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# **In the World of Mass Media and Cross-Cultural Communication**

Study guide

Recommended by the Academic Council of Sumy State University



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M 21

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This study guide contains eight conversational topics, compiled in accordance with the educational programme for the humanities. The main purpose of the study guide is to organize, summarize and enhance knowledge, abilities and skills acquired by students within the basic course.

For part time students of all specialties of the faculty of FPSC.

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## INTRODUCTION

The main purpose of the study guide is to organize, summarize and enhance knowledge, abilities and skills acquired by students within the basic course. Besides, the study guide aims at mastering a certain quantity of new lexical material in accordance with state standards to the level of foreign language at the correspondence department.

The study guide 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 study guide is clearly and logically structured and consists of nine main sections. Texts in the study guide, 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 eight conversational topics studied by junior and senior students: **English as the World language, People and Personalities, Intercultural Communication, Cinema, Music, Art, Mass Media, TV and 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.

The Mass Media. TV and Press 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

## ENGLISH AS THE WORLD LANGUAGE

### ➤ LEAD-IN

#### 1. Comment on the following:

1. *The English language is nobody's special property. It is the property of the imagination: it is the property of the language itself.*

*Derek Walcott*

2. *Change your language and you change your thoughts.*

*Karl Albrecht*

3. *I have to admit that I don't even try to speak Russian, though I understand it perfectly. I wouldn't want to insult the language by testing out my pronunciations.*

*Lana Wood*

#### 2. Funny Facts about America

##### Only in America:

- Only in America..... can a pizza get to your house faster than an ambulance.
- Only in America.....are there handicap parking places in front of a skating rink.
- Only in America.....do drugstores make the sick walk all the way to the back of the store to get their prescriptions while healthy people can buy cigarettes at the front.
- Only in America.....do people order double cheeseburgers, large fries, and a diet coke.
- Only in America.....do banks leave both doors open and then chain the pens to the counters.
- Only in America.....do we leave cars worth thousands of dollars in the driveway and put our useless junk in the garage.
- Only in America.....do we use answering machines to screen calls and then have call waiting so we won't miss a call from someone we didn't want to talk to in the first place.
- Only in America.....do we buy hot dogs in packages of ten and buns in packages of eight.

- Only in America.....do we use the word “politics” to describe the process so well: “Poli” in Latin meaning “many” and “tics” meaning “bloodsucking creatures”.
- Only in America.....do they have drive-up ATM machines with Braille lettering.

### 3. English Culture Quiz

#### 1) Calling People Names

**People from different parts of England are called by different names. Geordies come from Tyneside in the North-east of the country. Can you match the names to the places?**

Scouser	Manchester
Mancunian	London
Brummie	Liverpool
Cockney	Birmingham

**2) See if you can match the quotes to the names. The quotes are, in chronological order, from: Shakespeare, John Milton, Mary Shelley, Rudyard Kipling, Winston Churchill, J.R. Tolkien, George Orwell and Margaret Thatcher.**

*“Be not afraid of greatness: some are born great, some achieve greatness, and some have greatness thrust upon them.”*

*“I am prepared to meet my Maker. Whether my Maker is prepared for the great ordeal of meeting me is another matter.”*

*“If you want something said, ask a man...if you want something done, ask a woman.”*

*“Four legs good, two legs bad.”*

*“The female of the species is more deadly than the male.”*

*“Taught from infancy that beauty is woman's sceptre, the mind shapes itself to the body, and roaming round its gilt cage, only seeks to adorn its prison.”*

*“Not all those who wander are lost.”*

*“Better to reign in hell than serve in heaven.”*

**4. Complete the chart. Use a dictionary if necessary.**

<b>Country</b>	<b>Adjective</b>	<b>Person</b>	<b>People</b>	<b>Language(s)</b>
<i>Britain</i>	<i>British</i>	<i>Briton</i>	<i>the British</i>	<i>English, Welsh</i>
Scotland				
Poland				
Sweden				
China				
Brazil				
Germany				
Switzerland				
France				
Egypt				
Japan				
Spain				

➤ **READING AND DISCUSSING**

**Text1**

**“What really matters in language learning?”**

**1. Read the text.**

We are all wonderfully individual in all of our own little ways. We are not the same size, nor quite the same shape. The colour of our hair, skin and eyes, even the shape of our fingers not to mention our finger prints, and many other small details vary from individual to individual, regardless of national group. We like different clothes and have different personalities.

This shows up when you learn English. Some of you read well but feel you have trouble understanding the spoken language, especially if it is spoken quickly. Some of you understand all right but are not confident in your writing. Some of you have good phrasing but poor pronunciation, or think you do. Some pronounce well but make mistakes when speaking, or think you do.

Are there things that are common to all learners? Are there things that everyone needs to work on? What really matters in language learning? I am referring only to people who want to achieve



fluency in a language, not to those who only want to have a few phrases for their next vacation.

In my view there are a few things that really matter when we learn a new language. First of all, there is vocabulary. We all need to learn words, many words. We get to know new words gradually. Seeing a word once, or studying it on a list, is not enough. We need to become familiar with new words, to know how they are used with other words in phrases. We achieve this by coming across the words we are learning in a variety of contexts. Gradually we start to feel comfortable with the meaning of these words and start putting these new words together in phrases in order to express ourselves.

Next, we need to develop a sense for the language, without worrying about the parts of speech or grammar explanations. This can only be achieved through a lot of exposure to the language. A lot of listening and reading will give us a feeling for the rhythm of the new language.

If we know a lot of words, and I mean really know them, and if we have a sense for the rhythm of the language, then we will understand better and better when we listen and when we read. And as we get better, we will want to listen and read more, because we enjoy doing so.

If we enjoy the language, and continue listening and reading, we will eventually be able to speak and write. At first, we will be hesitant and timid. But our confidence will continue to grow and we will learn to speak and write well.

If we speak well, our pronunciation will be all right. It will be as good as it needs to be. I do not know anyone who speaks a foreign language well for whom pronunciation is a problem. Some people pronounce a foreign language better than others, but mostly it does not matter. Pronunciation is an area where we can all be a little different, just like our personalities and the clothes we wear.

*by Steve Kaufmann*

**2. Study the Essential Vocabulary of the text and make sentences of your own.**

to express ourselves

to have good phrasing  
a lot of exposure to the language  
fluency in a language  
to understand the spoken language  
the rhythm of the new language  
poor pronunciation  
to develop a sense for the language  
to start putting these new words together in phrases

**3. Explain the phrases in English, without translating them into Ukrainian. Use dictionary if necessary.**

- we are all wonderfully individual
- to have good phrasing
- we have different personalities
- the rhythm of the new language
- poor pronunciation
- to have trouble understanding the spoken language
- a lot of exposure to the language
- to develop a sense for the language

**4. One word is missing in each sentence. Try to find this word.**

1. If you don't know the meaning of a word, look up in the dictionary.
2. She was little late, but still in time for the closing session.
3. The books used in our school published in the USA.
4. The girl was dressed in blue head to foot.
5. Don't fill the glasses to brim.
6. Young boy finally plucked up courage to invite his beautiful classmate to dinner.
7. You shouldn't live memories of your childhood.
8. The car wasn't a success, so they decided to work a new model.
9. When they looked through the window, saw a boy hiding behind a tree.
10. When visitors come, don't forget keep these chipped dishes out of sight.

## Text 2

### “English - the universal language on the Internet?”

#### 1. Read the text.

Generally speaking, English is the universal language on the Internet, but it has no official status, and it will never have. Linguistically, English is extremely unsuitable for international communication, and the actual wide use of English tends to polarize the world into Internet users and Internet illiterates.

#### **The current situation**

In general, the universal language on the Internet is English, or more exactly a vague collection of languages called "English" because their common origin is the national language spoken in England by the English. That national language has spread over the world, and several variants such as American (US) English, Australian English, etc. exist. A great number of people whose native language is none of the variants know English as a foreign language. They typically use a more or less simplified variant, e.g., excluding most of the idioms of British, American, Australian, etc. English. Of course, they make mistakes, and sometimes the "English" used by people as a foreign language on the Internet is almost incomprehensible to anyone else. In addition, people who use English as their native language do not know how to spell difficult words, since they basically know English as a spoken language.

Thus, roughly speaking, the universal language of the Internet is clumsy, coarse and misspelled "English".

#### **Why is it so?**

Generally speaking, when a language has got the position of a universal language, the position tends to be affirmed and extended by itself. Since "everyone" knows and uses English, people are almost forced to learn English and use it, and learn it better.

Even if you expect the majority of your readers to understand your native language, you may be tempted to use English when writing e.g., about research work. Usually, researchers all over the world know English and use it a lot, and often the relevant terminology is more stable and well-known in English than in your own language. Thus, to maximize the number of interested people

that can understand your text, you often select English even if the great majority of your readers have the same native language as you. Alternatively, you might write your texts both in your native language and in English, but this doubles the work needed for writing your document and possibly maintaining it. Consequently, the use of English in essentially national contexts tends to grow.

In the news system, the position of English in most international groups is regarded as so obvious that people who post non-English articles to such groups - by accident or by ignorance - typically get flamed quickly. By the way, when people post articles to international groups in their own languages, the reason is typically novice users' ignorance of basic facts about the news system. People start posting articles before they have read what is generally written to the group. One thing that causes this happen relatively often that there is no easily accessible and useable list of groups together with their content descriptions, and typically content descriptions do not explicitly state what language(s) should be used in the group.

The universal language position, once gained, tends to be strong. But how is such a position gained?

During the history of mankind, there have been several more or less universal languages or *lingua francas*, such as Latin (and Greek) in the Roman empire, mediaeval Latin in Western Europe, later French and English. Universality is of course relative; it means universality in the "known world" or "civilized world", or just in a large empire. No language has been really universal (global), but the current position of English comes closest. The position of a universal language has always been gained as a by-product of some sort of imperialism: a nation has conquered a large area and more or less assimilated it into its own culture, including language, thus forming an empire. Usually, the language of the conqueror has become the language of the state and the upper class first, then possibly spread over the society, sometimes almost wiping out the original languages of the conquered areas. Sometimes - especially in the Middle Ages - the imperialism has had a definite cultural and religious nature which may have been more important than brute military and economic force.

As regards to the English language, it would have remained as a national language of the English, had it not happened so that the English first conquered the rest of the British Isles, then many other parts of the world. Later, some English colonies in a relatively small part of America rebelled, formed the United States of America, and expanded a lot. They formed a federal state where a variant of the English language was one of the few really uniting factors. And that federal state became, as we all know, wealthy and important.

### **Effects of the importance of the Internet and English**

The importance of the Internet grows rapidly in all fields of human life, including not only research and education but also marketing and trade as well as entertainment and hobbies. This implies that it becomes more and more important to know how to use Internet services and, as a part of this, to read and write English.

Of course, when you know some English, you can learn more just by using it on the Internet, but at least currently the general tendency among Internet users is to discourage people in their problems with the English language. Incorrect English causes a few flames much more probably than encouragement and friendly advice.

In different countries and cultures, English has different positions. There are countries where English is the native language of the majority, there are countries where English is a widely known second language, and there are countries where English has no special position.

### **An official language for the Internet?**

There is no conceivable way in which any authority could define an official language for the Internet. The Internet as a whole is not controlled by anyone or anything, and this could only change if, by miracle, all countries made an agreement on it or if the entire world were taken to the control of one government.

Thus, if the question "whether or not English should be made the universal language of the internet" is interpreted as concerning the **official** status of English, the answer is simply that English, or any other language, **cannot** be made the official universal language. It is fruitless to ask whether an impossible thing should be made.

### **But can things change?**

English can lose its position as a widely used (although not official) universal language in two ways. Either a new empire emerges and its language becomes universal, or a constructed language becomes very popular. I believe most people regard both of these alternatives as extremely improbable, if not impossible. Perhaps they are right, perhaps not.

### **Is English a suitable universal language?**

Apart from being widely used and known, English is extremely unsuitable as a universal language. There are several reasons to this.

Any national language, i.e., a language which is or was originally the language of a particular tribe or nation, has obvious defects when used for international communication:

- Native speakers of the language are in a quite different position than others. Some people regard this as bad in itself, as contrary to the equality principle, but I think it is practical consequences that make it bad. Native speakers tend to use idioms and rare words and to speak too fast, unless they exercise conscious control over their language – and such control is difficult and unnatural when applied to one's mother tongue. This implies that in oral communication in particular native speakers of English often have *worse* problems in getting themselves correctly understood than nonnative speakers!

- National languages exist in various dialects and forms – sometimes they are even mutually unintelligible, but the differences always make communication harder. There is usually no standard for a national language, and even if something that can be called standard exists, it is just one form of the language – typically a form that is only used by a minority and even by it only in a minority of occasions. For a native speaker of a language, it is natural to use one's own dialect, and it is difficult to avoid this entirely; this emphasizes the importance of the above-mentioned problem of native speakers expressing themselves in international contexts.

- A national language carries with it the history of the nation. For instance, words and phrases have got, in addition to their dictionary meanings, connotations, colors and associations. This is an

important cultural phenomenon which helps in keeping the nation a nation, but in international communication it is a burden.

These remarks apply to English, too, and especially to English. One of the worst relics of English is the orthography. English has a very rich repertoire of idioms, and it typically has several words which have the same basic meaning but different connotations and stylistic value. Especially in international contexts you can never know what words mean to people with different backgrounds. Thus, you may occasionally get your basic message understood in some way, but you cannot tell in which way. This is of course an inherent problem in all human communication, but the nature of English makes it a really big problem.

English is an eclectic language which tends to borrow words from other languages instead of constructing words for new concepts from older words with derivation or word composition. People often say that English has a rich vocabulary as if it were something to be proud of. The richness of the vocabulary results basically from word borrowing and implies that words for related concepts are typically not related to each other in any obvious, regular manner. Word borrowing makes a language more international in one sense, but in the essential sense it makes it less suitable for international communication, since learning the vocabulary is more difficult.

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

to illiterate

universal language

official status

national language

native language

clumsy, coarse and misspelled “English”

relevant terminology

by-product

to post articles

the current position of English

mother tongue

second language

to borrow words from other languages  
 the original language  
 an eclectic language  
 a very rich repertoire of idioms  
 non-English articles  
 relic

**3. Discussion and Comprehension Questions.**

1. Is English suitable for being the global language of the Internet?
2. Why is English unsuitable as the official language of the Internet?
3. What is the current status of English on the Internet?
4. Why is English unsuitable for being the global language?
5. What do you know about the history of English?

**4. Fill in the table, using the words and expressions from the text and your personal knowledge**

The current status of English on the Internet	
Pros of having English as an official language of the Internet	
Cons of having English as an official language of the Internet	

**5. It is interesting to know that ...**

- The language most closely related to English is Friesian
- The most difficult language to learn is Basque, which is spoken in northwestern Spain and southwestern France. It is not related to any other language in the world. It has an extremely complicated word structure and vocabulary.
- Somalia is the only African country in which the entire population speaks the same language, Somali.
- All pilots on international flights identify themselves in English.
- There are more than 2,700 languages in the world. In addition, there are more than 7,000 dialects.



- More than 1,000 different languages are spoken on the continent of Africa.
- Many languages in Africa include a “click” sound that is pronounced at the same time as other sounds. You must learn these languages in childhood to do it properly.
- In most languages, just 100 words comprise about half of all words used in conversation.
- In nearly every language around the world, the word for "mother" begins with an “m” sound.
- English is the only language that capitalizes "I", the first person singular.
- The closest language related to English is "Frisian." However, most native English-speakers would probably find it easier to master a Romance language or a Scandinavian language (except Icelandic).
- The Berbers of North Africa have no written form of their language.

