

Educational Establishment "Belarusian State
University of Culture and Arts"

Faculty of Information and Document Communications
Department of Belarusian and Foreign Philology

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ELECTRONIC LEARNING AND TEACHING SUPPORT SET
ON THE ACADEMIC DISCIPLINE

ENGLISH LANGUAGE

for the specialties of the second stage of higher education
1-21 80 14 Art Criticism, 1-21 80 13 Culturology

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1. EXPLANATORY NOTE

The electronic learning and teaching support set of the academic discipline "English Language" is intended for use by foreign Master students enrolled in the Belarusian State University of Culture and Arts, assimilating the university curriculum of the 2nd stage of higher education in the specialties 1-21 80 13 Culturology, 1-21 80 14 Art Criticism in order to obtain a Master's degree, and for lecturers of the Department of Belarusian and Foreign Philology of the university.

The process of studying the academic discipline "English Language" is carried out on an interdisciplinary basis, taking into account the interaction of the humanities, socio-cultural and professional cycles of academic disciplines in accordance with the university specialization.

The *aim* of the academic discipline "English Language" at the 2nd stage of higher education is to form the communicative competence of a specialist, which allows using English as a means of interpersonal, intercultural, professional and scientific interaction in everyday, educational, socio-cultural and professional areas within the level of language proficiency.

Achieving the main aim involves the comprehensive implementation of the following **tasks**:

- ***cognitive***, which allow to comprehend the idea of diversity of the world; expand the horizons of the worldview; appreciate the achievements of national and universal culture; create a realistic image of Belarus; to assimilate the basic legal norms, patterns and models of behavior, moral values of the new surrounding reality; realize the need for intrapersonal resources for adaptation to a new socio-cultural environment;

- ***developing***, which involve fostering mental abilities, critical and logical thinking, the ability to generate original ideas, choose effective research strategies, predict possible options for solving problems and making decisions; the development and improvement of English communicative abilities and the mechanism of guessing in a foreign language;

- ***educational***, aimed at recognition, comprehension and appreciation of universal cultural and spiritual values, fostering the culture of thinking and communication, thereby motivating Master students to carry out linguistic interaction in the context of the dialogue of cultures;

- ***practical***, assuming mastery of English communication in the ensemble of all its competencies (language, speech, socio-cultural, compensatory, learning and cognitive), functions (etiquette, cognitive, regulatory, value-oriented) and forms (oral and written), which are implemented through practice in all types of speech activity within the content defined by the curriculum of the university.

According to the academic standards for the preparation of Master students in the specialties 1-21 80 13 Culturology, 1-21 80 14 Art Criticism of the 2nd stage of higher education, the content of the academic discipline "English Language" involves the formation of the following groups of competencies:

Academic Competences

A Master student is supposed to possess:

AC – 1. The ability to conduct independent research (analysis, comparison, systematization, abstraction, modeling, data validation, decision making), readiness to generate and use new ideas.

AC – 3. The intention for lifelong learning, willingness to provide personal and professional self-development.

Social and Personal Competences

A Master student is obliged to:

SPC – 3. Possess communicative skills that allow acting in interdisciplinary and international environment.

SPC – 5. Honor national and foreign traditions and innovations.

SPC – 8. Accept and re-evaluate the norms, artifacts and values of other cultures.

Professional Competences

A Master student is supposed to be ready to:

Research activity

PC – 5. Write scientific articles in peer-reviewed journals, reports for scientific conferences.

Teaching activity

PC – 8. Work out syllabi and curricula for culture studies disciplines.

Having completed the course of the academic discipline "English Language" a Master student ***is obliged to know:***

- the peculiarities of the English language as an inseparable unity of phonetic, lexical and grammar components;

- standards of everyday and professional communication as well as formal and informal rules of speech etiquette that allow interlocutors to make use of English as a means of participation in cross-cultural dialogue;

- functional features of oral and written texts of a general, professional and scientific nature;

- standards of scientific investigation in the English language.

A Master student is to be able to:

- produce secondary texts drawn up on the basis of printed sources, audio-visual materials in accordance with linguistic, stylistic, structural and genre standards of the English language;

- produce primary texts in accordance with linguistic, stylistic, structural and genre standards of the English language;

- make use of special language means, conversational formulas and phrases in keeping up speech contact;

- use the acquired knowledge in the process of cross-cultural written communication (formal and informal letters, E-mail messages, etc.).

A Master student must possess:

- the ability to comprehend written authentic texts of general, informative, scientific and professional character of different stylistic varieties and genres;

- the ability to understand audiovisual material of a general, scientific and professional nature;

- the ability for oral and written communication through monologues and dialogues related to everyday and professional activity;
- the ability to present the scientific issues under investigation;
- the ability to use rational methods of search, generalization and application of knowledge;
- skills to perform various logical operations upon English texts: analysis, synthesis, causal linking, commenting, generalization, making a conclusion;
- skills of the adequate use of vocabulary, phraseological and paraphrasing means, professionally oriented vocabulary and terminology depending on the situations of communication;
- skills to use appropriate formatting tools: rendering, annotation, abstract writing;
- skills of independent work;
- skills of making use of electronic and computer tools when completing creative assignments.

The electronic learning and teaching support set of the academic discipline "English Language" for the specialties 1-21 80 13 Culturology, 1-21 80 14 Art Criticism is compiled in accordance with the main provisions of the Code of the Republic of Belarus on Education dated 13.01.2011; the Minimum Curriculum of Entrance Exam for Postgraduate Study in the Discipline "Foreign Language (English, German, French, Spanish, Italian, Russian as a Foreign Language, Belarusian as a Foreign Language)" approved by the resolution of the Ministry of Education of the Republic of Belarus dated 13.08.2012 №97; the syllabus of the academic discipline "English Language" for the specialties of the 2nd stage of higher education 1-21 80 13 Culturology, 1-21 80 14 Art Criticism of the Belarusian State University of Culture and Arts (2019).

The electronic learning and teaching support set of the academic discipline "English Language" of the 2nd stage of higher education includes the following sections:

1. Explanatory note
2. Theoretical section
3. Practical section
4. Knowledge control section
5. Supplementary section.

The theoretical section reveals the role of the English language in the modern world, the need to study English and the peculiarity of its teaching to foreign Master students.

The practical section presents: the content of educational material describing the types of speech activity in English and the requirements for their practical proficiency; the language material (phonetics, vocabulary, phraseology, grammar) defined by the syllabus; the compendious content of the educational material structured into units; the discipline teaching chart; the texts and assignments for classroom practice aiming at acquiring language competence in different kinds of speech activity.

The knowledge control section includes: information on assessment of Master student's academic results for compliance with the requirements of the standards provided for the academic discipline "English language"; the recommendations on arranging proper diagnostic tools to reveal the level of language competence of a Master student; the requirements for the content of diagnostics and the instructions to its realization; the assessment criteria of Master student's academic achievements; the grading scales for different types of speech activity at the credit and examination. In addition, the list of assignments for independent work is enclosed, followed by the instructions for carrying them out.

The supplementary section contains the lists of main and additional literature sources, including authentic printed sources, and the list of recommended Internet resources.

The basic forms of organization of the studying process are considered to be:

- in-class English language practical activity under the lecturer's guidance;
- individual and group independent activity in the classroom, planned and guided by the lecturer;
- out-of-class individual and group independent activity on an assignment controlled by both the Master student and the lecturer.

In accordance with the curriculum of the Belarusian State University of Culture and Arts, the course of study of the academic discipline "English Language" for the specialties 1-21 80 13 Culturology, 1-21 80 14 Art Criticism of the 2nd stage of higher education (2 semesters) makes up 296 academic hours. 136 hours are intended for classroom practice, 6 academic hours are planned for out-of-class independent work, and 154 academic hours are allocated for Master students' self-study activity. The workload of the discipline is 6 credit units. The forms of Master students' progress assessment are: credit in Semester I, examination in Semester II.

2. THEORETICAL SECTION

THE ENGLISH LANGUAGE IN THE MODERN WORLD

It is recognized that in the 21st century the state competitiveness is determined by the level of education of the nation, its ability to implement and develop advanced technologies. The main task of the state policy in the field of education is to ensure its quality while maintaining its fundamentality and compliance with current and future needs of an individual, society and the state.

The role of the English language as a means of intercultural communication nowadays can hardly be overestimated. The development of international contacts makes it necessary to keep in touch with friends, colleagues and partners from other countries, not only in everyday life, but also in the professional sphere.

To understand the importance of English in the modern world, it is necessary to know its history. There is little information about the early period of the formation of the English language, because written archives and documents of that time were not found. German-speaking invaders are known to have arrived and settled in Britain in the 5th century AD. The formation of dialects is confirmed by the sources of the 7th-9th centuries. They all refer to the language that Alfred the Great called English in the 9th century.

It is believed that the speech of the Scandinavians also strongly influenced the development of the English language.

