most important product. If a logo has become known and valued by customers, it is an important element of advertising – a guarantee of the product's qualities. For instance, everybody knows the famous logo of Coca-Cola. There are some other logos below. Do you know what they represent and what the companies that use these logos deal in?**

Work in small groups of 3 or 4 students. Your group scores one point for every correct answer.



## V. LISTENING

**I. Jeremy Thorpe-Woods, Head of Planning at Saatchi and Saatchi, a leading advertising agency based in London, talks about advertising campaigns. Listen to the first part of the interview and answer these questions:**

1. What does Jeremy say is the most important thing about advertising nowadays?
2. What are the key elements of a good advertising campaign, according to Jeremy?

**II. Listen to the second part of the interview and complete the flow chart:**

Planning and launch stages of an advertising campaign:

- Stage 1 \_\_\_\_\_
- Stage 2 \_\_\_\_\_
- Stage 3 \_\_\_\_\_
- Stage 4 \_\_\_\_\_

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Навчальне видання

**Мальована Ніна Володимирівна,  
Нефедченко Оксана Іллівна**

# **У СВІТІ МАСОВОЇ ІНФОРМАЦІЇ**

Навчальний посібник  
(Англійською мовою)

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