### Text 3

#### **“Hyperpolyglots - a case of brain power or hard work?”**

##### **1. Read the title and first paragraph of the article below.**

**Answer these questions.**

- a) If “polyglot” means a person who speaks several different languages, what do you think “hyperpolyglot” means?
- b) What do you think is the world record for the number of languages a person can speak? Have a rough guess.
- c) What does Dick Hudson want to know?
- d) Which of your friends and acquaintances knows the greatest number of languages?

##### **2. Read the whole article and answer these questions.**

- a) Which of the following people mentioned in the article are academics?

CJ

Lomb Kato

Stephen Krashen

Dick Hudson

Lorraine Obler

Steven Pinker

Giuseppe Mezzofanti

Philip Herdina

Suzanne Flynn

- b) Who or what are the other people?

c) Which of the academics express specific opinions about hyperpolyglottism?

**3. Which paragraphs of the article include information about “N” and his family? Read the text.**

In 1996, DICK HUDSON, a professor of linguistics at University College London posted an email to a list serve for language scientists asking if anyone knew who held the world record for the number of languages they could speak. Replies listed the names of well-known polyglots, such as Giuseppe Mezzofanti, an eighteenth-century Italian cardinal.

Then, in 2003, Hudson received an unexpected reply to his email from someone who had belatedly come across his question. The writer, 'N', described how his grandfather, who was Sicilian and had never gone to school, could learn languages with such remarkable ease that by the end of his life he could speak seventy and read and write fifty-six. N's grandfather was twenty when he moved to New York in the early 1900s. There he worked on the railways, which brought him into contact with travelers speaking many languages. When N was ten, he accompanied his grandfather on a cruise which took them to over twenty countries, from Venezuela to Hong Kong and Japan. N claimed that whatever port they visited, his grandfather knew the local language.

When HUDSON read N's note, he immediately recognized the potential significance of the claims and posted them on the Internet. In his posting, he coined the term 'hyperpolyglot', which he defined as someone who speaks six languages or more.

Language is known to be part of humans' unique cognitive endowment, and scientists have long studied how language abilities can be impaired by disease or trauma. It is less clear, however, what upper limits this endowment has. After a long silence on this topic, linguists and psychologists are now looking to hyperpolyglots for answers. Do these people possess extraordinary brains, or are they so ordinary folk with ordinary brains who do something extraordinary through motivation and effort?

Until recently, there was little scientific information about hyperpolyglots. Mezzofanti, for example, was supposed to have known seventy-two languages, and to have spoken thirty-nine fluently, but nowadays such tales are often greeted with skepticism. In the discussion that followed Hudson's publication of N's claims, a reader disputed the Mezzofanti story, saying he found it absolutely preposterous, and pointing out how long it would take to learn seventy-two languages. Assuming that each language has 20,000 words and that Mezzofanti could remember a word after encountering it once, he would have to learn one word a minute, twelve hours a day for five-and-a-half years! Professional linguists, too, are divided on this question. Philip Herdina, at the University of Innsbruck in Austria, is a sceptic. He doubts whether anyone has the capacity to speak seventy-two languages, arguing so that maintaining this ability would take resources from other activities.

But others see no reason why people should not be able to learn a huge number of languages. 'There is no limit to the human capacity for language except for things like having time to get enough exposure to the language,' says Suzanne Flynn, a psycholinguist at Massachusetts Institute of Technology. Harvard University psycholinguist Steven Pinker agrees. Asked if there was any reason someone couldn't learn dozens of languages, he replied: 'No theoretical reason I can think of, except, eventually, interference; similar kinds of knowledge can interfere with one another.'

But if Flynn and Pinker are correct, and an ability to learn many languages is the norm, why are so few people able to exploit it? Stephen Krashen, from the University of California, maintains that exceptional language learners simply work harder, and have a better understanding of how they learn. Krashen cites the case of Lomb Kato, an eighty-six-year-old Hungarian interpreter who could speak sixteen languages. Lomb apparently felt she had no special talent for languages: she had taken classes in Chinese and Polish, but the others she taught herself. According to Krashen, Lomb was an ordinary person with no special qualities, apart from a desire to learn languages and an effective way of achieving this aim.

Other researchers say that exceptional brains play a more significant role. In the 1980s, neurolinguist Loraine Obler of the City University of New York found a talented language learner she called “CJ”, who could speak five languages. CJ had learned to read late, had an average IQ, and had always been a mediocre student. However, on the Modern Language Aptitude Test, he scored extremely high. His verbal memory was very good, he could remember lists of words for weeks, but he quickly forgot images and numbers, and had problems reading maps. All of this seemed to indicate that CJ's language talent was inborn and not related to a higher level of general intellectual ability.

Some researchers also believe that there is a genetic component to hyperpolyglotism, and evidence suggests that the trait runs in families. Unfortunately, however, it is difficult to get families to agree to subject themselves to a genetic study. Neither 'N' nor his family were prepared to grant an interview on the subject. What makes this particularly frustrating for linguists trying to study hyperpolyglotism is that, in his original message, N mentioned another member of his family, a seven-year-old girl, who could count to 100 in three languages and could pick out words spoken in other languages and say what they meant.

N and his hyperpolyglot family may have retreated from public view for now, but they could yet provide more fascinating insights into our language abilities.

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

to post an email

hyperpolyglot

to be brought into contact

to hold the world record

to post something on the Internet

to coin the term

the potential significance of

**5. Look at the following list of statements (1-5) relating to hyperpolyglottism. Match each statement with the correct person A-E.**

1. Speaking many languages would adversely affect other abilities.
2. Successful language learning requires motivation, application, and a learning strategy.
3. As someone learns more languages, they may get them confused.
4. Language aptitude is probably inherited, not a facet of intelligence.
5. Effective learning requires sufficient close contact with a language.

- |   |                 |
|---|-----------------|
| A | Loraine Obler   |
| B | Philip Herdina  |
| C | Stephen Krashen |
| D | Steven Pinker   |
| E | Suzanne Flynn   |

**6. Multiple-answer question.**

Which TWO of statements A-E reflect linguists' knowledge of hyperpolyglottism?

- A They know that people become hyperpolyglots because of a need to know many languages.
- B They do not know how many languages humans are capable of learning.
- C They know that hyperpolyglots have above-average intelligence.
- D They know how hyperpolyglottism is passed on from one generation to the next.
- E They know that humans are capable of learning many languages.

**7. These verbs are used to report information that could originally have been spoken or written. Complete extracts a-e from the article with one of the verbs, then check your answers in the article.**

arguing  
disputed

claimed  
doubts

described  
maintains

- pointing out                      saying
- a N ..... how his grandfather could learn languages ...
- b N..... that whatever port they visited; his grandfather knew the local language.
- c A reader ..... the Mezzofanti story, ..... he found it absolutely preposterous, and ..... how long it would take to learn seventy-two languages.
- d Philip Herdina ..... whether anyone has the capacity to speak 72 languages, ..... that maintaining this ability would take resources from other activities.
- e Stephen Krashen ..... that exceptional language learners simply work harder.

**8. Answer these related questions.**

- a How might the ideas in 4a-e have appeared originally in direct speech?
- b Complete the extracts again, this time using the appropriate form of these alternative reporting verbs. In some cases, more than one answer is possible.

challenge	contend	insist
question	remark (that)	report
show	state	

**9. Complete these sentences using appropriate reporting verbs.**

- a A study in the USA has (1) ..... that men gossip more than women rather than the other way round. The authors of the study, reacting to the surprise which their findings caused, (2) ..... that the two sexes gossip in quite different ways.
- b A recent study (3) ..... that anthropologists now understand the reasons why humans developed complex language systems. They (4) ..... that there is a universal language of motherhood, which they have called 'motherese'.
- c The world famous linguist Noam Chomsky (5) ..... that humans have an inborn capacity to apply rules of grammar and to

speak. A previous 18<sup>th</sup> century theory (6) ..... that speech developed naturally through a process by which humans associated objects, actions and ideas with particular sounds.

#### Text 4

### “Settling in: 10 Common Myths (and One Uncommon Truth) About Culture Shock”

#### 1. Read the text.

By Nancy Longatan

**Summary:** *Longatan outlines 10 common myths about culture shock and one uncommon truth. She'll help you see why culture shock is a gift.*

The term "culture shock" is by now widely known and loosely applied to many different types of interactions and emotional states, but there are still a lot of misconceptions, even among experienced world travelers and long-time expats. Here we look at ten common myths about the cross-cultural adjustment process and try to sort out hard fact from lazy fiction.

#### ***1. It won't happen to me!***

Culture shock happens to everybody. It can even hit on a smaller scale within one's own country, in a new town or a new job, but the most striking experience of culture shock is, of course, when moving to an entirely new country. Kalvero Oberg, the scholar who coined the phrase points out: “[There are] a thousand and one ways in which we orient ourselves to the situations of daily life: when to shake hands and what to say when we meet people...how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not...” And in a different culture all these and many other cues and clues are different, so a newcomer will always feel a bit off balance and out of touch. It is this experience of being out of kilter with the surroundings that precipitates the experience called culture shock.

#### ***2. It's a kind of illness, weakness, or fault.***

Culture shock is a natural process that everyone will go through. It's not an indication that something is wrong, only that a lot of new material needs to be accommodated all at once, and a kind of system

overload goes into effect, causing some distress. Some people feel great discomfort and clumsiness when entering a new culture, while others will adjust more easily, but some level of culture shock is always to be expected.

***3. It mainly happens to people going to a very different kind of environment.***

Some people believe that when moving to a country with the same language, or at a similar level of economic development that culture shock will not be a factor, but the reality is that even if the language is the same, the culture can differ in a wide variety of subtle and/or obvious ways. Although moving from, say, an industrially developed or rich country to a very poor one (or vice versa) can expose one to more immediate “shocks” in terms of seeing extremely different lifestyles or living conditions for the first time, culture shock is a different process that will come into play regardless of physical conditions.

***4. a) Everybody is really alike underneath. b) You can never really understand foreigners.***

Paradoxically, this myth can take two opposite forms, while underlying it is an attitude of oversimplification and misunderstanding of the true nature of cultural differences. Culture is real, and people really do hold very different values about life and living. However, the ability to understand such differences is a part of being human, and we can all learn to appreciate others' values even while determining never to share them or give up our own.

***5. I just need to be more reasonable and less emotional.***

Culture shock can be an intensely emotional experience. The sojourner in a new place finds that everything is “up for grabs”, and previously unexamined assumptions are challenged on a daily basis. Everyone else seems to understand what's going on without need for explanations, and one's own expectations get violated without any acknowledgement or clarification.

That challenges like this cause emotional distress should not be surprising, and you cannot expect to reason yourself out of feelings of this nature. Try instead to analyze the triggers that cause you the



most distress and reflect on what, exactly, of your personal “baggage” is being challenged by these triggers.

**6. *Just be yourself and people will like you/adjust to you.***

Unfortunately, many of the communication cues that seem natural within one culture can actually be offensive in another. This can be as simple as learning to avoid a gesture that may have a different meaning, to subtle and unconscious processes such as volume of speaking and eye contact. Without being aware of it, a sojourner can be projecting an unpleasant or unattractive persona because of communication styles that are common in the home culture and considered improper in the host culture. It is necessary to be alert and ready to learn when entering a new culture, so that the ways of communicating politely and effectively can be gradually picked up and practiced on the way to becoming a competent cross-cultural communicator.

**7. *It can strike at any time, like lightning.***

Culture shock is a process of adjustment that builds up and is resolved over a period of time. The “shocks” that hit hard from time to time are not culture shock itself, only a symptom of it. Some days are just hard. Feelings of frustration and even despair well up and no resolution seems to be in sight. Other days or moments can be euphoric, giving a sense of oneness with the entire universe. Both of these points are part of the whole culture shock experience, and will need to be integrated gradually as the sojourner becomes adjusted to a new environment and lifestyle.

**8. *One only has to go through culture shock once.***

Each new place requires a new adjustment process, and experienced expatriates know that they have to live through all the stages of adjustment each time. Of course, one develops skills in entering new cultures and a familiarity with the practice of coping with culture shock, but the need for adjustment continues all the same.

**9. *I need to know what stage I'm in.***

Scholars have observed people in cross-cultural situations going through a series of stages of adjustment running from pre-departure to re-entry, but these stages are not subjectively identified. Rather, they are discerned from a large sample of people reporting on their

feelings and experiences over time. The information that one is “at” one stage or another may or may not be helpful, and some, especially those living overseas for long and undetermined periods, may not “go through” stages at all, but may experience them as a cycle or even as randomly occurring experiences. Take the information gained from researchers with a grain of salt, and observe your own adjustment process with as much self-awareness as you can. Your own observations will probably have more validity for your own adjustment process.

***10. It will go away naturally.***

Everyone adjusts to a new environment eventually, but not everyone learns it well enough to appreciate its own real strengths and weaknesses. Many people moving to a new country get used to their life there, but do not question or give up their original ethnocentric assumptions, making them constantly critical and unappreciative of the host culture.

To avoid this trap, it is necessary to think of oneself as a learner and to look for ways to actually take on the point of view of a native, at least for a short time, to try to catch a glimpse of the culture from the inside, on its own terms. In this way, a newcomer can gain a deeper respect for the new culture, and perhaps even move to integrating some of its values or approaches into a changed, bicultural life.

***One Uncommon Truth***

Culture shock is a gift. It shakes up our small world and forces us to question and reappraise what we thought we knew. A person who can be open to the challenge posed by a strange culture can grow and expand mentally, emotionally and spiritually, and gradually be transformed into a true world citizen. Culture shock should be welcomed and celebrated!

**2. Study the Essential Vocabulary of the text.**

emotional states

culture shock

cross-cultural adjustment process

misconceptions

lazy fiction

hard fact  
 on a smaller scale  
 the most striking experience of culture shock  
 being out of kilter with the surroundings  
 feel a bit off balance and out of touch  
 oversimplification  
 come into play  
 on a daily basis  
 sojourner  
 a competent cross-cultural communicator.  
 “up for grabs”  
 host culture  
 ethnocentric assumptions  
 critical and unappreciative of the host culture  
 gain a deeper respect for the new culture  
 bicultural life  
 to try to catch a glimpse of the culture from the inside

**3. Find out whether the statements below are true or false? Mark the correct answer. Justify your answer.**

Statement	True	False
Culture shock does not happen to everybody		
Some people feel great discomfort and clumsiness when entering a new culture, while others will adjust more easily, but some level of culture shock is always to be expected.		
Some people believe that when moving to a country with the same language, or at a similar level of economic development that culture shock will not be a factor		
Culture shock is contagious.		
Culture shock can be an intensely emotional experience		
To adjust to living in a new country it is necessary to think of oneself as a learner and to look for ways		

to actually take on the point of view of a native, at least for a short time.		
Culture shock is a gift		
In a different culture all these and many other cues and clues are different, so a newcomer will always feel a bit off balance and out of touch.		
Many people moving to a new country get used to their life there, but do not question or give up their original ethnocentric assumptions, making them constantly critical and unappreciative of the host culture.		

### **Text 5**

## **“British English vs. American English: Spelling issues and beyond”**

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

Far too much is made of the differences between British and American English. The two varieties of English are in fact one and the same language with some interesting, sometimes amusing, sometimes challenging differences. The two versions of English provide fertile ground of all sorts of lingual-fascists, ignoramuses and arrogant so-called experts.