Within a few centuries after the Norman Conquest, significant changes took place in the English language. The inflectional system that was formed at that time is still used today. In accordance with it, the generic endings characteristic of grammar are almost never used in English. The changes affected the vocabulary. There were borrowings from other languages, which eventually began to appear in writing.

In the period of the late Middle Ages and the New Age, there were steady processes of standardization of the English language. Written and spoken language continued to change. There was a so-called great movement of the vowels. Since the beginning of the 17th century, the influence of the English language has been felt throughout the world. Over time, people from different countries began to use it.

The role of the English language in the modern world is invaluable. English is regarded as the most commonly used language. More than 450 million people consider it native. Another 600-650 million people use English as the language of international communication.

Therefore, now in all countries of the world, the English language is given great importance. Children begin to learn it at preschool age, and then mastering English continues at schools and higher education institutions.

Graduates realize that those who, in addition to knowledge in their main specialty, speak one or more foreign languages are in the most advantageous position in the labor market. Moreover, they have greater opportunities in post-graduate education. Good knowledge of English gives graduates the possibility to

continue their education and to get a Master's degree or a PhD in a foreign country. Thus, the English language is turning from a simple academic subject into one of the basic elements of the modern system of post-graduate education, into a means of achieving professional self-realization.

In addition to the prospects in the vocational field, learning a foreign language also contributes to the personal development of students. Learning English fosters the communicative, cognitive and mental abilities of an individual. Producing statements in English develops the skills of expressing one's feelings, thoughts and experiences by verbal means. During speech activity, a group of mechanisms related to the construction of the grammatical structure of an utterance, the search for the right words according to their semantic features, the choice of a particular sound system in oral speech and a graphic system in written speech are actualized. Thus, the ability to clearly express one's thoughts, to argue and to oppose develops.

A person learning a foreign language must use a sign system different from one's native language system, which contributes to the development of thought processes. Mastering syntactic and grammatical constructions develops abilities for synthesis and analysis; memory improves when memorizing lexical units. Linguistic guessing, intelligence and attention are trained in the process of learning phrases, sentences and context.

Students' mastery of the English language should be realized to the extent that it will be possible to use English to satisfy cognitive interests, make personal contacts and further self-education and self-improvement. This requires the search and implementation of new methods of teaching. Project work, debates, round tables based on group interaction of students and allowing the teacher to develop the creative potential of both an individual and a group as a whole are becoming increasingly popular.

Generally, learning English means obtaining knowledge that is vital in modern society. Knowledge of the English language opens up great prospects. These include a good job, the possibility of communication, not limited by the language barrier, and access to more information, which is one of the main values of contemporary world.

3. PRACTICAL SECTION

3.1. Content of Educational Material

The content of educational material is determined by the main aim of teaching English to students of the 2nd stage of higher education. The level of educational material should be sufficient so that a particular type of speech activity can function and ensure that students achieve the appropriate communicative competence.

The assimilation of educational material by foreign Master students is carried out when developing different types of speech activity in their unity and interrelation, taking into account the specifics of each of them. The types of language activity are determined by the content of the academic discipline "English Language".

Requirements to the Language Competence in Different Types of Speech Activity

Reading

A Master student is to become proficient in all types of reading (intensive and extensive reading, skimming, scanning), assuming various degrees of understanding and semantic interpretation of the reading material containing everyday, professional and scientific vocabulary.

A Master student is to be able to:

- vary the character of reading in accordance with the purpose, difficulty and importance of the text;
- understand in details the content of original texts, including professionally oriented ones;
- point out the main idea and events of the text;
- distinguish supporting semantic units of the text;
- find logical connections, exclude redundant information.

The following types of texts are used:

- authentic texts of social and cultural orientation;
- authentic scientific texts (articles and monographs).

The forms of control of reading comprehension vary depending on the type of reading: tests, retelling, rendering.

Listening

A Master student is to be able to:

- understand foreign speech at a natural pace (monologues and dialogues in true-to-life situations, texts for specific purposes assuming a different degree of listening comprehension);
- reproduce information by means of repetition, retelling, paraphrasing;
- react to listening information.

Speaking

Speaking is considered as a means of activating language material.

Monologue Speech

A Master student is to be able to:

- produce a prepared and spontaneous speech on the problems of social and professional communication listed in the syllabus, in accordance with linguistic, stylistic and compositional standards of the English language;
- produce reasoned speech, make conclusions, express opinion;
- analyze bibliographic sources on a particular issue;
- draw up a plan and choose a strategy for a report, presentation on a problem in the field of scientific interests of a Master student.

Dialogue Speech

A Master student is to be able to:

- establish contacts with other people. Support and complete the conversation making use of appropriate speech formulas and the rules of speech etiquette;
- exchange information, expressing agreement / disagreement, doubt, surprise, request, advice, suggestion, etc.;
- participate in discussions, disputes, debates.

Writing

A Master student is to be able to:

- perform written assignments to texts;
- realize communicative intentions in the written form (drafting letters, writing articles), making use of essential elements and formulas of written communication;
- create a paper on the basis of Master student's research.

Language Material

Proficiency in all types of language activity is closely connected with mastering phonetics, vocabulary and grammar.

Phonetics. The pronunciation is drilled, corrected and improved while doing phonetic exercises, reading aloud, speaking.

Vocabulary. The selection of vocabulary to be learnt depends on Master student's specialization and includes:

- phraseological units, collocations;
- scientific vocabulary and terminology;
- abbreviations and symbols.

Grammar. Teaching grammar focuses on revision, systematization and practice of the following grammar points:

- Article. The use of the indefinite article, definite article, zero article.
- Adjectives: degrees of comparison, comparative constructions.
- Pronouns: classification.
- Adverbs: classification, degrees of comparison.
- Verb. Active voice. Sequence of tenses. Passive constructions. Modal verbs and their equivalents.
- Non-finite forms of the verb: infinitive, participle, gerund. Infinitive,

participial and gerundial constructions.

- Word-building (noun, adjective, adverb, verb).
- Subjunctive mood.
- Functional words: prepositions, conjunctions.
- Word order of a simple sentence, ways of expressing the subject and the predicate, the rules of their agreement.
- Complex and compound sentences, types of subordinate clauses.
- Direct and indirect speech.
- Parenthetical words and clauses.

РЕПОЗИТОРИЙ БГУКИ

3.2. Content of the Units

Unit I

Persons and Personalities

Introducing yourself. Getting acquainted. Traits of character. Describing people's personality. Going by appearance. Describing people's appearance. Family: nuclear and extended family; family members, family functions, family relations. Average family in the UK, Belarus and Master students' native country. Wedding customs and traditions in the UK, Belarus and Master students' native country. A personal profile.

Unit II

Hobbies and Interests

Free time activities. Leisure activities in the UK, Belarus and Master students' native country. Visiting museums, theaters and cinemas, concerts. At the cinema. Film types. Film reviews. Theatrical art. Most notable theatres in the world. World famous museums and galleries. Sports and games. Extreme sports. Keeping feet. Leading a healthy lifestyle. Home meals and fast food. Eating out in the UK, Belarus and Master students' native country. Eating and drinking habits in the UK, Belarus and Master students' native country.

Unit III

Rural and Urban Life: Rewards and Challenges

Country life: rural landscape; pros and cons of living in a rural area. City life: urban landscape; pros and cons of living in a city. Streets, roads, traffic. Environmental problems of modern cities. Government measures to solve ecological problems. Global issues. Problems of the planet. Friends of the Earth. Going green.

Unit IV

International Tourism and Cultural Diversity

Holiday making and travelling: types of modern travelling; different means of travelling: travelling by train, plane, car, etc. Popular tourist destinations in the UK, Belarus and Master students' native country. Tourism: excursion and health tours, eco-tours, shopping tours, weekend tours, educational tourism. Living abroad: rewards and challenges. Advantages and disadvantages of culturally diverse societies. Holidays, celebrations and special occasions in the UK, Belarus and Master students' native country. Art, music and dance festivals of the world.

Unit V

Studying Abroad: a Life-Challenging Experience

Higher education in the UK, Belarus and Master students' native country. Students' life in the UK, Belarus and Master students' native country. Academic mobility. Getting higher education abroad: difficulties of being an international student and ways of overcoming them. The relevance of learning foreign languages

in the modern world. The English language as an efficient means of cross-cultural communication. New technologies in higher education. Online learning: advantages and disadvantages.

Unit VI

Professional Excellence and Career Advancement

Professions and careers. Art as a career. Design and its types: web design, graphic design, exterior and interior design, etc. Design as a career. Dancing as a self-expression of the personality: popular dance styles, prominent dancers of the world. Music art as a career. Modern and classical music. Genres of music. Outstanding national musicians and singers in the UK, Belarus and Master students' native country. Career opportunities. Hunting for a job. Recommendation letters. Cover letters. Curricula Vitae. Applying for a job. Going through an interview. Professional advancement and skills development.