#### **Let's begin with spelling.**

When I was about 12 years old, I obtained a copy of Jules Verne's “From the Earth To the Moon”. After a while I noticed something strange. Had the typesetter run out of U's? Why was 'valour' spelled 'valor'. And why was 'centre' spelled 'center'. What was going on?

You may have guessed by now that I am British English, in fact. I had never before seen written US English although I had long been accustomed to American accents having grown up on a diet of American TV series such as Wagon Train, Rawhide and Bonanza (and many, many more). I was suddenly awakened to the fact that there were more differences between me and Rowdy Yates than met the eye.

Many years later I became a student of the English Language learning about its origins in Anglo-Saxon, through the Middle English period and then on to Shakespeare. And so, we arrive at Dr. Samuel Johnson and his famous dictionary. And we also find that until printed books became widely available and the language was at last analyzed and codified, spelling was, shall I say, a matter of personal choice.

By the time the United States came into being there was a pretty much agreed way of spelling most words with some acceptable variations. Enter Noah Webster who thought it was high time the post-colonials showed their former masters a thing or two. So, let's sweep away the past and stride out into the American future with a more consistent, more easily learned orthography.

## WEBSTER'S CHANGES

Although he actually did keep at first the -our' mentioned above, he later decided that the letter u' just had to go. Hence color', favor' and flavor' in contrast to British colour', favour' and flavour'. He changed c' to s' in such words as defense' and offense'. (A note here just to let you know the number of times I shout at British TV when they caption the US Secretary of Defense using the British spelling. In titles and place names we should honour/honor each other's spelling. When I see Pearl Harbour' I have to be restrained from driving 200 miles to London, storming into the BBC, or whoever, and demanding justice for Hawaiians.

Webster decided that the letter l' was also overused so he removed the double consonant in words such as traveller' and signalled' and changed them to traveler' and signaled'.

There are a large number of other differences in orthography such as the dropping, in US English, of diacritics (That's when you glue an a' to an e' or an o' to an e' such as aesthetic/esthetic). This is a long list but demonstrates that American spelling has always been an attempt to simplify' and standardize although many anomalies remain.

Then there's the -ise/-ize' variation although both are acceptable in many cases in British English.

Now here's a strange one. I always thought that the Americans dropped the -ue' in words like dialogue', then I read President Obama's book 'Dreams from My Father' and the last chapter is entitled Epilogue' maybe that's a British publishing solecism.

One that always makes me smile is the axing of the e' in axe/ax'. It really looks strange.

Now for a Webster beauty: connection' becomes connexion', so why not elexion' or erexion'. See what I mean about inconsistency. There's more, but I don't want to bore you. So, let's move away from spelling and go beyond as the title exhorts us to go. If we put aside the written word we are left with the spoken and that throws up a large number of issues such as accent, pronunciation, grammar and cultural difference.

## GRAMMAR

It's actually quite remarkable how close the two grammars are which reflects how stable English has been for about 400 years (but that was before hip-hop came along). However, these differences do not normally cause more than a little jolt of surprise; understanding is usually mutual.

### *Gotten:*

Americans would say, I have gotten over it'.

Whereas the British would say, I have got over it'. But both use forgotten' and begotten'.

### *Different than:*

The British say different from' or different to' but rarely different than' which is an American usage (but gaining purchase in the UK).

### *Have and Do:*

In British English you always answer a have' question with have', so, for example, Have you got a British accent?', answer, Yes, I have'. Whereas in America the answer would invariably be, Yes, I do'. However, if in Britain if you were to ask, Do you have a British accent?', then the answer could be Yes, I do' or Yes, I have'. (Aren't we a strange lot?)

### *Fitted / Fit:*

The past tense of 'to fit' in British English is 'fitted' as in "the blouse fitted her very well". But in America "the blouse fit her very well".

*Dates and time:*

In the US you would say, (a) quarter after eight' and (a) quarter of/till eight'. In the UK this is (a) quarter past eight' and a quarter to eight'.

July the fourth' in the UK but July fourth' in the US.

Two thousand and nine in the UK but two thousand nine in the US.

It took me many years to figure out (now that's an Americanism) that Americans do not drop their h's but adopt an ancient English practice which has gone out of use in the UK. Americans do not aspirate the h' in words such as human' and herb' whereas the British do sound the initial h' in these words (unless your local accent drops the h' which is not considered RP or received Pronunciation).

## CULTURE

When we go beyond' the underlying differences we have to address culture. Language reflects culture so, invariably, we have words, phrases, references which are known only within a particular cultural group.

Let me try you out with some cultural' British English:

Flintoff took the new ball after lunch and took three wickets in his first five overs leaving Australia on 178-6 at stumps.'

Apart from the sheer fantasy of England besting the Aussies at cricket, an American wouldn't have a clue what this is about. No doubt a similar description of a baseball pitcher and his achievements would be equally incomprehensible to a Brit.

But, here's the thing, we British have been steeped in American culture through film and TV for about 50 years. America is the dominant English-speaking culture in the world. Its use of language is beginning to have a big Influence on spoken English. Increasingly, young Brits are adopting the vocabulary and speech patterns of their American counterparts much to the consternation of their parents who suddenly can't understand their children who sound like Australo-New Yorkers. As far as I'm aware, there is no such reciprocal effect on American English by British English which most

Americans still regard as somewhat quaint' whilst revering us as the true progenitors of their native tongue.

Such is the nature of language. Like fashion, history and life itself, it is in constant flux. Sometimes that flux moves more swiftly than at others. It happened around 1500 when the language moved rapidly from the language of Chaucer to the language of Shakespeare. It is happening now: just watch a movie from the 1930's and listen to the American and British accents. The Americans sound far more British than their latter-day compatriots and the British sound like Americans think the British still speak (only kidding, ya'll). It is not inconceivable that one day we will have great difficulty understanding these ancient films (I even have to concentrate now to understand some Americans especially African American street talk). I can see the future when there are degree courses at Oxford or Princeton in the language of the early American cinema'.

As things stand, if you listen to an old recording of President McKinley, although he sounds a little strange, he is still perfectly comprehensible. I wonder how far back we would have to go before we could no longer understand standard English. I'd guess about 300 years, which is an incredible testimony to the durability, conservatism and global span of that great language we share, abuse and re-craft every day.

Two cultures separated by a common language? No way. It is our common language which binds us, not separates us. May it long continue.

*by Ray Cook*

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

two varieties of English

provide fertile ground

challenging

grown up on a diet of American TV series



### 3. Fill in the gaps. Use the dictionary if necessary.

#### British English vs. American English

*Example: In the UK, you play **football**; in the US, you play soccer.*

1. In the UK, you eat **biscuits**; in the US, you eat \_\_\_\_\_.
2. In the UK, you buy a **return** ticket; in the US, you buy a \_\_\_\_\_.
3. In the UK, you take a **lift**; in the US, you take an \_\_\_\_\_.
4. In the UK, you go to the **cinema**; in the US, you go to the \_\_\_\_\_.
5. In the UK, you wear **trousers**; in the US, you wear \_\_\_\_\_.
6. In the UK, you go on **holiday**; in the US, you go on \_\_\_\_\_.
7. In the UK, you wait in a **queue**; in the US, you wait in a \_\_\_\_\_.
8. In the UK, you put **petrol** in your car; in the US, you put \_\_\_\_\_ in your car.
9. In the UK, you drive a **lorry**; in the US, you drive a \_\_\_\_\_.
10. In the UK, the third season is **autumn**; in the US, the third season is \_\_\_\_\_.
11. In the UK, you wear a **jumper**; in the US, you wear a \_\_\_\_\_.
12. In the UK, you eat **sweets**; in the US, you eat \_\_\_\_\_.
13. In the UK, you live in a **flat**; in the US, you live in an \_\_\_\_\_.
14. In the UK, you live with a **flatmate**; in the US, you live with a \_\_\_\_\_.
15. In the UK, you eat **chips**; in the US, you eat \_\_\_\_\_.
16. In the UK, you eat **crisps**; in the US, you eat \_\_\_\_\_.
17. In the UK, you throw away **rubbish**; in the US, you throw away \_\_\_\_\_.
18. In the UK, you throw rubbish in the **dustbin**; in the US, you throw garbage in the \_\_\_\_\_.
19. In the UK, the back of a car is the **boot**; in the US, the back of a car is the \_\_\_\_\_.
20. In the UK, the front of a car is the **bonnet**; in the US, the front of a car is the \_\_\_\_\_.

**4. Project work.** Do the survey to get to know how many English words we (the Ukrainians) have adopted to use in our day-to-

day speech. Make up a table introducing those words and their equivalents in Ukrainian.

➤ **LANGUAGE IN USE**

**Study the examples and explanations.**

*Minority languages are **taken over** by dominant languages...*

Phrasal verbs have two or three words. Phrasal verbs sometimes can be replaced by single verbs: to take over – to replace

*He **went back** only to find that Bogon had died...*

We can use phrasal verbs in real or literal sense.

*The linguist had no time on that visit to **find out** much about the language...*

We can also use phrasal verbs in metaphorical sense.

**1. Now match the phrasal verbs with the meanings**

- |                |                        |
|----------------|------------------------|
| 1. come across | A. become extinct      |
| 2. die out     | B. decrease            |
| 3. go down     | C. discover(something) |
| 4. hold on     | D. destroy             |
| 5. get over    | E. maintain            |
| 6. wipe out    | F. recover             |

**2. Complete the sentences with the correct form of phrasal verbs from the previous exercise.**

1. About half of the world's languages are going to \_\_\_\_\_ within the next hundred years.
2. A linguist \_\_\_\_\_ a language called Kasabe which had never been studied before.
3. As a result of the earthquake, the number of speakers of these languages has \_\_\_\_\_ dramatically.
4. Bilingualism is that people learn the new language and at the same time \_\_\_\_\_ to their old language.
5. Entire villages were \_\_\_\_\_ and around one third of the population was killed.

6. Welsh is an example of the language which has successfully \_\_\_\_\_ a decline.

**3. Decide which statements you agree with or disagree with.**

- a. If you replaced all languages with just one language, there would be less war.
- b. Everyone should be bilingual.
- c. Business people do not need to learn languages, they need to learn about business.

**4. The extract below was taken from a student essay on the subject of English as an international language. Fill the gaps with an appropriate expression from the list below.**

(1) ... , having a strong international language is useful for diplomacy and trade. (2) ... some language fulfilled this function; international relations would be set back considerably. (3) ... , there would be more conflict and less wealth.

(4) ... , that language does not have to be English. (5) ... the transition may take a long time, an artificial language such as Esperanto or an alternative natural language may be preferable for historical and cultural reasons. (6) ... , an artificial language, (7) ... it was carefully chosen, could be considerably easier to learn.

- firstly (organizing)
- unless (hypothesis)
- as a result (cause and effect)
- on the other hand (organizing)
- although (concession)
- furthermore (organizing)
- provided (hypothesis)

**5. Match the idioms with their translation**

in plain language and *in plain English	<i>Fig.</i> to say something that one agrees with or understands.
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language that would fry bacon	<i>Rur.</i> profanity; swearing; curse words. ("Hot" language.)
speak someone's language	<i>Euph.</i> to swear, threaten, or use abusive language
speak the same language	<i>Fig.</i> in simple, clear, and straightforward language.
use foul language	<i>Euph.</i> to swear
use strong language	<i>Inf.</i> Pay attention to what you are saying!
Watch your mouth! and Watch your tongue! Watch your language!	1. <i>Lit.</i> [for two or more people] to communicate in a shared language. 2. <i>Fig.</i> [for people] to have similar ideas, tastes, etc.

### 6. Link the idioms to their correct meaning.

1. break the ice	a. very close to achieving something
2. all ears	b. to be good at gardening
3. a doubting Thomas	c. the humming sound made when the mouth is closed.
4. flying by the seat of your pants	d. suddenly, unexpectedly
5. Mum's the word	e. risky or potentially dangerous.
6. a stab in the back	f. to tease people by telling them something shocking or worrying as a joke.
7. dicey situation	g. do something before everyone else or before the proper or right time.
8. to jump the gun	h. to be sad and miserable
9. to have green fingers	i. if one person does something to help another, the second person will do something to help them in return

10. to feel blue	j. do or say something to remove or reduce social awkwardness or tension, especially at a first meeting, or at the start of a party
11. out of the blue	k. they have done something very harmful to you when you thought that you could trust them.
12. once in a blue moon	l. very seldom, on rare occasion.
13. to pull someone's leg	m. somebody who is doubting all the time.
14. you scratch my back and I'll scratch yours.	n. to do something without planning, to improvise, to figure things out as you go
15. close but no cigar.	o. ready and eager to listen

**7. Fill in the gaps with the idioms from the table.**

1. It wasn't due to be released until September 10, but some booksellers have \_\_\_\_\_ and decided to sell it early.
2. Of course I won't tell them; I was only \_\_\_\_\_.
3. You almost did it! \_\_\_\_\_
4. I don't know what's wrong with me today. I'm so miserable and sad, I'm \_\_\_\_\_.
5. Virginia felt that if he did not come now, and meet Spencer, and have dinner as one of the family, \_\_\_\_\_ might never \_\_\_\_\_.
6. Our nerve has failed and we are saying to the reader: "Don't hit me and I won't hit you, or \_\_\_\_\_".
7. He arrived just like that, \_\_\_\_\_.
8. One official view is that Wednesday's near-riot is one of the hazards of Continental competition – "the sort of thing that happens \_\_\_\_\_."
9. Can you just believe me and not doubt every word I say. You are such \_\_\_\_\_.
10. They were \_\_\_\_\_ when he said that he had exciting news.

11. She felt betrayed, as though her daughter had \_\_\_\_\_.
12. He won't even say anything! \_\_\_\_\_.
13. She definitely \_\_\_\_\_. Look at all those flowers!
14. I came unprepared to class and had to \_\_\_\_\_.
15. I was so close to death that I could even feel it's breath. That was a really \_\_\_\_\_.

➤ **PRACTICE**

**1. Match the questions in line A with the answer in line B.**

1) What foreign languages can you speak?	a) Sorry, but I don't know.
2) How many Ukrainians live in the USA?	b) Yes, English a little bit.
3) Is English spoken in Egypt?	c) Yeah, they call it apartment.
4) Do you know how Americans call flats?	d) No. French
5) What is more difficult for you, to speak or to listen?	e) English, but just a little bit.
6) The best form of English is called Standard English.	f) To listen of course, for you speak only what you know and what you can say.
7) Why do you think languages play a very important part in our life?	g) I know. It can also be called Queen's English.
8) Can you speak any foreign languages?	h) Yeah, I know. It's also the official language of 6 countries and it is widely spoken in India.
9) Is it true that Canadian English is almost the same as American English?	i) Because people who know foreign languages are necessary for the development of modern society.
10) About one third of the world speaks English.	j) No, it's different both from American and from British English.

**2. Fill in the gaps with the words from the box below. There are two extra words in the list.**

a) tongue; b) standard; c) speakers; d) widely; e) number; f) importance; g) nowadays; h) community; i) language; j) American English; k) Queen's English; l) Government; m) science.

It is only in the course of the last hundred years that English has become a world \_\_\_\_\_ (1). In Shakespeare's times it was a provincial language of secondary \_\_\_\_\_ (2) with only 6 million native \_\_\_\_\_ (3). \_\_\_\_\_ (4) English has become the world's most important language in politics, \_\_\_\_\_ (5), trade, and cultural relations. In a \_\_\_\_\_ (6) of speakers it is only second to Chinese. Even more \_\_\_\_\_ (7) English is studied and used as a foreign language.

The best form of English is called \_\_\_\_\_ (8) English and it is the language of educated English speakers. It is used by the \_\_\_\_\_ (9), the BBC, the Universities and it is often called \_\_\_\_\_ (10). \_\_\_\_\_ (11) is the variety of English spoken in the United States of America and it's different from English in pronunciation, intonation, spelling, vocabulary and sometimes even grammar.

**3. Find the mistakes rewrite the sentences and translate them.**

1) English is speaking in many countries of the world.

A B C D

2) Ukraine joined to the council of Europe in 1995.

A B C D

3) When I entered the room, he wasn't been there; he was looking for his cat.

A B C D

4) What parts is Great Britain consist of?

A B C D

5) I phoned him last night and his sister said that he goes to the park.

A B C D

- 6) He walked out of the room and close the door.  
 A B C D
- 7) Learn foreign languages is vitally important for our future career.  
 A B C D
- 8) What foreign language do you speak?  
 A B C D
- 9) Ukrainian is my mother language.  
 A B C D
- 10) I am agree that learning foreign languages helps us to learn our  
 A B C  
 own one.  
 D

**4. Gap-fill:** Put the missing words into the gaps.

*Dominate trend announced slide half popularity tend  
 redundant lazy job*

### English – Official Lingua Franca?

**BNE:** Is English the world's Lingua Franca? A report from the British Council \_\_\_\_\_ yesterday estimated that by 2015 two billion people will start learning English around the world, and three billion people – \_\_\_\_\_ the planet – will be speaking it. However, report editor, David Graddoll, said that English will not become the Esperanto and \_\_\_\_\_ global language learning as Arabic, Chinese and Spanish are set to rise in importance. He said the \_\_\_\_\_ is towards "linguistic globalization" and multi-lingualism, not bilingualism, and definitely not monolingualism. French, on the other hand, once considered a lingua franca, will see its status as a world language continue to \_\_\_\_\_.

Although English will escalate in \_\_\_\_\_, English language will likely be out of a \_\_\_\_\_ by 2050, when so many people able to speak English, that teaching it will become almost \_\_\_\_\_. Demand for English teaching will drop by a whopping 75%, fr billion to 500 million. Instead, English will be taught world elementary level, and many universities across the world will cl teach in English. This suggests a wake-up call for traditionally \_\_\_\_ monolingual Britons, who to shun language learning because



“everyone speaks English” mentality. Brits will be left behind in poly-lingual world.

## MODULE 2

### PEOPLE AND PERSONALITIES

➤ **LEAD-IN**

**How do you see yourself and what image do you project for others? Do the quiz that follows.**

QUESTION	ANSWER CHOICES
What first impression do you give?	smart and ambitious, with a sense of humour, fairly insignificant, you are out to impress people, you excite interest
What do you think is your role in the student community?	leader, everybody's friend, mother/father figure, gossip, outcast
What is your attitude to work like?	enthusiastic, workaholic, conscientious, you won't touch it if it doesn't touch you, frustrated
What is the atmosphere you create in the group?	relaxed and cheerful, dominating, boring, chilly, you are unnoticed
What sort of a boss would you make?	aggressive, acting by the book, supportive, understanding
How do you treat your superiors?	with blank awe, respectfully, with kid gloves, as equals, with resentment
How do you handle your inferiors?	you exploit them, you condescend, you are helpful, you don't mix with them
How do studies affect your personal life?	these are two separate worlds, they are mixed, studies clash with my personal life
How do you use opportunities?	you jump at them, approach selectively, miss out on them, you

	don't see them, you are too irresolute and timid
How do you act in confrontations?	you stick to your guns, you are a peace-maker, you give up, you dread them

**Assess yourself and a friend, then swap the results and see whether there is much difference between how you visualize yourself and how others do.**

**Positive and negative adjectives**

**1. Look at these pairs of adjectives used to describe personal qualities.**

**Which pairs are positive, and which negative in meaning?**

1. sensitive and thoughtful
2. lively and inquisitive
3. mean and tight-fisted
4. dishonest and unreliable
5. thoughtless and self-centred
6. ambitious and single-minded
7. broad-minded and tolerant
8. out-going and independent
9. shy and insecure

**2. Match the pairs of adjectives above with a description below.**

1. He's a liar, and you can't ask him to do anything for you.
2. He listens to other people's opinions, and knows there are always two sides to an argument.
3. She knows exactly what she wants to achieve in life and how to get there.
4. She is very quiet and goes red if anyone speaks to her.
5. She just doesn't seem to realise that what she does could hurt other people's feelings. It's all *Me! Me! Me!* with her!
6. She's always asking questions – always wants to know things.

7. He loves parties and doing his own thing.
8. He never buys his friends a drink in a bar.
9. She never forgets my birthday.

**3. Which words in activity 1 have similar and/or opposite meanings to the words below?**

*trustworthy   inconsiderate   generous   confident   narrow-  
minded   free-spirited   selfish   dependable*

**4. We often use adjectives that end in -y to describe personality. Find the phrase in the description that defines each of the words below.**

*fussy   cheeky   witty   nosy   moody*

Well, frankly, my brother is all of those things. He likes everything to be in the right place all the time. He always wants to know what everybody else is doing, even when it's none of his business. He is bright and lively one minute, and quiet and bad-tempered the next. But he thinks very quickly and says the funniest things, although sometimes what he says is funny but rude to people older or more senior than him. For example, he asked his teacher why his red tie was the same colour as his eyes. The teacher had been to a party the night before – it was very funny but definitely rude!

**5. Read the descriptions of different people. Then fill in the gaps with words from the lesson.**

1. Fiona loves parties – especially her own. That's because she likes to be the centre of attention. She's very \_\_\_\_\_ and \_\_\_\_\_.
2. Don't invite John. He never buys a drink, and he'll probably steal some of your CDs. He's \_\_\_\_\_ and \_\_\_\_\_.
3. What I like about Kate is the way she listens to people, and remembers small things about them. She's so \_\_\_\_\_ and \_\_\_\_\_.

4. William loves gossip. He always wants to know what everybody else is up to. That's because he's \_\_\_\_\_ and \_\_\_\_\_.

**6. Study the following adjectives and split them into three groups (positive, negative, both):**

**Adjectives connected with money and giving things:**

thrifty penny-pinching generous mean tight-fisted extravagant hospitable

**Adjectives connected with attitude to work:**

inflexible hard-working diligent disciplined organized efficient disorganized conscientious careless tidy industrious

**Adjectives connected with temperament:**

reserved aggressive even-tempered level-headed impulsive energetic slow talkative cheerful affectionate irritable passionate shy bad-tempered

**Adjectives connected with relationships:**

sensitive trustworthy obedient cheeky jealous envious sociable rude tactless selfish proud just assertive stubborn obstinate boastful

**Adjectives connected with danger:**

cowardly courageous brave reckless

**Adjectives connected with the mind:**

intelligent absent-minded clever sensible bright witty dull

POSITIVE

.....  
.....

NEGATIVE

.....  
.....

BOTH

.....  
.....

**7. Below is the crossword you are to help create. Fill in the "task section"**

		G				T
		E				A
		N		B	T	L
	C	E	O	R	H	K
B	A	R	B	A	R	A
O	R	O	S	V	I	T
A	E	U	T	E	F	I
S	L	S	I		T	V
T	E		N		Y	E
F	S		A			
U	S		T			
L			E			

**DOWN:**

1. **Boastful:** Someone who talks too proudly about something they have said or done.
2. **Careless:** \_\_\_\_\_
3. **Generous:** \_\_\_\_\_
4. **Obstinate:** \_\_\_\_\_
5. **Brave:** \_\_\_\_\_
6. **Thrifty:** \_\_\_\_\_
7. **Talkative:** \_\_\_\_\_

## 8. How would you describe your own personality?

Interview your partner.

## 9. Find answers for Personality Dictionary Quiz.

1. What's a *personality cult*?
2. What's a *personality trait*?
3. If you have a *personality clash* with someone, what's the problem?
4. If you have *bags of personality*, is it a good thing or a bad thing?
5. What's a *personality disorder*?
6. If you get someone to do something by *sheer force of personality*, how do you do it?
7. What's another word for a *TV personality*?
8. If you have a *split personality*, what's the problem?
9. If something *reflects your personality*, what does it say about you?
10. If you *lack personality*, is it a good thing?
11. Which of these words are frequently used with *personality*?  
*Dominant, dynamic, engaging, elastic.*

### ➤ **READING AND DISCUSSING**

**1. Read the article below. Learn the language of the passage and make a comprehensive list of all the conventional and contradictory aspects of character that the author attributes to the English race.**

#### **Text 1. Stereotypes**

How many times have you seen a blonde – haired person make a ridiculous statement and then afterwards you comment to your friend: “Oh, they're blonde. No wonder!”. This is a classic example of a stereotype (All blondes are dumb). A stereotype is defined as being the collection of beliefs held about the personal traits and behaviors of individuals belonging to a particular group.

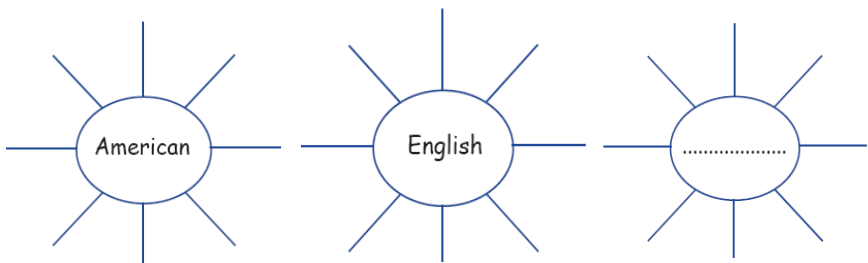
Stereotypes influence society more than is realized. Common stereotypes that are often made refer to gender, age, and ethnic background. How are these stereotypes formed in the first place? Is it the media and large corporations who are influencing our world?

The relatively recent movement for nondiscriminatory language condemns stereotyping. **Stereotypes** are also referred to as “oversimplified and generalized labels applied to a person or group of people. They are discriminatory in that they take away a person's individuality. While all sections of society are susceptible to being stereotyped, it is the least powerful who are usually most adversely affected”. What explains the fact that stereotypes die hard?

Consider the possibility of these:

- generalization is a natural process of reasoning;
- people are prone to create or associate themselves with groups with positive stereotyped image;
- stereotypes are used as forewarning or prior knowledge before people look into the subject matter;
- stereotypes are exploited to gain authority or improve status at the expense of others;
- stereotypes are basis for popular jokes;
- stereotypes change as the groups do.

**At the same time, you come across innumerable stereotyped images and more often than not you tend to trust them. Do you remember any stereotyped descriptions of different nations? Fill in the stereotype spidergrams.**



**Read the jokes below and say if you are prepared to believe them, laugh at them or resent them. Explain your reasoning.**

Heaven and Hell.

What's the difference between Heaven and Hell?

In Hell ...

the British are the cooks  
the French are the managers  
the Italians are the engineers  
the Germans are the politicians  
the Swiss' are the lovers

In Heaven ...

the French are the cooks  
the Germans are the engineers  
the British are the politicians  
the Swiss are the managers  
the Italians are the lovers

**Below are a few snippets from Chapter Two “Funny Foreigners” in Jeremy Paxman's book. Read the passage and then share an opinion how much they are convincing, farfetched or enlightening.**

**Text 2**

The adage is that geography makes history. But if such a thing as a national psychology exists, it too may be made by geography. The first profound influence upon the English is the fact that they live on an island.

England remains the only European country in which apparently intelligent people can use expressions like “joining Europe was a mistake”, or “we should leave Europe”, as if the place can be hitched to the back of the car like a holiday caravan. An analysis of the British market for the French Tourist Office in 1996 advises, in measured disdain, that “even though they have a well-developed sense of humour and can laugh at themselves, they remain conservative and chauvinistic. The British are profoundly independent and insular, constantly torn between America and



Europe”. They are right: one of the consequences of living on an island is that everywhere is overseas. And once they had committed themselves to the sea, the English were inclined to see the rest of Europe as nothing but trouble.

The Englishman sees himself as a captain on board a ship with a small group of people, the sea around and beneath him. He is almost alone; as captain he is in many ways isolated even from his crew... Sea bound security gave the English an early self-confidence and their relative isolation promoted the growth of an idiosyncratic intellectual tradition. It produced some very odd geniuses, like Blake or Shakespeare. It probably has something to do with the fact that England has produced so many very good travel writers. And nautical gangsters – how else are we to think of a figure like Sir Francis Drake? Freedom from the fear of sudden invasion also promoted individual freedoms. We all need enemies, and the French were so wonderfully convenient – near to hand and yet apparently oblivious of the interests of anyone else. This is how we thought of our nearest continental neighbours. Obscene drawings were “French postcards”.

Prostitutes were the “French Consular Guard”. If a man used their services, he would “take French lessons”. Well into the 1950s, English people were, still excusing their swearing by asking people to “pardon my French” and talking of unauthorized absences as “French leave”. Once upon a time, when England was at war with Spain, syphilis was “the Spanish pox” and corruption was “Spanish practices”. By the time the Dutch had become the main trading rivals, the English were inventing phrases like double Dutch for gibberish, or Dutch courage for the bravery of drunkenness. The pattern applies across Europe, but the Anglo-French rivalry is in a class of its own. Centuries of hostility cannot be overcome so soon.

Insularity gave the English a great self-confidence, but it did nothing for their sophistication. It is hard to escape the conclusion that, deep down, the English care little for foreigners, but scoff and laugh at them. Visitors commented on the remarkable vanity of the English. In 1497, a Venetian noticed that “the English are great lovers of themselves, and of everything belonging to them; they think

that there are no other men than themselves and no other world but England”. The picture had hardly changed by the middle of the 20th century.

**1. Answer the questions:**

1. What does geography make?
2. What do the English mean when they say “we should leave Europe”?
3. Do the English have a very well-developed sense of humor?
4. Do the English see the rest of Europe as their main trouble?
5. What factor provided the English with security?
6. What geography formed idiomatic expressions connected have come into usage in the English language?
7. Does England have any enemies according to the article?
8. What do they suggest?
9. How would you characterize the English?
10. Is the situation different nowadays?



**2. Summarize the core ideas of the text and draw a “linguistic portrait” of a stereotypical Brit as you see it after you have read the text.**

**3. Take another locality, region or country and ponder over the people's typical or national traits that might have evolved from their geographical circumstances. Voice your theories to the class, find support or accept criticism.**

**It Is Interesting to Know**

**The Importance of Punctuation**

**An English teacher wrote these words on the whiteboard: woman without her man is nothing. The teacher then asked the students to punctuate the words correctly.**

The men wrote:

“WOMAN, WITHOUT HER MAN, IS NOTHING”.

The women wrote:

“WOMAN! WITHOUT HER, MAN IS NOTHING”.



Gender is an important topic in today's society. Most people feel pressure to conform to certain gender stereotypes without really understanding what they are and even without being aware of their influence on our perceptions. Gender roles are the qualities and characteristics that are considered inherently feminine or masculine. So, for example, according to gender stereotypes a woman's place is in the home while a man's place is to provide for the family. *Where can you find the proof for this? Do animated cartoons of Disney variety transmit any gender ideas to the viewers? Do you see any portrayal of culture and race in Disney cartoons? Read the text below and answer the questions.*

### Text 3

#### Disney's Portrayal of Culture and Race in Film

The Disney vision of fairy-tale love stories, benevolent nature, and classic American virtues such as hard work have remained unchanged since Walt Disney created Mickey Mouse.