Unit VII

Science and Culture in Modern Society

The role of science in the development of the society. Changes and new trends in the scientific and cultural life of the UK, Belarus and Master students' native country. Crucial scientific advances of the 20th century. The world's eminent scholars and artists. Scientific and cultural achievements in the field of Master student's research interests. International cooperation in the scientific field (participation in conferences, debates and seminars). Presentations: structure, techniques, useful tips on giving impressive presentations.

Unit VIII

Rendering Special, Publicistic and Scientific Texts

The essence, structure and meaningful parts of rendering special, publicistic and scientific texts. Linguistic peculiarities of rendering special, publicistic and scientific texts. Typical morphological and spelling mistakes, syntax and punctuation errors. Written and oral rendering of special, publicistic and scientific texts: special features.

DISCIPLINE TEACHING CHART

Unit Number	Unit Title	Academic Hours		Self-Study Activity	Forms of Control
		Classroom Practice	Independent Work		
1	2	3	4	5	6
I	Persons and personalities	14		16	Individual oral speech. Group discussion. Progress grammar and vocabulary test.
II	Hobbies and interests	22		18	Individual oral speech. Group discussion. Essay writing. Progress grammar and vocabulary test. Listening comprehension test. Debates.
III	Rural and urban life: rewards and challenges	16		20	Individual oral speech. Role-play. Progress grammar and vocabulary test. Reading comprehension test. Debates. Individual / group project presentation.
IV	International tourism and cultural diversity	26	2	20	Individual oral speech. Group discussion. Progress grammar and vocabulary test. Listening comprehension test. Essay writing. Individual / group project presentation.
V	Studying abroad : a life-challenging experience	12		20	Individual oral speech. Group discussion. Reading comprehension test. Essay writing.
VI	Professional	20	2	20	Individual oral speech.

	excellence and career advancement				Group discussion. Progress grammar and vocabulary test. Listening comprehension test. Individual / group project presentation. Role-play.
VII	Science and culture in modern society	18		20	Individual oral speech. Progress grammar and vocabulary test. Reading comprehension test. Report on the basis of Master student's scientific research
VIII	Rendering special, publicistic and scientific texts	8	2	20	Progress-grammar and vocabulary test. Assessment of rendering skills.
		136	6	154	

3.3. Materials Recommended for Classroom Practice

Unit I. Persons and Personalities

Text 1

1. Read the following texts and be ready to speak about yourself:

My name is Jane and I was born in London, England on the second of September, 1998. My family is an averaged-sized English family; I have a mother, a father and a brother. My mother is a housewife but does some part-time work every morning at the local college of higher education. My father is now retired but he used to work as a research chemist in a pharmaceutical company. My brother's name is Michael, he is twenty-one years old and he is at university in Liverpool. He is studying engineering.

I have just finished St. Ann's Convent School in Southampton where I obtained four "A" levels. My immediate plans are to go to Manchester University and study Russian because I have always been interested in foreign languages. My mother is Italian so I can speak Italian fluently and I was lucky enough to study both French and German at school. While I was at school I also had an opportunity to learn a musical instrument. In my spare time I practice my flute.

I also enjoy meeting my friends at the weekend when we usually watch a film together and chat or go to clubs. When I have a lot of free time I like to read a good book, I particularly enjoy the traditional English classics like Charles Dickens and Thomas Hardy. If I have a lot of time I even like to do some cooking.

I am pretty responsible and I do what I am supposed to do. At the moment, I am a university student. I do my best to be bright in everything. I also help out friends and group mates when they need help. I give out suggestions to them when they need support.

I am a self-driven, motivated person. I have capability to work under extremely stressful conditions. I am used to working long and hard hours, around the clock.

My interests include surfing the Internet in order to keep updating my knowledge. I guess my basic instinct is to keep learning and exploring. Reading has been my hobby since childhood, and it is an activity I dedicate most of my weekend time to.

One of my other interests is shopping. Even if it is just window shopping, I find myself always ready for it. I guess the process of shopping also involves exploring various articles, in search of the perfect one. This could be a reason of being interested in shopping.

Another aspect of my personality is that I am very creative. I think creativity is the key to any situation. One has to think creatively in order to break down a problem into the smaller and more manageable components.

HOW TO SPEAK ABOUT ONESELF

1. Hello/ Hi/ Good morning/ Good day/ Good afternoon/ Good evening.
2. Let me introduce myself. My name is... / I am...

3. I am 20 / I am 20 years old / I am 30 years of age.
4. I am a first-year student / I work as a ...
5. This year I've finished school and entered the Belarusian State University of Culture and Arts.
7. Apart from studies / besides studies / outside my studies I'm interested / I go in for...
8. I enjoy/ like/ am fond of / am keen on...
9. It is a good way to relax / have fun/ have a rest.
10. Apart from me, there are 2 / 3 / 4 people in my family. They are:...
11. My brother is... (enumerate your family members and name their occupations).
12. Usually we ... together with my family.
13. It is difficult to describe myself. The most difficult thing is to tell something objective about myself, but I'll try. I think I am ...

2. Answer the questions and be ready to speak about your family:

1. Is your family large or small?
2. How many people are there in your family? How old are your parents?
3. What does your father (mother) do?
4. Have you got any brothers or sisters?
5. Does your brother go to school?
6. What is your sister's (brother's) name?
7. What does your sister do?
8. How does she look like?
9. Is your family friendly?
10. Have you got any children?
11. Have you got grandparents?
12. How old are they?
13. What are the members of your family fond of?
14. Do your children go to school?
15. What are your parents' names?
16. What are your children's names?
17. Have you got any aunts or uncles?
18. Have you got any nieces or nephews?
19. Where do they live?
20. How often do you meet them?
21. Do you help your parents about the house?
22. The members of your family used to help each other and spend a lot of time together, didn't they?
23. How does your family spend holidays? What do you do on weekends?

Text 2. Family Tree

1. Read the text and explain the meaning of the highlighted words and phrases:

Do you know your **origins**? How well do you know your family members, including great-grandparents and **distant relatives**? Can't answer for sure, right? The family tree is the thing that could help you to respond to all these questions.

Family or genealogical tree is usually a drawing of all **family members**, from the oldest on the top and to the youngest at the bottom (or vice versa). This tree can be useful in some situations, however, in most cases, it is just a kind of fashion or way of entertaining.

Some people create family trees by themselves, studying their **genealogy**. Others have their genealogical trees done by companies which specialize in this sphere. As the idea of having a family tree has become really popular, such services cost a fortune.

Nevertheless, it is essential to know more about your origins. Why? Because it is equal to knowing about the history of your country. We may think that every **generation** goes through absolutely new problems; however, this is not true. History repeats itself and we may learn how to act now looking back.

Moreover, in the past centuries, it was normal or even obligatory for people of different classes to know about their **ancestors**. Even now in many countries, it is common for people to know a lot about their genealogy. It can consist of interesting stories about outstanding ancestors who can be a good reason **to be proud of** who you are.

2. Read online about the nuclear family and make a brief account:
<https://www.britannica.com/topic/nuclear-family>.

Text 3. Changing Roles: the Rise of Stay-At-Home

1. Read the article below and discuss the following questions in class:

1. What do you think the article is about?
2. Where could you find this kind of article?
3. What do you already know about this subject? 4 What interesting points did you notice?
4. Do you think you'll enjoy reading about this topic?

As little as so years ago, few people in the U.S. questioned the gender roles that had been in place for centuries. Many people assumed that a woman's place was in the home, and that a man's main responsibility to his family was to put food on the table. In the 1970s and '80s, however, greater numbers of working women meant that men were no longer the sole breadwinners. A father's involvement with his family also became more important. Even so, back then, almost no husbands were "stay-at-home dads." Today, with more career opportunities than ever available to women, the stay-at-home dad trend is on the rise. A family with a full-time dad has many benefits. If the wife is a career woman, her 10 husband can take

some family responsibilities off her shoulders, thereby allowing her to compete more successfully in the workplace. The men share in the joy of participating in their children's day-to-day experiences. Differences in parenting styles between men and women are also believed to contribute to children's well-being. Studies suggest that a strong paternal presence encourages greater curiosity, higher self-esteem, and better emotional balance in the child. Societies with strong family units also report lower juvenile crime rates and lower rates of teen pregnancy.

Robert Frank, a professor of child development at Oakton Community College in the U.S., notes that working mothers aren't necessarily absent from the home; many women form a close relationship with their kids regardless. In response to the recent increase in stay-at-home dads, new resources are becoming available. Playgroups are being planned for dads and their children. When Ryan Warren said that he felt out-of-place in groups that often consisted of all moms, his wife found a local group that hosted events for dads like Ryan and their children. "My daughter could play with other kids her age, and I could hang out with other fathers going 25 through the same experience," says Ryan. "In the group, we talk about the traditional guy things-sports, tools, cars." Moving from a professional career to becoming an at-home parent is another challenge for these modern dads. But some men are finding ways to stay active with their career goals while 30 parenting at home.