In Disney films stock characters and predictable plots have led to criticism that Disney films contain racist elements. Disney faces a dilemma; the company must maintain traditional American values while realizing the changing times of today's society. Three movies will be examined in Disney's portrayal of culture and race. The movie Aladdin shows negative stereotypical imagery and lyrics in the movie. In the movie The Lion King, jive talking hyenas were characters that lived in a jungle equivalent of an inner-city ghetto. Finally, the film Pocahontas is Disney's answer to the previous criticisms on racial/cultural biases.

In the movie Aladdin, lyrics in the opening song “Arabian Nights” contained offensive speech. The lyrics were:

1. “Oh, I come from a land

2. From a faraway place
3. Where the caravan camels roam.
4. Where they cut off your ear
5. If they don't like your face
6. It's barbaric, but hey, it's home."

The American-Arab Anti-Discrimination Committee protested and after six months, Disney altered lines four and five to:

4. "Where it's flat and immense
5. And the heat is intense"

However, the sixth line remained as "It's barbaric, but hey, it's home." Other stereotypical portrayals of Arabs in the film include Aladdin riding on a magic carpet, also the narrator of the story was depicted as an unsightly, filthy Arab.

Hyenas are savage animals of the African savannah. In *The Lion King*, the hyenas in the movie contained African-American and Hispanic characterizations. Using the voices of Whoopi Goldberg and Cheech Marin, these animals resided in an inner city ghetto equivalent of the jungle. Their behavior and environment reinforced stereotypes of these two races.

With racial/cultural criticism in Disney's movies of *Aladdin*, and *The Lion King*, the corporation set the goal of producing a movie that would be accepted by all cultures. The selected story line was *Pocahontas*, a love story between an English captain and a young Native American woman. To assure an unbiased fair cultural portrayal of Native Americans, Disney sought counsel from actual decedents of Powhatan Indians as well as incorporating resources from academics, historians, and the leaders of American Indian organizations. To recreate the atmosphere behind the *Pocahontas* story writers, directors, animators, and composers made multiple visits to Jamestown, Virginia, the site of the original Jamestown colony. Director Eric Goldberg, who co-directed the movie, said this about the difficulty in creating a culturally sensitive film, "When you bring visual details to



a film, you're also bringing a sense of the culture, you can't disengage the two. . . Hopefully, as we continue to use ethnic casts and get advisers in the process, Disney will become more successful at it." Despite these efforts, there have been continuing criticisms regarding the actual extent to which Disney consulted the Powhatans (for example, by representatives of the Powhatan Nation) as well criticisms regarding the historical distortions contained in the film.

All of these ideas are speculative and open for discussion. These ideas come from sources that disagree with Disney and are protesting against them. **We all have grown up on Disney movies. Do you think that they have a detrimental effect on your personally or on your view of gender roles? Why?**

Imagine, a little boy is very active. He is having a good time playing with a ball and a dog. A little girl is standing and looking at him. In the background, more boys are playing football. Many books for children show models of boys who are active, and girls who are passive. Children learn from these models about the roles of men and women in society. Children's books also show mothers cleaning the house, looking after the babies, and cooking, while the fathers go out to work. **Are these ideas justified by modern society? Can you think of more examples of gender stereotypes in our society?**

➤ ***LANGUAGE IN USE***

**1. Complete these fancy names to form adjectives that describe the people.**

1. My name is Mr F\_\_\_\_\_ k. I do not like your make-up.
2. Mrs Tr\_\_\_\_\_ ul never tells any lies.
3. Mrs E\_\_\_\_\_ c works 14 hours a day, plays tennis and goes jogging.
4. Mrs Ext\_\_\_\_\_ will dance the can-can on the table.
5. Mrs Do\_\_\_\_\_ t likes to exercise control.
6. Mrs Co\_\_\_\_\_ ve hates losing in tennis and at work.
7. Mr Self-c\_\_\_\_\_ nt knows he is good.

8. Mr Out \_\_\_\_\_ likes meeting people at parties.
9. Mr Eg \_\_\_\_\_ c thinks he is the very centre of the universe.
10. Mr Eas \_\_\_\_\_ will forget about the money he owes you.
11. Mr De \_\_\_\_\_ g wants the others to do their best without compromise.
12. Mr Det \_\_\_\_\_ ed never gives up without a fight.
13. Mr Ar \_\_\_\_\_ t is superior to everyone.
14. Mr and Mrs P \_\_\_\_\_ think they are good and find pleasure in themselves.
15. Mr and Mrs Lig \_\_\_\_\_ d never frowns.
16. Miss V \_\_\_\_\_ spends the whole day in front of the mirror.
17. Miss S \_\_\_\_\_ knows what she wants and usually gets it.
18. Miss Se \_\_\_\_\_ h won't share her money with anyone.
19. Miss Ca \_\_\_\_\_ ee has got no problems.
20. Miss Am \_\_\_\_\_ s wants to be good, better, the best.

**2. Choose the most suitable variant to fill in the blanks.**

*loyal adventurous spiteful brave considerate  
 dedicated aggressive gentle logical calm generous  
 malicious passionate practical rational  
 lively ruthless unscrupulous realistic violent*

1. Mr. \_\_\_\_\_ would adjust easily to living on a desert island.
2. Mrs. \_\_\_\_\_ sees things as they really are.
3. Mr. \_\_\_\_\_ will never say that  $2+2 = 5$ .
4. Mrs. \_\_\_\_\_ is guided by her intellect, not by her emotions.
5. Mrs. \_\_\_\_\_ loves to see your blood on her hand.
6. Get out of the way of Mr. \_\_\_\_\_ when he loses his temper.
7. It is hard to upset Mr. \_\_\_\_\_.
8. Miss \_\_\_\_\_ can't stand anything in her way.
9. Mrs. \_\_\_\_\_ seems to enjoy causing and wishing you evil.
10. Mrs. \_\_\_\_\_ will always express her emotions.
11. Mr. and Mrs. \_\_\_\_\_ believe in the eye for an eye principle.
12. Mr. and Mrs. \_\_\_\_\_ like to go to wild explored places.
13. Miss \_\_\_\_\_ is not afraid to go bungee-jumping.

14. Mrs. \_\_\_\_\_ would not hurt a fly.
15. Mr. \_\_\_\_\_ is full of life and energy.
16. Mr. \_\_\_\_\_ is oblivious to what is honorable.
17. Mr. and Mrs. \_\_\_\_\_ will never leave each other in crisis.
18. Mr. \_\_\_\_\_ will help the blind across the street.
19. Mrs. \_\_\_\_\_ puts her heart into things she takes up doing.
20. Mr. \_\_\_\_\_ is like Santa Claus.

**3. Study the following table and clarify the differences.**

**FEELINGS AND EMOTIONS**

I feel, I am...			This is..., It is...		
exhausted	confused	shocked	embarrassing	confusing	astounding
embarrassed	perplexed	convinced	humiliating	perplexing	shocking
humiliated	frustrated	unconvinced	interesting	frustrating	convincing
interested	discouraged	satisfied	fascinating	discouraging	unconvincing
fascinated	encouraged	disappointed	boring	encouraging	satisfying
bored	inspired	sad	deadly boring	inspiring	disappointing
	disgusted	depressed	tiring	disgusting	sad
	repulsed	devastated	exhausting	repulsive	depressing
	horrified	excited	fearsome	horrifying	devastating
	amused	delighted	scary	amusing	exciting
	in hysterics	thrilled	frightening	hysterical	delightful
	entertained	worried	terrifying	hilarious	thrilling
	surprised	troubled	annoying	entertaining	worrisome
	amazed	nervous,	upsetting	surprising	troubling
	astonished	nerve-	maddening	amazing	unnerving
	astounded	racking	infuriating	astonishing	
		anxious			

**4. Express your possible feelings and emotions when the following situation below happened to you. What would you do then?**

- I spilled water on my pants.
- I've been running for three miles!
- He's been talking about statistical formulas for hours!!
- This fly keeps buzzing around my head.
- This TV show isn't saying anything informative or new.
- This unfriendly dog has big teeth!
- The hurricane is going to hit our city!

- I don't know why my husband/wife is mad at me.
- The dog did its mess on the carpet!
- He's picking his nose in public!
- The teacher said that my English was getting better.
- I can't pass the test after trying six times!
- She won \$25 million in the lottery!
- My daughter didn't clean her room!
- This show made me laugh until my sides hurt!
- Women were tortured, raped and killed during the war!
- I'm going to ride the Coney Island roller coaster today!

### 5. Reacting to events

1. **a.** Read the following texts, noting the rather strong idiomatic language we can use to describe our reactions to slightly unusual events. Six sentences have been removed from the texts. Choose from the list A-F the sentence which best fits gap 1- 6 in the texts. Which words helped you with the answer?

- A. My heart missed a beat or two
- B. Even Uncle Mac couldn't help laughing
- C. I was pretty startled myself
- D. I've never seen her so livid
- E. I was going to burst into tears
- F. I was blushing, and the other chap was as red as a beetroot

**b.** While reading match one of these headings with each of the six paragraphs:

- Emotional
- Angry
- Amused
- Surprised
- Scared
- Embarrassed

**c.** Some moments from a family scrap-book, when they all are...

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



We all got the shock of our lives last Christmas. We were sitting round the fire, forcing third helpings of Christmas cake into our mouths, when the doorbell rang. It made everybody jump, Auntie Jane nearly jumped out of her skin .... I..., I must admit. Anyway, there at the door – believe it or not – was Uncle Mac, with an armful of presents. (It was the first time in living memory that he had ever given anything to anybody.) Everyone caught their breath when they saw him. Nobody could really believe their eyes. Poor Aunt Flossie actually fainted, and Uncle Bill kept blinking, as if he had seen a ghost. And Granny, who had been talking non-stop since breakfast, was absolutely speechless. I thought her eyes were going to pop out of her head. I reckon you could have knocked all of us over with a feather.

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

I looked across and saw that tears were already trickling down Mum's cheeks. I must confess a lump had come to my throat, and I was having to swallow hard. When the priest started speaking, Julia burst out crying, and that was the signal for Mum to break down; she was completely overcome. By this time tears were rolling down several faces – including Dad's – and I had a horrible feeling that ... 2 .... The priest's few words were very touching; I think he was almost 'moved to tears himself, I'm not surprised. They made such a lovely couple and Maggie looked great in white.

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

I think it was Dad's side of the family that started it, when Uncle Mac started calling Uncle Bill names. Auntie Jane took offence immediately and then Granny joined in. She made Aunt Flossie lose her temper and soon after that Dad blew his top. That led to Mum going berserk – ... 3 .... It wasn't long before Maggie, for some reason, started insulting Uncle Tom and then it was his turn to see red; he really went mad – “furious” isn't the word for it. It was about then that Grandad, who had obviously been

seething for some time, hit the roof. Things quietened down bit after that and Granny dealt the next hand of cards.

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

Well, naturally most of us were scared stiff. Only Maggie kept cool throughout. Mum went as white as a sheet and even Dad panicked a bit. Auntie Jane's hair stood on end and Uncle Bill ran a mile. I must confess that ... 4.... I mean, it's not every day that a tax inspector comes to your front door, is it? All the time he was with us Uncle Mac was twitching as if he had an army of ants inside his shirt collar. Whenever the phrase "failure to declare earned income" came up, Auntie Flossie winced and Mac's hand started shaking so much he couldn't light his pipe. It was obvious that Granny was trembling too when she tried to pick her cup of tea up – three times. Everyone shuddered visibly when the man said he would be back – everyone except Maggie, that is. She didn't flinch once, didn't turn a hair. She's either a very good actress or extremely honest.

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

I could see that Julia was dying of embarrassment – not surprisingly, in the circumstances. I bet the incident is still on her conscience. Anyway, I could feel that ... 5 .... Julia had a terribly guilty look in her eye, or rather, she had guilt written all over her face. She started stammering something about feeling, tired and having come up for a rest. I didn't know where to put myself. I can tell you. I've never felt so small in all my life, about two foot tall, that's how I felt. I stood there for a few seconds hoping a hole would open up in the floor and swallow me. In the end I just gulped and backed out of the room.

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

Well, everyone burst out laughing, of course. Uncle Bill laughed his head off, and Auntie Jane nearly died laughing. And you should have seen Granny: she was in hysterics ... 6 ... when he realized what the cause of their laughing was. The vicar was

the only one who didn't see the funny side of things; completely straight-faced, stony-faced he was. Granny was still hysterical long after Uncle Mac had turned round, chuckling to himself, and put the matter straight.

### **Post-reading**

#### **1. Choose the correct word to complete each sentence.**

1. I couldn't ... my ears when they told me.  
A hear            B believe            C feel            D accept
2. I can tell you; my heart nearly skipped a ....  
A beat            B moment            C break            D turn
3. Poor girl, there were ... running down her face.  
A tears            B lumps            C shudders            D cuts
4. They had joy ... all over their faces.  
A placed            B arranged            C poured            D written
5. The Prime Minister was ... with rage.  
A wordless            B silent            C shivering            D speechless
6. Everyone ... out laughing.  
A broke            B burst            C jumped            D popped
7. I must admit, I nearly ... my sides laughing.  
A cut            B broke            C split            D swallowed
8. My ... stood on end when I saw him.  
A hair            B head            C heart            D eyes

#### **2. What feelings do you express when you:**

- Clench your fists
- Frown
- Drum your fingers
- Lick your lips
- Raise your eyebrows
- Wrinkle your nose

#### **6. Introduce a report on one of the topics suggested:**

- The Personality I Respect and Admire (both character & appearance are of major importance here)

- Ukrainian/Russian vs. British (German/American) National Character.
- Narrate a melodramatic story with the characters suggested.  
(Do some research into the portrait of a nation, ethnic group or local community that you know about. Work out a TV program, highlighting the key traits that form a stereotyped image of the said population).

## MODULE 3

### INTERCULTURAL COMMUNICATION

#### ➤ LEAD-IN

**1. Read the definitions of culture. Work with a partner. How do *you* understand the notion “culture”? What does the notion “culture” comprise?**

1. Culture is the totality of socially transmitted behaviour patterns, arts, beliefs, institutions, and all other products of human work and thought.

2. Culture is a term that has many different inter-related meanings.

However, the word "culture" is most commonly used in three basic senses:

- Excellence of taste in the fine arts and humanities, also known as high culture.

- An integrated pattern of human knowledge, belief, and behaviour that depends upon the capacity for symbolic thought and social learning.

- The set of shared attitudes, values, goals, and practices that characterizes an institution, organization, or group.

**2. In groups, read and discuss the characteristics of different countries and make a list of 10 features characteristic to Ukrainians. Don't use only information given in the survey. Think of features typical to people of**

**our country that can be called Ukrainian national characteristics.**

	<b>Characteristics of my own country</b>	<b>Characteristics of the United States</b>
China	<p>There is no privacy.                      There is not much divorce.                      Parent/child relations are good                      Very homogeneous culture.</p> <p>There is too little competition.                      Cadres can do everything.                      Bicycles are the most common means of transportation.</p>	<p>There is too much privacy.                      There is too much divorce.                      Parent/child relations are not good.                      “Variety is the spice of life” culture.                      There is too much competition.                      Money can do everything.                      Cars are the most common means of transportation.</p>
France	<p>Pride in history and culture.                      Politics is important in everything.                      People value cooking and good food.                      French people can make small things well.</p>	<p>Pride in the melting pot ideal.                      Wealth is important and freedom is proportional to wealth.                      People value work and keeping busy.                      American people feel they can change their lives if they are not satisfied.</p>
Guatemala	<p>Warm personal relationships.                      People are slow and lead calm lives.                      People are communicative.                      People are caring and emotional.</p>	<p>Cold personal relationships.                      People are always in a hurry and lead hectic lives.                      People are non-communicative.                      People are non-caring and practical.</p>

	<b>Characteristics of my own country</b>	<b>Characteristics of the United States</b>
	Fresh, natural foods are eaten.	Frozen, canned foods are eaten.
Pakistan	People are religious. Time is not important. It is not a materialistic culture. People are not hard working.	People are not religious. Time is very important. It is a very materialistic culture.  People are hard working.

**3. Present your discussion results to the class. Discuss and choose the most relevant features (from all the groups) characteristic for people of Ukraine**

1. Ukrainian people are...
2. There is too much...
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**4. Write the summary of discussion, using the following items.**

1. Characteristic traits of Ukrainians mentioned often:

2. Characteristic traits of Ukrainians that sparked the discussion most: \_\_\_\_\_

3. Unique characteristic traits of Ukrainians (mentioned by only some people, but agreed by all): \_\_\_\_\_

## ➤ READING AND DISCUSSING

### Text 1

#### Cross-cultural Communication

##### 1. Read the text.

Communication is a pretty important part of daily life, but what do you do when you need to communicate with someone from another culture? Explore the ideas behind intercultural communication and test your understanding with a brief quiz.

*Buongiorno. Salam. Nin hao. Hujambo. Howdy.* There are so many ways just to say 'hello'!

No matter where you are in the world, communication is important. But communicating across cultures can be pretty hard. And we don't just mean that there's a language barrier, although that can be an issue. No, we mean that cultures actually have some very different ways of communicating. Some cultures are informal, some cultures use a whole series of ritual greetings before having a conversation, and some cultures consider it rude to show up to a meeting on time. But what do all these cultures have in common? Well, for one, you can offend each of them if you don't understand their communication practices. And we want to avoid that. So what do we do? Well, to put it simply, we learn to communicate!

So, we need to learn how to communicate all over again, just like when we were children. And just like when we were children, this requires learning language as well as learning behavioral norms for good communication. However, this will be a bit different since we're adults learning how to communicate in someone else's culture, not our own.

Intercultural communication is the verbal and nonverbal interaction between people from different cultural backgrounds. Basically, "inter-" is a prefix that means 'between' and cultural means... well, from a culture, so intercultural communication is the communication between cultures. Sometimes, this is used to describe a single person trying to interact in a foreign environment but more often, it is a two-way street, where people from both cultures are trying to improve their communication.

Now, if you want to learn about intercultural communication, it's important to understand what this is. But it's also important to understand what it isn't. Intercultural communication is targeted at allowing for positive and productive interaction. You are not joining this culture, you are not becoming a member of another society, you are not abandoning your own culture. That would be assimilation and that's not what we're after.

Intercultural communication is also not simply language proficiency. Yes, communication requires the ability to understand language, but just think about how much of your communication with even your own friends is nonverbal: our body language, our attitudes, the rituals from hand-shaking to the stink eye. Some researchers estimate that up to 93% of all human communication is nonverbal, although according to recent studies, it's actually closer to 60%.

Still, that means that more than half of communication is never spoken. So, intercultural communication is going to take a lot more than just learning a language.

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

to communicate with someone from another culture  
different cultural backgrounds  
language proficiency  
to take a lot more  
different ways of communicating  
ritual greetings  
pretty hard  
learning behavioral norms  
to target communication at positive and productive interaction  
to interact in a foreign environment  
a language barrier  
the rituals from hand-shaking to the stink eye  
verbal and nonverbal interaction



### 3. *Comprehension and discussion questions.*

1. What do you need to know when you want to communicate with someone from another culture?
2. What do different cultures have in common?
3. What is intercultural communication?
4. What isn't intercultural communication?
5. What is the proportion of verbal and nonverbal communication?

### 4. Write the words and word combinations which describe types of communication in the correct place in the table below.

Speaking, listening, a tone of voice, reading, an eye, a formal vocabulary, a slang, an ear, full sentences, a hand, punctuation marks, to read, facial expression, writing, correct grammar, sentences and paragraphs, a mouth, oral communication, written communication, to see, to write, to listen.

Oral communication	Written communication

### 5. Match the words (1-6) to their opposites (A-F).

1. assimilation	a) adolescent
2. verbal	b) formal
3. ability	c) inefficiency
4. informal	d) nonverbal
5. proficiency	e) disability
6. adult	f) dissimilation

## Text 2

### Ten Tips for Cross-Cultural Communication

**1 Read the advices which can help you to improve your intercultural communication skills. Name three of them you think are the most important.**

Intercultural communication (cross-cultural communication) skills are those required to communicate, or share information, with

people from other cultures and social groups. While language skills may be an important part of intercultural communication, they are, by no means, the only requirement. Intercultural communication also requires an understanding that different cultures have different customs, standards, social norms, and even thought patterns. Finally, good intercultural communication skills require a willingness to accept these differences and adapt to them.

Cross-cultural communication can be a tricky business. These basic tips can go a long way in minimizing misunderstandings and maximizing your cross-cultural communication skills. Here are some simple tips to help you improve your cross-cultural communication:

**Slow Down.** Even when English is the common language in a cross-cultural situation, this does not mean you should speak at normal speed. Slow down, speak clearly and ensure your pronunciation is intelligible.

**Separate Questions.** Try not to ask double questions such as, “Do you want to carry on or shall we stop here?” In a cross-cultural situation only the first or second question may have been comprehended. Let your listener answer one question at a time.

**Avoid Negative Questions.** Many cross-cultural communication misunderstandings have been caused by the use of negative questions and answers. In English, we answer “yes” if the answer is affirmative and “no” if it is negative. In other cultures, a “yes” or “no” may only indicate whether the questioner is right or wrong. For example, the response to “Are you not coming?” may be “yes”, meaning “Yes, I am not coming”.

**Take Turns.** Cross-cultural communication is enhanced through taking turns to talk, making a point and then listening to the response.

**Write it Down.** If you are unsure whether something has been understood, write it down and check. This can be useful when using large figures. For example, a billion in the USA is 1,000,000,000,000 while in the UK it is 1,000,000,000.

**Be Supportive.** Effective cross-cultural communication is in essence about being comfortable. Giving encouragement to those with weak English gives them confidence, support and a trust in you.

**Check Meanings.** When communicating across cultures never assume the other party has understood. Be an active listener. Summarize what has been said in order to verify it. This is a very effective way of ensuring accurate cross-cultural communication has taken place.

**Avoid Slang.** Even the most well-educated foreigner will not have a complete knowledge of slang, idioms and sayings. The danger is that the words will be understood but the meaning missed.

**Watch the humour.** In many cultures, business is taken very seriously. Professionalism and protocol are constantly observed. Many cultures will not appreciate the use of humour and jokes in the business context. When using humour think whether it will be understood in the other culture. For example, British sarcasm usually has a negative effect abroad.

**Maintain Etiquette.** Many cultures have certain etiquette when communicating. It is always a good idea to undertake some cross-cultural awareness training or at least do some research on the target culture.

Cross-cultural communication is about dealing with people from other cultures in a way that minimizes misunderstandings and maximizes your potential to create strong cross-cultural relationships. The above tips should be seen as a starting point to greater cross-cultural awareness.

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

to share information

to avoid negative questions

language skills

to minimize misunderstandings

a willingness to accept differences

a tricky business

to improve your cross-cultural communication

to ensure intelligible pronunciation

different customs, standards, social norms and thought patterns

to give encouragement

an active listener

to take turns  
to do research on the target culture  
to appreciate the use of humour  
to have negative effect  
a complete knowledge of slang, idioms and sayings  
a starting point to greater cross-cultural awareness

#### **4. Comprehension and Discussion Questions**

1. Is having good language skills enough for efficient cross-cultural communication?
2. What do good intercultural communication skills require?
3. What does the statement “cross-cultural communication can be a tricky business” mean?
4. Do you think that above tips can be a starting point to greater cross-cultural understanding?

#### **5. Read these statements and decide whether they are true (T), false (F) or doesn't say (DS).**

1. Cross-cultural communication means that people from two cultures are communicating with each other.
2. Changing demographic situation increases the need of cross-cultural understanding.
3. The purpose of intercultural communication is to achieve productive interaction.
4. To avoid misunderstanding in intercultural communication, we just need to learn language.
5. For the most part, human communication is verbal.

### **Text 3**

#### **How to improve your intercultural communication skills**

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

Improving your intercultural communication skills helps you interact with individuals of different cultures and expands your viewpoint on life. In today's society, for a majority of people it is difficult to avoid interacting with others outside their own culture. Our world is multicultural and that should be seen as a benefit to

your life rather than a disadvantage. There are so many new ideas and experiences you can have when you interact with other cultures. Such interaction can be exciting as well as difficult. Your intercultural interactions may occur in the educational or business world, at work or through your social network. This article will discuss steps on how you can improve your intercultural communication skills.

**1.** \_\_\_\_\_

Without respect for one another, your intercultural communications are not going to go well. You need to think outside the box and realize that with different cultures come different experiences. So, you must embrace the idea that your experiences most likely will be different from the person you are communicating with. Sharing our personal experiences is one of the best ways to get to know someone better. It allows you access into a deeper level of the individual's life. When it pertains to intercultural communication, it is vital to respectfully listen when an individual is describing cultural differences and experiences. Always maintain an open mind and never ridicule another person. Embrace the differences that you encounter and learn from those experiences.

**2.** \_\_\_\_\_

Another way to improve your intercultural communication skills is to operate with an open mind. Be cognizant of self-education regarding various cultures. If you want to communicate well with those from other cultures, you actually have to learn about them and their differences. A sincere open-mindedness is a key factor to opening the doors to intercultural communication. Your HR Department should have resources available to employees for situations where you are expected to interact with those from another culture. There are also resources available online which can provide assistance with your communication training.

**3.** \_\_\_\_\_

Throughout the communication process, you want to be inquisitive and ask questions about the individual's culture; however, you must always remain genuine. Most people, regardless of the language barrier, can discern if you have disingenuous intentions.

Your goal is to make an honest connection with another human being and if your behavior is forced, that connection will be lost. One way to show that you are being genuine is to learn how to master nonverbal communication techniques, such as posture, gestures, facial expressions and tone of voice. Maintaining good eye contact tells the other person that you are interested in the conversation. If you are busy looking around or texting on your phone that is not an effective way to build your communication skills. It is also important to be aware of your tone of voice. Not every culture is loud and boisterous or laughs out loud in public. Some cultures are more reserved and respectful. When you do your research on the specific culture that you'll be delving into, you should remember to ascertain what they deem as disrespectful communication.

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

You may utilize slang during your normal conversations with friends or even with colleagues. However, you need to tread lightly with your intercultural communication. For example, when a foreigner learns English, they usually are taught proper grammar and are not privy to every slang word. If you use a slang word in front of them, it is possible they could get offended or become confused. When I learned Spanish during my four years studying it in high school, I was taught the proper grammar that is spoken in Spain, but did not learn the various dialects of other Spanish countries. The following are two examples of words meaning two separate things in two different countries: “bangers and mash” – in British and Australian culture this is used to describe sausage and potatoes. However, in the US, “bangers” can mean gang members or a club friendly beat or song.

Trying to improve your intercultural communication skills takes time and effort on your part. You need to remember to view respect as the golden rule and value the other person you are speaking with. Having an open mind is a key factor toward understanding and appreciating an individual from another culture. It is also important to be genuinely inquisitive and truly *want* to get to know the other person and understand his or her culture better. The final step is to remove

slang from your conversation so you can eliminate possible confusion that may arise.

**2. Choose the correct heading to paragraphs 1-4.**

- A Open-mindedness is Key
- B Choose Your Words Wisely
- C Respect is the Golden Rule
- D Be Genuinely Inquisitive

**3. Complete the sentences using information from the text4.**

1. Our world is multicultural, that should be seen as a benefit to your life rather \_\_\_\_\_
2. One of the best ways to get to know someone better is \_\_\_\_\_
3. If you want to communicate well with those from other cultures, you have to \_\_\_\_\_
4. Nonverbal communication techniques are \_\_\_\_\_
5. If you use a slang word in front of foreigners, it is possible they could \_\_\_\_\_
6. Having an open mind is a key factor toward \_\_\_\_\_

**4. Match the words with their opposites.**

benefit	similar
different	false
ingenuous	disrespectful
outside	ineffective
inquisitive	disingenuous
genuine	inside
effective	uninterested
respectful	disadvantage

**5. Complete the table.**

noun	verb	adjective
	interact	

experience		
	differ	
		employable
excitement		
		improvable
	respect	
access		
	operate	
action		
	specify	
		masterful
elimination		

## Text 4

### Cross-cultural Communication Problems

#### 1. Read the text.

The key to effective cross-cultural communication is knowledge. First, it is essential that people understand the potential problems of cross-cultural communication and make a conscious effort to overcome these problems. Second, it is important to assume that one's efforts will not always be successful, and adjust one's behaviour appropriately.

For example, one should always assume that there is a significant possibility that cultural differences are causing communication problems and be willing to be patient and forgiving, rather than hostile and aggressive, if problems develop. One should respond slowly and carefully in cross-cultural exchanges, not jumping to the conclusion that you know what is being thought and said.

William Ury's (Senior Fellow of the Harvard Negotiation Project) suggestion for heated conflicts is to stop, listen, and think, or as he puts it "go to the balcony" when the situation gets tense. By this he means withdraw from the situation, step back, and reflect on what is going on before you act. This helps in cross-cultural communication as well. When things seem to be going badly, stop or



slow down and think. What could be going on here? Is it possible I misinterpreted what they said, or they misinterpreted me? Often misinterpretation is the source of the problem.

Active listening can sometimes be used to check this out - by repeating what one thinks he or she heard, one can confirm that one understands the communication accurately. If words are used differently between languages or cultural groups, however, even active listening can overlook misunderstandings.

Miscommunication between people happens all the time, especially when one of the parties is using a second language. Misunderstandings lead to doubt about the real intent of others.

Every country has its own communication style and habits. English speakers have the habit of using sport and military metaphors. They even use mixed metaphors and dead\* metaphors. For example, they talk about “leveling the playing field” before they “charge straight in” to the “front line of operations”. They can “step up to the plate and grab the bull by the horns”. Americans like to use slang words and phrases that even other Americans don’t always understand. Japanese people do not like to refuse something, so they say that it will be discussed “later”. Later means never.

French people can get easily offended. For example, every word has to have a French translation – e-mail, mail is too English, and so the word “courriel” was created. Germans love details and Italians don’t. And the list of generalized differences can go on and on.

English speakers can rapidly create bad impression by being inappropriately informal. Many cultures have a different concept of respect and formality. In many cultures people will only address others using personal names after several months – or not at all. Native English speakers from all countries generally address acquaintances on the first name basis faster than in some cultures. Americans are the champions with the general use of nick names. Beginning your conversation informally in many countries can be insulting.

*dead metaphor – мертвая метафора*

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

to overcome problems

to adjust one's behaviour appropriately

to cause communication problems

heated conflicts

successful efforts

to get easily offended

to withdraw from the situation

to overlook misunderstanding

to make a conscious effort

a different concept of respect and formality

## **3. Comprehension and discussion questions.**

1. What should people know for committing effective cross-cultural communication?
2. What is the main reason of a cross-cultural conflict?
3. What can cultural differences cause?
4. What is the most common type of situation when miscommunication between people happens? Why?
5. What is the best recommendation to avoid a cross-cultural conflict?
6. What new information have you learned about habits of English speakers?