Dad and blogger Hunter Montgomery is a great example of a father who balances home life with career aspirations. "I was a full-time stay-at-home-dad, but I didn't plan it that way," says Hunter. "My intention 35 was to continue work as a mortgage loan officer from home; it's the type of work you can easily do remotely." Hunter's wife, Christi, has a career in the U.S. Navy that sometimes requires the family to relocate. When Hunter and Christi had their first child, they already knew that they would have to move within a year. To help with the transition, Hunter left his job to become a stay-at-home dad. Hunter was always interested in personal finances and, being home to watch the kids, he studied part-time to complete a Master's degree in Family Financial Planning. Hunter started a blog, *Financially Consumed*, as a way to stay active in his career by sharing tips and experiences with others. Despite many challenges, Hunter says he has found a way to balance both priorities of his family and his career. "All three of our kids are in school, and I have some time each day to pursue my interests," says Hunter. "I'm loving it." It's safe to say that the stay-at-home dad is here to stay. As more and more dads find new ways to stay active socially and in their careers while parenting, they contribute so immensely to the flexibility of the father's role in the modern family.

2. Match the words in the box with the words below to form compound nouns. Is each compound written as one word or two words, or is it hyphenated? You may use a dictionary to help you:

Friend, control, sitter, license, style, mother, wife, -in-law

- father
- boy
- self
- baby
- driver's
- house
- grand
- life

3. Match each compound noun from task 3 with the correct definition below.

- ___ a person who takes care of children while the parents are out
- ___ a woman who stays home and takes care of the house and children
- ___ a male companion
- ___ the male parent of one's spouse
- ___ your father's or mother's mother
- ___ someone's chosen way of living
- ___ legal permission to drive a car
- ___ the ability to remain calm and not show one's feelings; will-power.

4. Download and play “Board Game Family”:

<https://www.allthingstopics.com/family.html>

Text 4. Family Life in Great Britain

1. Read the text carefully and complete the exercises below:

The family in Britain is changing. People get married at a later age and many career-oriented women don't want to have children immediately. They prefer to do well at their jobs first and put off having a baby until late thirties.

In 1969, the law made it easier to get a divorce and now Britain is often called 'the divorce capital of Europe'. That means that there are more and more one-parent families.

However, marriage and the family are still popular. Most people in Britain still get married and stay together until the end of their lives. The majority of divorced people marry again, and they sometimes take responsibility for a second family.

Relationships within the family are also changing. Parents treat their children more as equals than they used to. Children have more freedom and the things they are interested in reflect this: music, computers, television, the Internet, fashion, shopping and money.

As for young British people, they are keen to become independent and can't wait to move out of their parents' homes, although for some of them this may be financially impossible.

Members of a family try to keep in touch, but they see less of each other than they used to. This is because people often move away from their home town to a different part of the country to find a job, which makes it more difficult for them to be in regular contact with their parents. That's why Christmas is so important in Britain. It's the traditional season for reunions and relatives often travel many miles in order to spend the holiday together. There are 286,100 marriages each year and 160,000 divorces.

- The typical family today has 1.6 kids.
- The most popular boy's name is Jack.
- The most popular girl's name is Chloe.

2. Make sure you know the pronunciation and the meaning of the following words and expressions:

Average, strict, to obey, cheeky, to answer back, peace and quiet, to retire, permission, dressmaker, upbringing, responsibility, for his own good, firmly, workhouse, penniless, to force, to split up, career, to put off, divorce, majority, equal, to reflect, financially, to keep in touch, family reunion.

3. Complete the gaps to make the sentences:

1. The family in Britain is changing. People get married at ... and many career-oriented women don't want to have children immediately.

- a) an early age
- b) a later age
- c) a middle age

2. In ... the law made it easier to get a divorce and now Britain is often called "the divorce capital of Europe".

- a) 1969
- b) 1978
- c) 1993

3. ... people in Britain still get married and stay together until the end of their lives.

- a) A few
- b) Most
- c) A lot of

4. ... of divorced people marry again, and they sometimes take responsibility for a second family.

- a) The majority
- b) The minority
- c) Some

5. Children have ... and the things they are interested in reflect this: music, computers, television, the Internet, fashion, shopping and money.

- a) less freedom
- b) more freedom
- c) some freedom

6. As for young British people, they are keen ... and can't wait to move out of their parents' homes, although for some of them this may be financially impossible.

- a) to become dependent
- b) to become lonely
- c) to become independent

7. Members of a family try to keep in touch and that's why ... is so important in Britain.

- a) Christmas
- b) New Year
- c) Birthday

4. Discuss the questions:

1. Do you think society has changed in the way it views the family or whether it considers strong family ties important? Explain your answer.

2. Do you think only children have different personalities than kids with siblings? Give an example.

3. Would you like for stay-at-home dads to become more common in the future? Why, or why not?

Text 5. Wedding Traditions in Different Countries

1. Read the text and be ready to speak about wedding traditions in your country:

Wedding is a very important and special occasion. It's a day when two people in love get married. Different countries follow different traditions during the wedding. For example, in Belarus couples go to a local registry office and then to church. After that, they organize a big party, to which most relatives and close friends are invited. During the ceremony at the registry office couples exchange rings and put their signatures in special documents. The guests drink champagne there and eat chocolate. Belarusian bride traditionally wears a gorgeous white dress and a veil. A bridegroom wears a black and white suit. He also presents flowers to his future wife on this day. There are some superstitions about the wedding. For example, the bride shouldn't arrive first to the church because it's a bad luck. The groom shouldn't see the bride in the morning of the wedding. It can also bring bad luck. At some point during the wedding the bride should toss her bouquet and the person who catches it first is supposed to get married next. Traditionally, all guests give presents to the newlyweds. It might be money, household appliances, clothing, make-up, sweets and else.

Other countries also have some interesting traditions. Thus, during the wedding ceremony in Holland a wish tree is created and placed next to the bride and groom's table. Guests put their wishes for the newlyweds on paper leaves of this tree. In Ireland the bride usually wears a wildflower wreath in her hair. In England the bride should arrive to the church with her father in a car. Koreans pick

the wedding date according to astrological signs. Wedding ceremony and traditions vary from country to country and are always interesting.

2. Complete the Wedding Traditions and Symbolism Quiz about common traditions concerning weddings, love, and marriage:

<https://www.funtrivia.com/trivia-quiz/General/-Wedding-Traditions-and-Symbolism-335957.html>

3. Match the following adjectives 1-20 with the correct meanings a)-t) to form complete sentences:

People who are:

- | | |
|-------------------|--|
| 1. absent-minded | a) like to say how good they are at something |
| 2. adventurous | b) have strong feelings and are easily moved by things |
| 3. amusing | c) are rude and disrespectful, especially towards people like parents and teachers |
| 4. bashful | d) are always trying to control others without worrying or caring about how they feel |
| 5. boastful | e) deliberately try to hurt or harm others |
| 6. bright | f) are very forgetful because they are too busy thinking about other things |
| 7. calm | g) are sure of themselves and their abilities |
| 8. cheeky | h) are easily tricked and tend to believe everything they are told |
| 9. conceited | i) are very clever and learn things quickly |
| 10. confident | j) hate having to wait for things and are not very tolerant of other people's weaknesses |
| 11. creative | k) are very interested and excited about something and this shows in the way they talk or behave |
| 12. domineering | l) are daring and always ready to take risks |
| 13. down-to-earth | m) are always friendly and welcoming towards guests |
| 14. emotional | n) don't get excited or nervous about things |
| 15. enthusiastic | o) find it hard to accept or understand new or different ideas |
| 16. gullible | p) are very funny and make you laugh |
| 17. hospitable | q) are very practical and honest |
| 18. impatient | r) have a very high opinion of themselves |
| 19. malicious | s) find it easy to produce new and original ideas and things |
| 20. narrow-minded | t) are shy and feel uncomfortable in social situations |

4. Complete Statistical "Which Character" Personality Quiz and learn more about your character: <https://openpsychometrics.org/tests/characters/>

Text 6. Appearance. Character. Beauty

1. Read the following text and give its general idea. Is there anything doubtful in the text? Express your opinion:

How important is your appearance? Although everyone wants to be good-looking, are beautiful people always happier people? For example, it must be a problem to be a really beautiful woman, because some men may be more interested in looking at you than talking to you. They think of you as a picture rather than a person. There are also some people who think that women who are exceptionally pretty and men who are particularly handsome must be stupid. They believe that only unattractive people can be intelligent.

On the other hand, no one wants to be really ugly, and have a face that even your mother doesn't want to look at; and no one wants to be plain either – that is, to be neither attractive nor unattractive, and have a face that is easily forgotten.

Being attractive is like being rich – it can help you find happiness, but it doesn't always make you happy. So maybe the best thing is not to worry too much about how you look like, but simply try to be an interesting person. For interesting people have interesting faces, and interesting faces are almost always attractive.

2. Answer the following questions:

1. Do you judge about people by their looks or behaviour?
2. Does one's appearance presuppose certain behaviour?
3. How do people behave in the community if they are aware of their beauty?
5. Why do beautiful people tend to become film stars or top models?

3. Learn how to write a personal profile for a social app or website:

When writing your personal profile, ensure it is:

- **short** (no more than 6 lines);
- **relevant** to the job you are applying for, and;
- contains some **real-world examples**.

Be bold, be confident and talk about yourself in a positive way.

Your personal profile is not the place to be humble; it is your chance to be noticed and tell the potential employer exactly who you “really” are and what you can do for them.

Warning: Do not go “over the top” and give the impression that you are either very arrogant or simply too good to be true! Keep it balanced and realistic, bearing in mind the needs of the employer.

What information to include on a personal profile

The purpose of your personal profile is to concisely present your skills, qualities, work experience, and your career goals and ambitions. Consequently, you can mention anything from the following categories when constructing your personal profile:

Personal Qualities

- self-motivated

- creative
- adaptable
- having an eye for detail

Skills

- management skills
- communication skills
- problem-solving skills
- design skills

Experience

- 5-year experience in ...
- excellent track record of ...
- extensive background in ...
- previous work experience in ...

An ideal statement should have at least one example for each of these three categories.

How long should my profile statement be?

There are no set rules about the length of a personal profile, however, it is highly recommended to keep it ideally within the 50 / 80-words boundary (no longer than six lines). The reason for this is because employers, in the first instance, tend to scan CVs rather than extensively read it. Keeping it short and to the point increases the chances that they will actually read it.

Furthermore, as the total length of a CV is only 2 A4 pages long, having a short statement frees us valuable space for other key sections of your CV such as the work experience, education and skills.

4. Match the personality type with the description:

- | | |
|--------------------|--|
| 1 __ realistic | a) likes to lead and influence other people |
| 2 __ investigative | b) likes to organize things and check details |
| 3 __ artistic | c) likes to create new things and express their ideas |
| 4 __ social | d) likes to work with their bodies and do practical things |
| 5 __ enterprising | e) likes to work with ideas and problems |
| 6 __ conventional | f) likes to work with and help other people. |

5. Read Tom's profile. Match 1-3 with paragraph A-C:

1. personality
2. hobbies and interests
3. introduction, with personal information

A. I'm Tom and I'm 16 years old. I'm in year 12. I live with my mum and dad and my two sisters.

B. My hobbies are playing the guitar and going out with my friends. I'm also interested in fashion. I'm not very keen on sport, but I sometimes go ice-skating.

C. I think I'm quite confident and my friends say I'm very ambitious. I get on well with funny people.

Unit II. Hobbies and Interests.

Text 1. Leisure Society

1. Read the text carefully and complete the exercises below:

Britain has in recent years been described as a "leisure society". This is because there is a greater variety of leisure pursuits and people have more spare time and money to spend on relaxation. Most spare time after work or at the weekends is spent at home. Older people may go to the pub or to the theatre, or visit friends. In recent years going out for a meal or bringing a take-away meal home have become popular with all ages.

In Britain people watch TV for many hours every week. Many cities have twenty or more channels, sometimes going for twenty-four hours a day. Many well-off people have a "trailer" which they can use for weekends away. Some have holiday houses in the country and spend as much time as possible on outside activities like fishing.

Young people generally go out on Friday or Saturday nights to a disco, to a concert or to the pub. In London one or two new night clubs open every week. Sunday is traditionally a day off and town center can be very quiet or even deserted. People read the Sunday newspapers, go for a walk in the park or countryside or work at home in the garden. A lot of people wash their cars on Sundays or do jobs around the house. Naturally the leisure industry persuades people to spend a lot of money, especially on new and more expensive interests such as computer games and sports equipment.

2. Answer the questions:

1. How much free time do you have each week?
2. Do you think most people have enough free time?
4. What do you like to read in your free time?
5. Why is having too much free time a bad thing?
6. What is your favorite hobby?
7. How many hours do you go online each day?

3. Use the dictionary to help you complete the chart below. All of the words must begin with the letter of the alphabet given. Some letters may have many different answers, while others may not have an answer:

A _____	N _____
B _____	O _____
C <u>computergame</u> _____	P _____
D _____	Q _____
E _____	R _____
F _____	S _____
G _____	T _____
H _____	U _____
I _____	V _____

J _____	W _____
K _____	X _____
L _____	Y _____
M _____	Z _____

4. Scan the “Word Search Leisure Activities”. How many words can you find in 10 minutes?

<https://www.allthingstopics.com/leisure-activities.html>

Text 2. Going to the Theatre

1. Read the text and be ready to speak about going to the theatre:

Going to the theatre can be entertaining and educative. Despite competition from the cinema, television, and the Internet the theatre still plays an important part in the entertainment of the English.

In London there are theatres for all tastes: some people prefer musical comedy, and shows of this kind are very popular. Variety shows, in which actors entertain the audience with sentimental and comic performances or skits on social or political life, also draw full houses. Those who do not care for musical comedy or variety will find other shows to their taste. Some theatres stage modern plays; Shakespeare and other classics are played mostly at Old Vic; the Royal Opera, formerly Covent Garden, shows opera and ballet.

As a rule, performances start (or begin) at about half past seven and run for three hours or more, including about an hour for intervals between acts. There are sometimes matinées in the afternoon, but most spectators prefer evening shows.

People book (or reserve) seats beforehand either at the box-office (or booking office) or by phone. The best and most expensive seats in the auditorium (or house) are the orchestra stalls, the boxes, and the dress-circle. From these seats you can see the stage very well. The pit and the gallery are cheap, but the view is not so good from these seats. Spectators may not stand in the aisle during the performance.

When you arrive at the theatre you leave your coat at the cloakroom, where you can also get opera-glasses. An usher shows you to your place and sells you a program, which tells you the story of the play that is on that evening and gives the names of the actors who will act the different parts (or roles).

2. Insert the missing words:

1. I found the play most... and educative.
2. ... isn't over till 10.45.
3. I like ... my seats beforehand, long before the night of
4. The ... was packed, there was not an empty seat.
5. The best seats in the theatre are ...

Text 3. Theatre in My Life

1. Read the text and complete it using your own information:

Theatre has been one of the most exciting attractions for centuries and today it is really popular. Of course nowadays there are a lot of other attractions, for example cinema, TV and the Internet, but theatre will never lose its prominent position. Life is short, art is forever. Theatre is the greatest wonder in the world. A skillfully put on play may work wonders. It may teach the audience, develop their artistic views and tastes. Due to good acting viewers are able to penetrate deep into characters' personality, feel their passion and sufferings.

Theatrical art in Belarus is represented by about 30 professional theatres. My favourite theatre is _____.

Though I am not a great theatre lover I like to go to the theatre once or twice a month. I try to watch the best performances that are on at our theatres. For me visiting a theatre is an event in my life. I always book tickets at the box-office of the theatre well in advance especially if it is the first night. I prefer the stalls but if the performance is promising I am ready to sit wherever I get the ticket.

My last visit to the theatre was a total flop. My friend and I visited _____ theatre. The performance failed to catch the public. The plot was rather lifeless. The acting was childish. Some of actors didn't even know their lines properly. I was disappointed by unsuitable music and poor directorship. No wonder the audience was cold and passive.

My last visit to the theatre was a great success. My friend and I visited _____ theatre. The performance was enthusiastically received by the audience. I was charmed by the music, acting was brilliant and the leading actress took 3 curtain calls. The actors touched my heart with their sensitive portrayal of the characters. I suppose that the play got favorable reviews.

2. Make a dialogue with your partner about your visiting a theatre. Use the words and word expressions from the text.

Text 4. Theatre in the Republic of Belarus

1. Read the text and get ready to speak on the topic "Theatre in the Republic of Belarus":

The tradition of Belarusian theatre is very ancient. It started in the early Middle Ages as folk puppet theatres – Batlejka –and folk drama. The art of ballet became known in Belarus in the second half of the 18th century. The richest Belarusian and Polish feudal lords such as the Radziwills, Oginskis, Sapiegas had drama theatres, choirs and ballet schools at their palaces. Though that tradition died out in the 19th century, the development of the theatrical art did not stop.

An important role in the development of theatrical art in Belarus was played by the work of the playwright, actor and producer V. Dunin-Martsinkyeovich, who began to create the Belarusian professional theatre in the middle of the 19th century. A new phase of development of the Belarusian theatrical art began in the 20th century: a series of new theatres with professional companies were opened, many famous Belarusian authors fruitfully worked in the dramatic genre, for example Y. Kupala, Y. Kolas, and others. By the middle of the 20th century there

were 23 professional theatres in Belarus. However, during the Great Patriotic War the majority of them were closed. In the post-war period many theatres were reopened, new ones were established. Today there are about 30 state theatres in Belarus.