## **4. Complete the sentences using information from the text4.**

1. There is a significant possibility that \_\_\_\_\_.
2. The suggestion for heated conflicts is \_\_\_\_\_.
3. If words are used differently between languages or cultural groups \_\_\_\_\_.
4. Misunderstandings lead to \_\_\_\_\_.
5. English speakers have the habit of \_\_\_\_\_.
6. Americans like \_\_\_\_\_.
7. Japanese people do not like \_\_\_\_\_.
8. French people can \_\_\_\_\_.
9. Many cultures have \_\_\_\_\_.

10. Beginning your conversation informally \_\_\_\_\_.

➤ **LANGUAGE IN USE**

**1. Read the words, underline prefixes and identify the meaning of each prefix.**

Intercultural, international, incorporate, interact, include, underlie, presuppose, overgeneralize, overlook.

\_\_\_\_\_ means location under smth.

\_\_\_\_\_ means position between smth.

\_\_\_\_\_ means preceding in time

\_\_\_\_\_ means moving inside, involvement

\_\_\_\_\_ means position above smth. or redundancy

**2. Choose correct translation of Ukrainian word. Pay attention to the suffixes of different parts of speech.**

1. грамотність, письменність	literate, illiteracy, literal, literacy, literalism, literally
2. компетентність	compete, competence, competition, competent, incompetent
3. науковий	scholarly, scholarship, scholar, scholastic
4. усвідомлення	aware, awareness, unawareness, unawares
5. що стосується культури	cultural, culture, culturally, uncultured
6. заново, по-іншому	new, news, anew, newish

**3. Read the definitions and match them with the words in the table.**

a) scholar	b) society	c) knowledge	
d) feedback	e) skill	f) medium	g) context

1. Familiarity, awareness, or understanding gained through experience or study. \_\_\_\_\_

2. A group of humans broadly distinguished from other groups by mutual interests, participation in characteristic relationships, shared institutions, and a common culture. \_\_\_\_\_
3. The response within a system to an action or process. \_\_\_\_\_
4. A developed talent or ability. \_\_\_\_\_
5. Something, such as an intermediate course of action, which occupies a position or represents a condition midway between extremes. \_\_\_\_\_
6. The circumstances in which an event occurs. \_\_\_\_\_
7. A learned person. \_\_\_\_\_

**4. Read the advices which can help you to improve your intercultural communication skills. Put the verbs in brackets in Active or Passive voice.**

1. Many cross-cultural communication misunderstandings (to cause) by the use of negative questions and answers. For example, the response to “Are you not coming?” may be “yes”, meaning “Yes, I am not coming”.
2. Cross-cultural communication (to enhance) through taking turns to talk, making a point and then listening to the response.
3. If you are unsure whether something (to understand), write it down and check. This can be useful when using large figures. For example, a billion in the USA is 1,000,000,000,000 while in the UK it is 1,000,000,000.
4. When communicating across cultures, never assume the other party (to understand). Be an active listener. Summarize what (to say) in order to verify it. This is a very effective way of ensuring accurate cross-cultural communication (to take place).
5. Even the most well-educated foreigner (not to have) a complete knowledge of slang, idioms and sayings. The danger (to be) that the words (to understand) but the meaning (to miss).

## 5. Match English and Ukrainian equivalents.

1. a diversity	a) багатосторонні відносини
2. cross-cultural understanding	b) ввести в систему освіти
3. to incorporate into the education	c) пристосовуватись до оточуючого світу
4. to possess a certain level of global competence	d) різноманітність
5. to fit into this world	e) розуміння між культурами
6. multi-faceted relationships	f) досягти формування комунікативної компетенції
7. to over-generalize or label cultures	g) мати глибокий прихований зміст
8. to develop a critical awareness of	h) володіти певним рівнем розуміння світу
9. to reach communicative competence	i) надмірно узагальнювати та навішувати ярлики на інші культури
10. to have profound implications	j) формувати критичне усвідомлення

**6. Complete the text making the correct option. Use the correct words given below the text.**

### **So, what is intercultural communication?**

In order to be able to answer this question, we'll (1) \_\_\_\_\_ need to start with a brief overview of the intercultural communication history. It (2) \_\_\_\_\_ to life (3) \_\_\_\_\_ practical demands of the second half of the 20th century world. And though, of course, people were involved in communicating across cultural borders since long ago. But we can (4) \_\_\_\_\_ about a special, specific period that (5) \_\_\_\_\_ in the second half of the 20th century, as the rise of the turn of intercultural communication, as the rise of the discipline. And, of course, the discipline, was brought to life, emerged as a (6) \_\_\_\_\_ to some practical demands. What were these demands? First, of course, it's as always, economic development. After World War II, there was more trade that was

going (7) \_\_\_\_\_ the borders. There was developing of economies in those parts of the world that before were not (8) \_\_\_\_\_ involved in these global processes. As a result, there was more travel (9) \_\_\_\_\_ between various parts of the world, more flying around the globe.

Another practical and very (10) \_\_\_\_\_ aspect was the presence of the U.S. culture in (11) \_\_\_\_\_ parts of the world that didn't see it before: not only American company's and enterprises or military basis, or through Hollywood. And all we know about what music and officials coming also from the West and specifically from the US. Sometimes we call it mass culture. I don't want to make an (12) \_\_\_\_\_ between mass culture and global culture. But definitely (13) \_\_\_\_\_ all of this, we got what we now describe as globalization of the world. Not only globalization in terms of faster travel, more international companies, but also globalization in terms of culture that is coming to very traditional parts of the world.

- |                  |                  |                |
|------------------|------------------|----------------|
| 1. A probably    | B maybe          | C likely       |
| 2. A has brought | B brought        | C was brought  |
| 3. A with        | B by             | C at           |
| 4. A speak       | B talk           | C tell         |
| 5. A was started | B was starting   | C started      |
| 6. A response    | B point          | C question     |
| 7. A through     | B across         | C over         |
| 8. A so many     | B so few         | C so much      |
| 9. A happening   | B happened       | C happen       |
| 10. A terrible   | B visible        | C entertaining |
| 11. A that       | B this           | C those        |
| 12. A equality   | B equity         | C equation     |
| 13. A also       | B as a result of | C according to |

## IDIOMATIC TREASURY

### 1. Read the text.

Practically every English Language learner loves learning English idioms and how to use them. The principal reason they give is that they want to sound like a “native speaker” of English.

According to the Merriam-Webster dictionary, an idiom is an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own. In other words, idioms are composed of words that should not be taken literally. Idioms are phrases or expressions that help people communicate their thoughts and feelings in a different way from what they do with everyday words and phrases. To understand idioms, you have to know the culture that is behind them, or at least their origin. We can say that understanding idioms is like being “in over one’s head”, meaning it is something difficult to do.

We hear idioms every day – both in conversation and in the media. Used correctly, idioms can amplify messages in a way that draws readers in and helps to awaken their senses.

Idioms give colour and richness to a language.

They reflect the history and culture of the language.

They bring different cultures together because, more often than not, different cultures share an idiomatic expression.

For example, there’s an expression in the Korean language that broadly says: “*someone else’s rice cake always looks bigger than yours.*” We have a similar expression in English to convey the same meaning: “*the grass is always greener on the other side (of the fence)*”. Both expressions vividly express the same meaning – someone else always seems to be in a better situation than you. But where they differ is in the cultural context used, ‘rice cake’ for Korea, “grass = garden” for the English.

Sharing idiomatic expressions create a deeper understanding and appreciation of other cultures. Understanding idioms will help you understand native speakers of English who naturally use them.

**2. Here are 10 commonly used business idioms and their translation. You may have heard of them and indeed, they may already form a regular part of your everyday business communication.**

Idiom	Meaning
1. In a nutshell	Summarize briefly

2. To get straight to the point	Talk about the most important thing
3. To put you in the picture	Give the latest information
4. To get the wrong end of the stick	Misunderstand
5. To be on the same wavelength	Share similar opinions and ideas
6. To hear it on the grapevine	Hear about something passed from one person to another
7. Can't make head or tail of it	Fail to understand something
8. To talk at cross purposes	Misunderstand
9. To beat about the bush	Delay talking about something
10. To get our wires crossed	Misunderstand

**Idiomatic expressions.** An idiom is an expression whose meaning appears to mean one thing in terms of words and grammar used, but means something else. If taken literally idiomatic expressions may cause problems and confusion.

**3. Examine the table below:**

1	2	3	4	5
 Frog is my throat	 eats like a horse	 cry wolf	 raining cats & dogs	 get your goat
 live high on the hog	 make a mountain out of a molehill	 monkey business	 cat nap	 eats like a bird
 smell a rat	 does the cat have your tongue?	 a road hog	 bull headed	 snake in the grass
 hold your horses	 barking up the wrong tree	 eager beaver	 talk till the cows come home	 let the cat out of the bag



*What is each of the idiomatic expressions truly communicating? Once complete check with the table below.*

1	2	3	4	5
My throat is sore and it hurts to talk	Eats a great deal	Falsely call for help when it is not needed	Rain is falling at a heavy rate	Do something to make you upset
I am spending a lot of money on expensive things (may or may be able to afford)	Takes an issue and makes it seem more important than it really is	You are involved in tricks, mischief or troublesome activities	It is a short nap to help refresh yourself	Eats a great deal
Something is not quite right	You are unable or unwilling to respond to a question or comment	Refers to a driver taking up more space on a road than is needed and prevents others from passing	Very stubborn	Someone who has a lack of character or integrity
Slow down or stop what you are doing	You are looking at the wrong thing	A person is an enthusiastic worker	A person is talking for a very long time	Tell something that was not to be told

The problem with idioms is that some are dated to a specific time and place. If you notice several of the idioms above are direct reference to farm animals and an understanding of how the animals behave. Idioms may also change meaning over time as definitions and culture change. Definitions for the idioms above are given below, but others may have slightly different understandings of idioms so it is best to ask if you do not understand.

How many of the idioms were you able to decide the real meaning? The answers are provided above, but remember an idiom's meaning may differ depending on context and subculture, use with care.

## ➤ PRACTICE

### Topical vocabulary

**Intercultural communication** (cross-cultural communication), religious, social, ethnic, and educational backgrounds, perceive, argue, encode message, medium, transmit, interpret, focus on, social attribute, thought pattern, involve, custom, anthropology, cultural studies, linguistics, psychology, communication studies, intercultural communication skills, globalization, way of thinking, beliefs, values, identity, within and between cultural environments, scholar, share universal attributes, shift along with societal changes, consider, constant shifting, nuances of society, verbal and non-verbal communication, message, tone of voice, emphasis on certain

phrases, volume of voice, use of descriptive words, facial expressions, use of objects, body movement, hand gestures, miscommunication.

**1. Complete the sentences using correct words and phrases from the table.**

a) use of descriptive words	b) interpretation	
c) non-verbal cues	d) an indication	e) messages
f) miscommunication	g) verbal communication	h) determine
i) hand gestures	j) language barriers	

1. In terms of intercultural communication there are \_\_\_\_\_ that contribute to miscommunication.
2. \_\_\_\_\_ is based on language and use of expressions.
3. The way a message is received is dependent on these factors as they give a greater \_\_\_\_\_ for the receiver as to what is meant by the message.
4. Factors that affect verbal communication are tone of voice, \_\_\_\_\_, emphasis on certain phrases, volume of voice.
5. Verbal communication consists of \_\_\_\_\_ being sent and received continuously with the speaker and the listener.
6. The tone in which the sender of the message relays the communication can \_\_\_\_\_ how the message is received and in what context.
7. These cues give the listener \_\_\_\_\_ of what way the information should be received.
8. Examples of non-verbal cues are facial expressions, \_\_\_\_\_, use of objects, body movement.
9. Along with these attributes, verbal communication is also accompanied with \_\_\_\_\_.
10. In this instance there is opportunity for \_\_\_\_\_ between two or more parties.

## 2. Complete the text making the correct option.

### The role of Media in Intercultural Dialogue

Cultural references determine our 1) \_\_\_\_\_ and the ways in which we construct reality; they affect the perception of ourselves, the way we encounter 2) \_\_\_\_\_, and the way we interact with the world. The 3) \_\_\_\_\_ greatly influences not only what we think, but also how we act.

Globalization is not only an economic and technological process. Increased interaction among people, the free flow of information, and cultural 4) \_\_\_\_\_ are also 5) \_\_\_\_\_ of our globalizing world. Communicating across cultural differences is a central 6) \_\_\_\_\_ of the contemporary world. The media, then, has a true “mediating” role to play in encouraging global awareness.

With these frameworks in mind, it is important to emphasize that the use of information and communication to ensure that different cultures have the space to freely express 7) \_\_\_\_\_ – on their own terms – is vital to advancing 8) \_\_\_\_\_ understanding among peoples and 9) \_\_\_\_\_ cultures. The media has the ability to facilitate this intercultural dialogue. By challenging prevailing attitudes and assumptions concerning the many “others” in our world, the media can move beyond scripted 10) \_\_\_\_\_, stripping away the ignorance that breeds mistrust and suspicion, thus promoting a 11) \_\_\_\_\_ and acceptance of difference that values diversity as an opportunity for understanding.

Respecting cultural 12) \_\_\_\_\_ while preserving freedom of expression will always appear as a tension to 13) \_\_\_\_\_ and negotiated in any democratic society. Frank, even harsh speech, is our right unless given with the intention of inciting discrimination, hostility or 14) \_\_\_\_\_. Any attempt to restrict the right to freedom of expression must be balanced against this 15) \_\_\_\_\_. And yet, our rights concerning religion and culture must also be 16) \_\_\_\_\_. There is no hierarchy between the various human rights. They exist in a nexus relationship and it is exactly this mutual respect for all rights that ensure the single human individual her 17) \_\_\_\_\_.

1. A equity

B identity

C quality

- |                      |                |               |
|----------------------|----------------|---------------|
| 2. A another         | B others       | C all         |
| 3. A media           | B medium       | C minority    |
| 4. A interdependence | B independence | C independent |
| 5. A customs         | B consequences | C values      |
| 6. A care            | B norm         | C challenge   |
| 7. A them            | B ourselves    | C themselves  |
| 8. A mutual          | B common       | C individual  |
| 9. A among           | B between      | C across      |
| 10. A commands       | B directions   | C stereotypes |
| 11. A tolerance      | B hostility    | C antipathy   |
| 12. A generality     | B difference   | C likeness    |
| 13. A is debated     | B debated      | C be debated  |
| 14. A violence       | B hospitality  | C happiness   |
| 15. A order          | B phenomenon   | C criterion   |
| 16. A respected      | B debated      | C refused     |
| 17. A well-being     | B dignity      | C composure   |

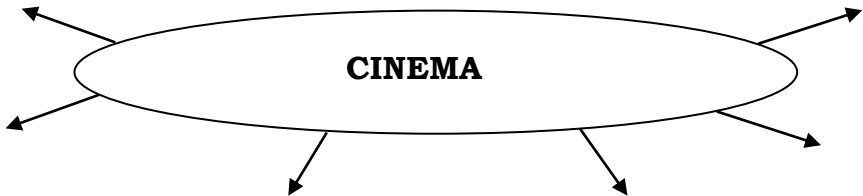
## MODULE 4

### IN THE WORLD OF CINEMA

#### ➤ LEAD-IN

1. What words come to your mind when you hear the word **cinema**?

2. Complete a mind map.



## ➤ **READING AND DISCUSSING**

### **TEXT 1**

#### **1. 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. They 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 Edward Muybridge. He discovered a way to take photos very quickly, one after the other.