Dramatic art plays a central role in the theatrical culture of Belarus. **The Yanka Kupala National Academic Theatre** is located in Minsk. This oldest Belarusian theatre, opened in 1920, is a real pride of our country. The first play performed on the stage of the theatre was Kupala's "Pavlinka". In general, the first performances were based on the Belarusian folklore and works by Belarusian writers but then foreign works started to be produced on the stage. Nowadays the theatre presents lots of plays, written by such authors as W. Shakespeare, B. Shaw, N. Gogol, F. Dostoevsky, V. Bykau and others.

The National Academic Drama Theatre named after Gorky began its functioning as the Regional Drama Theatre in 1928 in Mogilev. In 1932 the theatre received the status of the Russian Republican Drama Theatre. Since 1947 the company has been working in Minsk. The modern repertoire of the theatre is characterized by staging the classical masterpieces by A. Ostrovsky, A. Chekhov, F. Schiller, Lope de Vega, C. Goldoni.

The National Academic Opera and Ballet Theatre of the Republic of Belarus was opened in Minsk in 1933 with the opera "Carmen". Today the theatre suggests a remarkable choice of unforgettable operas and ballets: "Boris Godunov", "Othello", "Sadko"; "Nutcracker", "Sleeping Beauty", "The Fountain of Bakhchisarai", "Firebird", "Chipollino" and many others. The professional mastery of the Belarusian ballet dancers is highly estimated by theatre lovers all over the world. It should be mentioned, that in 1996 the theatre was divided into two independent structures: the Ballet Theatre and the Opera Theatre. In 2008 the two companies were reunited into the National Academic Opera and Ballet Theatre of the Republic of Belarus. Moreover, the building of the theatre underwent complex reconstruction and renovation. The reconstruction project was over in 2009.

The performances of **the Young Spectator's Theatre** and **the Belarusian State Puppet Theatre** attract the audience of all ages. The theatres stage plays full of gaiety and unbelievable adventures. The repertoire of the theatres is rich and varied: it includes fairy tales and plays by Belarusian, Russian and foreign authors.

The theatrical season in Belarus continues all the year round. In summer the Belarusian theatres make performance tours, while the audience enjoys the art of guest theatres.

2. Match the left-hand column with the right-hand column to make up the phrases according to the text:

- | | |
|---------------|--------------|
| 1. theatrical | a. tale |
| 2. middle | b. round |
| 3. written | c. estimated |
| 4. highly | d. by |

- | | |
|-------------------|-----------------|
| 5. to reunite | e. period |
| 6. reconstruction | f. art |
| 7. to attract | g. the audience |
| 8. fairy | h. project |
| 9. to work | i. ages |
| 10. post-war | j. into |
| 11. all the year | k. fruitfully |

3. Fill in the suitable prepositions where necessary. In some cases prepositions are not needed:

- The art ... ballet became known in Belarus ... the second half ... the 18th century.
- A new phase ... development ... the Belarusian theatrical art began ... the 20th century.
- ... the middle ... the 20th century there were 23 professional theatres in Belarus.
- V. Dunin-Martsinkyevich began to create the Belarusian professional theatre ... the middle ... the 19th century.
- Numerous plays are performed ... the stage ... the theatre.
- This theatre stages the plays ... modern authors.
- The first performances were based ... the Belarusian folklore but then foreign works started to be produced ... the stage.
- The professional mastery ... the Belarusian ballet dancers is highly estimated ... theatre lovers all ... the world.

4. Be ready to answer the questions:

- When did the tradition of the Belarusian theatre start?
- Who began to create the first Belarusian theatre of modern type?
- Which Belarusian theatre is the oldest one?

Text 5. At the Cinema

1. Read the text and be ready to speak about going to the cinema:

There are plenty of kinds of **entertainment**. But I suppose that the most popular of them is cinematography. In 1995 a century since invention of cinematography was celebrated. More than 120 years ago the Lumière brothers produced first movie which lasted only for three minutes.

This film was presented to society in the year 1895. It was beginning of very interesting era that lasts to our days and called the era of Cinematographe. It spread fast on the whole planet and rapidly became the most favorite kind of entertainment.

Today the cinema is recognized as a kind of very popular and important modern art. The cinematography connects **pictorial art**, literature, theater and music. Because of this a lot of people from various professional areas are occupied

in movie making industry: writers, **camera men**, lighters, designers, **make-up artists**, sound engineers, composers, actors and producers.

There are many genres of films: **detectives, science fiction films, comedy films, horrors, love stories, romantic dramas** and others. I'm a cinema goer and I will go to the cinema whenever a blockbuster is on. I adore romantic love comedies because these films are exciting, amusing and kind. I really enjoy thrillers as they are capable of keeping you in suspense and an intriguing **plot** will hold you on the edge of your seat right up to the end of the film. I'm not keen on horrors because I can't stand the sight of blood, violence, abnormal behavior and ugliness. Moreover, I don't like to be scared. I'm quite indifferent to action films with lots of sparks, things blowing up and silly supermen.

The latest film I saw at the cinema was a romantic love comedy «What do women want?» The story centers round a handsome and cheerful man who is an agent of an advertising company. The main character is Mel Gibson who plays opposite Helen Hunt. The gripping plot arouses many humorous situations that make us laugh. The hero is to create an advertisement that will help sell ladies' goods. He is beginning to hear women's thoughts and wishes and puts this gift into practice. In the end the hero and the heroine are genuinely in love. I enjoyed the film immensely. I wish I could read people's thoughts. There are awards and prizes in the film industry. The best-known are the «Oscar» awards. They are given in different nominations to choose the best actor, actress, director. The members of the Academy of Motion Picture Arts and Sciences vote for the best both American and Foreign Language Films.

2. Make up your own sentences using the words in bold.

3. Go through the text and give a brief summary according to your plan. Memorize the indicated words and use them in your summary.

4. Work in pairs. Ask and answer the questions. Make notes of your partner's answers:

1. What sports do you enjoy doing?
2. When do you do them?
3. Where do you do them?
4. What sports do you enjoy watching on TV?

Text 6. The Boat Race

The Boat Race takes place in London every year in the spring. It is a race between two teams - one from Oxford University and the other from Cambridge University. Each team has eight rowers and a 'cox', the person who shouts instructions to the rowers and steers the boat. The rowers are usually very big and strong (often about 200 centimetres tall), but the cox is usually small and light so that the boat doesn't have to carry much extra weight.

The teams spend months preparing for the race. They begin training in September. Then, in December, there are practice races - but not between Oxford and Cambridge. Teams from the same university compete in practice races so that they can choose the best rowers for the 'big' race in the spring.

The race takes place along the river Thames, in west London. The course is 6,779 metres from start to finish.

It is an extremely popular event. Every year, about 250,000 spectators watch the race from the banks of the river, and about half a billion people around the world watch it on TV.

1. Answer the questions below:

1. When does the race take place?
2. Where does the race take place?
3. Who competes in the race?
4. How many rowers are there in a team?
5. Why is the cox usually small?
6. When do the teams begin training?
7. What happens in December?
8. How long is the race?
9. How many people watch the race from the banks?

2. Write an article (130-150 words) about a famous sportsperson from the past (someone who has retired or died) according to the following plan:

- 1) early years and education
- 2) family
- 3) first experience of sport
- 4) early successes
- 5) greatest achievements
- 6) why you admire him/her

Text 7. Health is Better than Wealth

1. Read the text carefully and be ready to speak about advantages and disadvantages of a healthy lifestyle:

Good health is very important for every person. They say: "Health is better than wealth." Our health is an important subject for all of us. How much we eat, how much we exercise and how much we sleep are all topics of discussion when mentioning health. Are there any practical rules for healthy living? The formula for healthy life cannot be put into words — it can only be practiced. Some people break the so-called health every day and escape punishment and some look after their health and don't live any longer in the end.

It is known that healthy people live longer and their career is more successful. To look well you must follow some simple rules: don't smoke and take drugs, don't drink alcohol, don't eat too much junk food as chips and sweets, eat more vegetables and fruits, sleep well, do exercises.

Everybody knows these simple rules but we continue to stuff ourselves with fast food — chips and pizzas, hamburgers and hot dogs. We are always in a hurry. We have no time to enjoy a home-cooked dinner with family and friends. We want to eat now and we want to eat fast. What is tasty is not always healthy. Doctors say that chips and pizzas are fattening, cola spoils our teeth and coffee shortens our lives. We should understand that food is an important part of our life. We should choose healthy food which is not harmful for us. I am against of fast food but sometimes I can allow having a snack when I am terribly hungry and I do not have enough time to eat properly. If we eat too much, we'll become obese, and obesity leads to heart disease, diabetes and other serious illnesses. But the world today is getting fatter and fatter.

Lack of exercise is another serious problem. We spend hours in front of our computers and TV-sets. Few of us do morning exercises. We walk less, because we prefer to use cars or public transport. Research shows, however, that young people who don't take enough exercise often suffer from heart attacks. Remember that regular physical activity (20 to 30 minutes a day, three or four times per week) is an important part of a healthy lifestyle. It helps prevent diseases and makes the quality of life better.

It's common knowledge that smoking and drinking can shorten our lives dramatically. Cigarette-smoking, for example, kills about 3 million people every year. Many of them die from lung cancer. Some aren't even smokers. They are people who live or work with heavy smokers. Yet many young people smoke and drink. Why? One answer is that tobacco and drinks companies invest enormous sums of money in advertising their products. For them cigarettes and alcoholic drinks mean money. For us they mean disease and even death. It is never too late to start anything or stop anything. Deciding to stop smoking and drinking alcohol is deciding to choose a healthy way of life.

Some people say that stress causes a lot of health problems. But we should remember that stress is an essential part of being alive — but the art of life is to arrange rules that stress does not become strain. A little of this stress can help keep you on your toes. And the nervous system quickly returns to its normal state. But long-term stressful situations can produce a lasting, low-level stress that's hard on people. If the pressure is longlasting, the body continues to pump out extra stress hormones. This seriously weakens the immune system. What can you do to deal with stress overload or to avoid it? Here are some things that can help keep stress under control:

- take a stand against overscheduling;
- learn to relax;
- treat your body well;
- watch what you're thinking.

Always remember that a healthy organism is extremely tough. It can withstand overwork, fatigue, anxiety, microbes — up to a certain point, of course.

Perhaps these health principles seem too theoretical, but they are golden rules which can stretch our powers and help us in our fight against harmful genes.

Scientists say that in the future people will live longer. With healthier lifestyles and better medical care the average person will live to 90 or 100 instead of 70 and 75 like today. When the human genome is decoded, we'll probably live up to 150. Incurable diseases will be cured and "bad" genes replaced. But that's tomorrow and today we all know that the healthier we are, the better we feel. The better we feel, the longer we live. So why not take care of ourselves?

2. Discuss the following questions with your partner:

1. Do you consider yourself a healthy person?
2. Do you consider yourself an unhealthy person?
3. How often do you get sick?
4. What are the best ways to avoid getting sick?
5. What healthy habits do you have?
6. What can you do to improve your health?
7. How often do you catch a cold?
8. Do you always eat healthy food?
9. Do you eat a lot of vegetables?
10. Do you eat fruits every day?
11. Do you eat fast food?
12. What's the right amount of calories that you should eat?
13. What saturated fat food should you avoid?
14. Do you drink soda? How often do you drink soda?
15. Do you skip breakfast?

Text 8. We Eat to Live, but not Live to Eat

1. Read the text and be ready to speak about eating habits in your native country:

It is not a secret that our meals influence our mood. Also it is very important for our health. Every single person should eat proper kinds of food – dairy products, meat, fruit and vegetables, fats and sugars, cereals and grains. Dairy products provide us with calcium, meat provide our bodies with protein, iron, zinc. Eating fruit and vegetables helps to keep us healthy too because they give us vitamins and minerals. We should eat fats and sugars in moderation, because too much fats and sugars can cause different heart-diseases. Cereals and grains are important for us because they provide us with the energy we need for physical activity. In this fast-moving world it is necessary to watch what we eat – it should be healthy food, not junk one, which has become very popular. Eating too much junk food can cause overweight and a heart-disease. For example, it is much better to eat an apple or a banana than to eat a double hamburger with ketchup and mayonnaise. You will feel full in both cases, but a fruit or a vegetable is healthier.

Today there are a lot of different restaurants and cafés where you can eat delicious and not really expensive food. The service is usually excellent and friendly waiters help you to relax and enjoy your meal fully. You can try any types of food in restaurants – homemade cakes, beefsteaks, pasta, macaroni and others.

For a main course you can order fish, meat or chicken with some rice or potatoes, also you can ask for pasta and salad. You can eat a bowl of ice-cream, a piece of apple pie, strawberries with cream or something like that for dessert. For drink you can order a glass of water or juice, a cup of coffee or tea or alcohol drink such as wine or beer.

Eating habits are different in different countries. For example, Brazilians never eat with their hands – they always use a knife and a fork, even when they eat hotdogs. Finns like to eat hot sausages and drink beer in the streets; many Filipinos prefer to eat with their hands. Also they think that it is polite to leave a little food on the plate at the end of a meal. Well, as for me I do respect their eating habits and like to eat different countries' food such as Italian pasta, Japanese rice with sushi or Indian spicy meat. But most of all I like just ice-cream. It doesn't matter what kind – with raspberry flavour, with marmalade, chocolate chips or pieces of fruit. I can eat it anytime and anywhere. But anyways whatever you like you should remember words of wisdom which say that we eat to live, but not live to eat.

2. Work in pairs. Read and discuss the following topics with your groupmates:

- Reasons for the popularity of junk food.
- Dangers of eating junk food.
- Positive effects of eating healthy food.

Unit III. Rural and Urban Life: Rewards and Challenges

Text 1. Daphnie's Dreams

1. Read the text carefully and complete the exercises below:

Daphnie is cooped up in a rented bedsit on the top floor of an apartment block in a modern residential area of a large city. She doesn't like the neighborhood and she finds the apartment rather cramped because she shares the kitchen and toilet with two other girls. If she could afford it, she would prefer to be independent in a self-contained place. She wants to save enough for a small cottage in a country lane on the outskirts of a village. She wants to decorate and furnish it in the extravagant modern style, and she wants to grow her own flowers and vegetables in the back yard. There she would like to have a bunch of friends over for barbecues and champagne parties.

In town, Daphnie travels by underground and goes shopping in big department stores and supermarkets where she has to wait in the check-out lines. It's a hassle for her; she doesn't like it at all. She wants to ride her bike in the country, and she wants to buy things in the little village shop, and she wants sometimes drop in the friendly pub for a small drink and a chat.

Daphnie loves walking, and she occasionally takes a walk in town, but the air is polluted, the streets are noisy and crowded. In the country, she'd like to have long walks across the fields with her dog.

2. Are these statements true or false?

1. Daphnie lives in a cosy house on the outskirts of a large town.
2. She shares the flat with her cousin.
3. She finds the bedsit rather spacious.
4. She'd like to decorate her house in the country style.
5. Daphnie drives a Jaguar.
6. She goes shopping in boutiques.
7. In the country, she would like sometimes to drop in the friendly pub for business appointments.
8. She loves long walks in town.

3. Complete these sentences:

1. Daphnie lives ...
2. She would like to live ...
3. She wants to decorate and furnish ...
4. Daphnie goes shopping ...
5. She has to wait ...
6. The streets ..., the air ...

Text 2. The "Privilege" of Living in a City

1. Work with your dictionary and say where you should go if:

- your car is broken;

- you have a toothache;
- you want to cross the road;
- you want to withdraw some money;
- you want to see the animals;
- you want to play tennis;
- you want to dance;
- you are not healthy.

2. Use your dictionary and make up as many word combinations as possible with the following words:

shop, store, building, road, ring, room, school, club, ground, market, fair, way.

3. Match the words from two columns to make up word combinations:

art

rink

skating

salon

parking

hall

bus

gallery

beauty

stop

railway

meter

concert

station

shopping

mall

4. Read the text carefully and complete the exercises below:

«Avoid the rush hour» must be a slogan of large cities all over the world. If it is, it's a slogan no one takes the least notice of. Twice a day, with predictable regularity, the pot boils over. Wherever you look there are people, people, people. The trains, which leave or arrive every few minutes, are packed: an endless procession of human sardine tins. The streets are so crowded there is hardly room to move on the pavements. The queues for buses reach staggering proportions. It takes ages for a bus to get to you because the traffic on the roads has virtually come to a standstill. Even when a bus does at least arrive, it is so full, it cannot take any more passengers. This whole crazy system of commuting stretches man's resources to the utmost. The smallest unforeseen event can bring about conditions of utter chaos. A power cut, for instance, exceptionally heavy snowfall or a minor derailment must always make city-dwellers realize how precarious the balance is. The extraordinary thing is not that people put up with these conditions, but that they actually choose them in preference to anything else.

Large modern cities are too big to control. They impose their own living conditions on the people who inhabit them. City-dwellers are obliged by their environment to adopt a wholly unnatural way of life. They lose touch with the land and the rhythm of nature. It is possible to live such an air-conditioned existence in a large city that you are barely conscious of the seasons. A few flowers in a public park may remind you that it is spring or summer. All the simple, good things of life like the sunshine and fresh air are at a premium. Tall buildings block out the sun,

traffic fumes pollute the atmosphere. The funny thing about it all is that you pay dearly for the «privilege» of living in a city. The demand for accommodation is so great, that it is often impossible for ordinary people to buy a residence of their own. Exorbitant rents must be paid for tiny flats, which even country hens would disdain to live in. Accommodation apart the cost of living is very high. Just about everything you buy is more expensive than that would be in the country.