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

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

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

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

##### **Louis and Auguste Lumiere**

“The Lumiere Cinematograph” allowed large audiences to

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

Well, he was completely wrong. In less than a year, cinemas had started to open in Europe and America. The public's appetite for films was instant and enormous, which meant that more and more had to be made. By 1895 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 heaven”. This referred to the “family” of film stars who had contracts with the studio. (In those days actors only worked for one company). During the '30s and '40s, MGM's family included The Marx Brothers, Greta Garbo, Jean Harlow, Clark Gable, Joan Crawford, Spencer Tracy, 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-goers 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.

**2. 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 розкуповуються в касах
movie tycoons	магнати кіноіндустрії
to face competition	стикатися з конкуренцією
action-packed films	гостросюжетні фільми
to collapse	потерпіти крах

**3. 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

**4. 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.

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

**TEXT2**

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

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

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

- a) an example of the dangerous implications of not 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

### 3. Read the text.

#### Movie Therapy

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

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

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

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

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

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

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

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

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

**6. Remember:**

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

**7. 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 libraries?	a) get some films to watch (to)
2. Why do psychiatrists' clients lie on a couch?	b) borrow books (to)
3. Why did they go to the DVD store?	c) release her emotions (in order to)

4. Why do people go to therapists?	d) get help with their problems (in order to)
5. Why do studios make films?	e) relax (so as to)
6. Why did she cry a lot?	f) make money (so as to)

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

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

1. Michael Douglas portrays an unemployed man who is ..... that he lashes out.
2. It had ..... that the client wanted to talk immediately.
3. She was experiencing ..... that it was difficult for her to articulate them.
4. My client identified ..... that she started to cry.

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

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

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

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

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

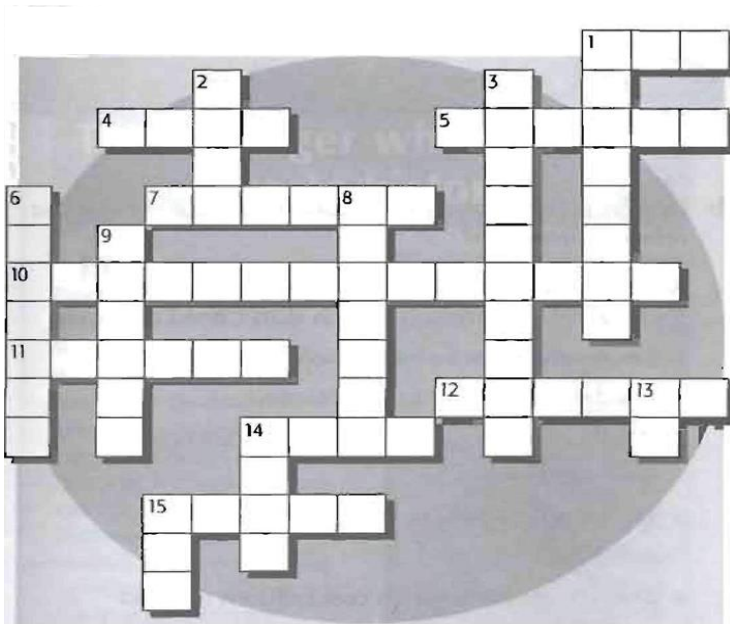
**10. Work with a partner. Read about these people with problems. They want to try film therapy. Which film would you**

**recommend for each person? Explain why.**

- Carl is a businessman and spends a lot of time away from home. His wife looks after their three young children, and she wants to have a career. Carl feels guilty that he's not around much to help.
- Pauline is 60. Her only son lives on the other side of the world in Australia. She hasn't seen him for five years and misses him terribly. She would love to see him but is terrified of flying.
- Sue had a daughter when she was only 18. She never truly accepted that she was a mother, and this led to a lot of problems between her daughter and herself. Now her daughter's 16 and getting into trouble at school. Sue wants to help but she doesn't know how to.
- Claire has always lived in small towns. Recently she moved to a large city to start a new job. She has made very few friends and is finding it difficult to adapt to her new surroundings.

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

**11. 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

### ➤ 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, program) 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.



➤ **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>	
<b>The Theatre</b>	
<b>Literature</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.**

*allow, careful, against, acting, stuntmen, production, action, character, hurt, scenes, themselves, athletes, 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. Adventure (-film)	b) Film showing consequences of scientific and technological progress
3. Melodrama (soap opera)	c) Comedy with the grotesque elements, sometimes dealing with serious social and political happenings
4. Serial	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. Thriller	f) Love story staged in the romantic background
7. Shocker	g) Film dealing with great real or imagined social events
8. Horror-film	h) Film showing some aspects of real human social activity
9. Comedy	i) Film with detective intrigue: crime yarn-rather cheap version of a detective game
10. Western	j) Film dealing with inexplicable, preternatural happenings, usually with macabre details
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. Documentary	n) Usually sparkling with light humour and popular melodies film
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) Events dealing with acute problems in the life of a family or an individual, usually showing critical emotional conditions
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) Film showing life in a humorous or satirical aspect

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

**A:** 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.

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

**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:** 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.

**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:**

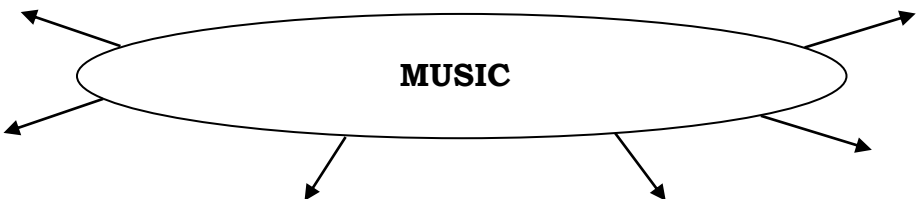
Make the library research about the development of any genre of film in the USA, Great Britain and Ukraine. Present your report in the class.

**MODULE 5**

**MUSIC**

➤ **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!



## ➤ 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. Make up your own sentences using the essential vocabulary.**

**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, snore 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>		

➤ **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.

➤ **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 program 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. POP MUSIC

### 1. Choose the correct answer.

1. They have \_\_\_\_\_ music at the disco.  
a) actual      b) live      c) living      d) real
2. The pop \_\_\_\_\_ is emptier following the death of John Lennon.  
a) life      b) kingdom      c) music      d) scene
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. Shall we dance? They are playing our favorite \_\_\_\_\_ .  
a) aria .....      b) line      c) music      d) tune
5. Is he really \_\_\_\_\_ to judge a brass band contest?  
a) capable      b) competent      c) efficient      d) skillful
6. The record-player needle \_\_\_\_\_ the record badly.  
a) broke      b) scraped      c) scratched      d) tore
7. This is the \_\_\_\_\_ guitar on which Lennon created some of his greatest hits.  
a) actual      b) contemporary      c) genuine      d) original
8. Some LPs have very imaginative designs on their \_\_\_\_\_ .  
a) arms      b) coats      c) envelopes      d) sleeves
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. Pop stars have to get used to people trying to get their \_\_\_\_\_ .  
a) autographs      b) names      c) signatures      d) sings
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. 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

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

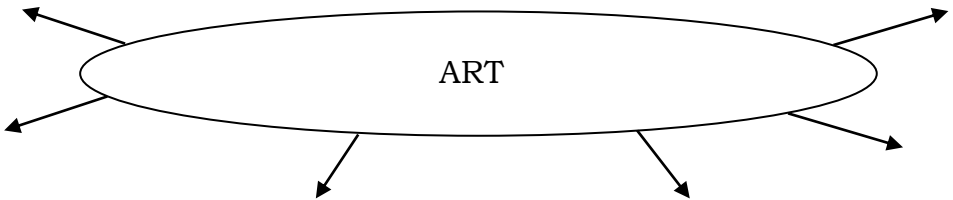
- a) benefit      b) charity                      c) merit              d) welfare

## MODULE 6

### ART

#### ➤ 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. 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...

## **➤ 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 dramatic effect. 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 revived 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 peeps 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	

➤ **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.

➤ **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.*

**5. 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.

**6. 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) *behaviour*? You might think the connection is purely (1) ....., but many experts insist that colour can influence our moods and (2) .....

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

- 0. behave
- 1. imagine
- 2. feel
- 3. care
- 4. decide
- 5. consider
- 6. rest
- 7. peace
- 8. secure
- 9. warm
- 10. advise

to make you feel worse and down your recovery.

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

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)..... .

**7. 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 |

**8. 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>detailed</i>	<i>still life</i>	<i>abstract landscape</i>
<i>colourful</i>	<i>original</i>	<i>traditional</i>	

1. We've got a(n) \_\_\_\_\_ of my great-grandfather at home. He was a general in the army.
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. I don't actually like modern art. I much prefer more \_\_\_\_\_ things.
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 understand her work at all. It's just too \_\_\_\_\_ for me.
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 think his work is very individual, very \_\_\_\_\_. I've never seen anything else like it.

**9. Complete the questions with a word from the box. Answer the questions.**

<i>abstract</i>	<i>sculptures</i>	<i>dealers</i>	<i>exhibition</i>
	<i>landscapes</i>	<i>patrons</i>	<i>collection</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. In which part of your town can you find private galleries and art \_\_\_\_\_?
4. Who are the most famous \_\_\_\_\_ of the arts in your country?
5. In general, do you prefer \_\_\_\_\_, still lifes or portraits? Or something else?
6. What was the last art \_\_\_\_\_ that you went to? Did you like it?



7. Who is the most famous painter in your country? Was he/she a figurative or an \_\_\_\_\_ artist?

**10. 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

**11. Complete the sentences with a word from the word search in exercise 7.**

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 meters 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.

## MODULE 7

### MASS MEDIA, TV AND PRESS

#### ➤ LEAD-IN

1. What words come to your mind when you hear the word mass media, TV and press? 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.

#### ➤ 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?

Mass media play a large and influential part in your life. 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 is 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. 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

**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 programs, 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 programs 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 programs 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 program, 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 programs 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 program 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 program mating? 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 programs, 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

## **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 programs and that they may get addicted to computer games. What do you think?

generation  
be a TV addict  
entertainment  
indoors

покоління  
невідриватися від телевізора  
розвага  
в будинку, у приміщенні

allow	ДОЗВОЛЯТИ
murder	убивство
abduction	викрадення
researcher	дослідник
concern	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 program on TV. You ...

A. ask the person to call back later

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

C. forget about the TV program 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 programs 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 programs: sports programs, recent films, news, game shows, children's programs and soaps. BBC Two and Channel 4 show programs which usually attract much smaller audiences: TV plays, classical concerts, foreign films and programs 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 programs 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 program on TV in your country? Is it a soap?
- d) Does your country show British TV programs? Are they dubbed or subtitled?

### **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 program: 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 programs 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.

### **Read the TEXT 3.**

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

**1. 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

➤ **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.

**6. 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.

**7. 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.

**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	to inspire confidence

(article)	
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.

➤ **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. TV Channel One tries to \_\_\_\_\_ for all tastes.

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

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

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

4. We covered a wide \_\_\_\_\_ of topics in the interview.  
a) collection                      b) extend              c) number              d) range
5. There are several TV \_\_\_\_\_ in Poland, and all of them allow advertising.  
a) broadcasts                      b) canals              c) channels              d) screens
6. We are interrupting this program 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 program was so successful that a \_\_\_\_\_ series is being made.  
a) after-effect                      b) backup              c) by-product              d) follow-up
10. There are many \_\_\_\_\_ on television where a team of people have to answer questions.  
a) inquiries                      b) puzzles              c) quizzes              d) riddles
11. Violent programs 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. We hope to bring you further news of this in our next \_\_\_\_\_ at midnight.  
a) article                      b) bulletin              c) episode              d) piece
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 have a favourite television channel?
5. Does anybody restrict your television viewing?
6. Do you think you watch too much television?
7. Do you watch more television at the weekend?
8. Do you watch educational programs?
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. Complete each sentence with a word or phrase from the box. Use each item only once.**

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

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 program to bring you an important \_\_\_\_\_.
8. Exclusively on this channel, we have \_\_\_\_\_ of the big match.
9. Next morning an \_\_\_\_\_ appeared in the newspaper, criticizing 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.

**5. Rephrase the following statements, using the words below 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.

**6. 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. There is a very interesting \_\_\_\_\_ about cancer in the paper.  
a) article                      b) documentary                      c) news                      d) program
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. When you go out, will you get me \_\_\_\_\_ of *Newsweek*?  
a) a copy                      b) an edition                      c) a paper                      d) a publication
6. I read a newspaper every day to keep \_\_\_\_\_ and current information.  
a) contemporary                      b) modern                      c) present-day  
d) up-to-date
7. Every morning I do the crossword \_\_\_\_\_ in the newspaper.  
a) problem                      b) puzzle                      c) question                      d) test
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. An advertising \_\_\_\_\_ should be short, striking and easily remembered.  
 a) caption                b) epigram                c) motto                d) slogan
15. Many newspapers are holding lotteries to \_\_\_\_\_ sales.  
 a) advertise            b) progress                c) promote                d) publicize
16. 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

**7. 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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**8. 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.

**9. 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.

**10. Which words go together?**

	Newspaper	Magazine	Section	Supplement
Daily				
Evening				
Sunday				
Fashion				
Local				
Business				
Tabloid				

**11. 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?

**12. 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.

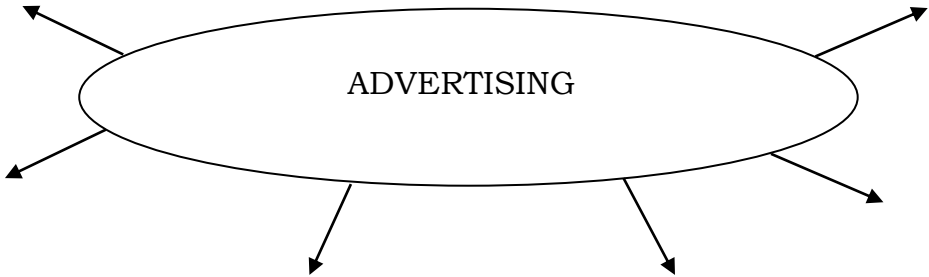
*Dnipro*: to be issued once a month; to give full attention to the latest literature publications in Ukraine; to be read by many young and old people.

## MODULE 8

### ADVERTISING

#### ➤ LEAD-IN

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



#### ➤ 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. Read the text, answer the questions.

### 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 manipulates consumers by creating artificial needs.
3. There are only three organizations whose ads are not paid for by their sponsors.
4. Internet advertising is promoting your activities or your company and its products on the Internet.
5. Unlike publicity, advertising is openly sponsored.
6. The ultimate in advertising is world-of-mouth: friends and colleagues are often the most reliable sources of information.
7. Honest information about a product is important for advertising success.
8. Advertising is directed towards a mass audience.
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, VAIO, 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.

#### ➤ **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.

➤ **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. 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).

**4. 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.

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Навчальне видання

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Подолкова Світлана Віталіївна,  
Нефедченко Оксана Іллівна**

**У СВІТІ МАСОВОЇ ІНФОРМАЦІЇ  
ТА  
МІЖКУЛЬТУРНЕ СПІЛКУВАННЯ**

Навчальний посібник

(Англійською мовою)

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