In addition to all this, city-dwellers live under constant threat. The crime rate in most cities is very high. Houses are burgled with alarming frequency. Cities breed crime and violence and are full of places you would be afraid to visit at night. If you think about it, they're not really fit to live in at all. Can anyone really doubt that the country is what man was born for and where he truly belongs?

5. Complete the sentences:

1. ... must be a slogan of large cities the world over.
2. Wherever you look there are ...
3. The streets are so crowded there is ...
4. It takes ages for a bus to get to you because ...
5. The funny thing about it all is that ...

6. Answer the following questions:

1. What is the main slogan of large cities all over the world?
2. What can you tell about public transport in large cities?
3. Is it easy to live in large cities? Why?
4. The cost of living is very high in the city, isn't it?
5. Why do city-dwellers live under constant stress?

7. Read the postcard and find out:

1. the name of the village
2. where it is
3. how many people live there
4. what facilities it has got.

Dear Leo,

Thanks for your letter. I thought you would like a postcard from my home town, Gladwell. As you can see, it isn't exactly New York! It's only a small village in Yorkshire, in the north of England. About 500 people live here. We've got a village pub and a church – that's all! But it's in a very beautiful area, and I like village life.

I'll send you a long letter soon.

*Love,
Alice*

Text 3. My Home — Love It or Hate It!

1. Read Ali's essay. Match the paragraphs A-I with these topics:

- ... Conclusion
- ... Crime and People's Attitude
- ... Environmental Problems
- ... Introduction
- ... Leisure Choices
- ... Multicultural London
- ... The Cost of Living
- ... Famous Sights
- ... Transport

2. Read the text carefully and complete the exercises below:

A I live in Blackheath in South London. London's one of the largest and most exciting cities in the world, and there are advantages and disadvantages to living here.

B The main advantage is that there's a lot to do and see. In the centre of London there are tourist attractions like Madam Tussaud's and the Science Museum, and there are all kinds of parks and historic buildings. I suppose that we don't always make the most of it. We only visit places like the Tower of London when one of our relatives comes to visit!

C Secondly, London is a great place for entertainment. All the new films come here first, and if we want to go to a pop concert or big sports events, there's always something right on our doorstep. And of course the shopping is great — there's everything from department stores like Harrods to Camden Market.

D Another advantage of living in London is that you can travel easily and quickly across the city on the underground. And we've got railway stations and airports to take you anywhere in the world.

E Lastly, London is truly cosmopolitan. Kids at my school are from lots of different cultures, but that doesn't stop us being friends. It's good to mix with people from different backgrounds. It stops you from becoming narrow-minded.

F But there are some major problems if you live in London. Like most other capital cities, it is noisy, polluted and congested with traffic. The traffic problem is so bad that they have recently introduced a congestion charge for central London. Drivers now have to pay if they want to take their cars to the city centre. Hopefully that will improve the situation.

G Secondly, things are very expensive here — apparently it's more expensive to live here than to live in any American city. For example, if you go to the cinema in the centre of London it can cost you £12. And to go just one stop on the underground can cost you nearly £1.

H But the worst problem about living in London is that, in general, people aren't very friendly. Nobody will talk to strangers or help people in the street if they are in trouble. They don't trust each other, and I think that's because they are scared of becoming victims of crime. London has the highest crime rate in the country.

I But in spite of these negative points, I still wouldn't want to live outside of London. It's my home — love it or hate it! *By Ali Khazan*

3. Complete the summary of the essay. Use these words:

activities expense home multicultural principal shops unfriendliness variety

For Ali, the ... (1) advantage of living in London is the ... (2) of things that there are to see and do. He thinks that the ... (3), the choice of leisure ... (4) and the transport are good, and he likes the fact that London is a ... (5) city. The disadvantages for him are the traffic, the ... (6), people's... (7) and the crime, but he doesn't want to leave his ... (8).

4. Is living in the country better than living in the city? What are the advantages and disadvantages of living in a small village?

Text 4. Public Transportation

1. Read the text carefully and complete the exercises below:

A taxi, sometimes called a cab, is the most comfortable way to travel. You simply hail a taxi in the street or go to a taxi-rank where there are several taxis waiting, for example, at a station. At the end of your journey you can see how much the fare is by looking at the meter. You add a tip to this, and that's all. Very simple. But expensive!

What about taking a bus? It has two floors, it's called a double-decker and you can get a good view from the top. If it has only one floor, it's called a single-decker. Most buses have a two-person crew: the driver, who drives, of course, and the conductor (or the conductress if it is the woman) who takes your money. Keep your ticket because an inspector might want to check it. You catch a bus by waiting at the bus stop. You can see where a bus is going because the destination is written on the front. But try to avoid the rush hour.

Quicker than the bus is the underground (called the tube in London, the subway in New York and the metro in Paris and many other cities). You buy your ticket at the (booking) ticket office and go down to the platform on the escalator or on the lift. The train comes. The door opens. You get in. You look at the map or the underground system. Very simple.

For longer distances take a train or a long distance bus, usually called a coach which is slower but cheaper. The train is very fast. Put your luggage on the rack and sit and wait till you arrive.

2. Complete the sentences:

1. A taxi, called sometimes a ..., is the most comfortable way to travel.
2. At the end of the journey you can see how much the ... is by looking at the meter.
3. If a bus has two floors, it is called a ... and if it has only one floor it is called a
4. You can see where a bus is going because the ... is written on the front.

5. To pay for bus transportation you have to drop money in the ... or you can buy a special ... to be used for the day, week or month.

3. Answer the questions:

1. What kinds of transport can you name?
2. What kind of transportation is the most comfortable in your opinion and why?
3. What can you say about buses as a kind of transportation?
4. What are the advantages of the underground?
5. What are the advantages of buses?

Text 5. Environmental Pollution

1. Discuss the following questions in pairs:

1. Are you concerned about the present ecological situation in the place where you live?
2. What are the most dangerous kinds of pollution?
3. How can you help save the environment?
4. What must be done to make the Earth a safer and better place?

2. Complete the chart. Make use of the following words and phrases:

pollution, disappearing, smoke, threaten, energy, poisoning, atmosphere, exhausts, urgent, harmful, extinct, destroy, environment, lead, crisis, chemicals, global warming, wasteland, protect, ill-health, recycling, endangered, consumption, greens

You may include your ideas as well:

	For	Against
developing heavy industry within cities		
using pesticides in agriculture		

3. Explain the meaning of the following environmental problems:

the greenhouse effect, global warming, holes in the ozone layer, acid rain, the destruction of habitats.

4. Read the article about environmental pollution. Seven sentences have been removed from the article. Choose one sentence from the sentences A-I to fit each gap. There is one extra sentence you do not need to use. There is an example at the beginning (1):

A In addition, if farmers suddenly stopped using chemical fertilizers and pesticides, there could be less food to feed the people of the world.

B Other pollution comes from large areas.

C Badly polluted air can harm crops and cause life-threatening illnesses.

- D The consequences of pollution can be very dangerous.
- E Nearly everyone would like to have pollution reduced.
- F However, pollution can also be invisible, odourless and tasteless.
- G They also poison the soil and waterways.
- H All the ecosystems of the Earth are connected.

5. Read the text carefully and complete the exercises below:

Environmental pollution is a term that refers to all the ways that human activity harms the natural environment. Most people have witnessed environmental pollution in the form of an open garbage dump of a factory pouring out black smoke. **1_F** Some kinds of pollution do not actually dirty the land, air or water, but they reduce the quality of life for people and other living things. For example, noise from traffic and machinery can be considered forms of pollution.

Environmental pollution is one of the most serious problems facing humanity and other life forms today. **2** Some air pollutants have reduced the capacity of the atmosphere to filter out the sun's harmful ultraviolet radiation. Many scientists believe that these and other air pollutants have begun to change climates around the world. Water and soil pollution threatens the ability of farmers to grow enough food. Ocean pollution endangers many marine organisms.

Many people think of air, water, and soil pollution as distinct forms of pollution. However, each of the parts of the environment — air, water and soil — depends upon the others and upon the plants and animals living within the environment. The relationships among all the living and nonliving things in an environment make up an ecological system, called an *ecosystem*. **3** Thus, pollution that seems to affect only one part of the environment may also affect other parts. For example, sooty smoke from a power plant might appear to harm only the atmosphere. But rain can wash some harmful chemicals in the smoke out of the sky and onto land or into waterways.

Some pollution comes from one specific point or location, such as a sewage pipe spilling dirty water into a river. Such pollution is called *point source pollution*. **4** Water can run off farmland and carry pesticides and fertilizers into rivers. Rainwater can wash gasoline, oil and salt from highways and parking lots into the wells that supply drinking water. Pollution that comes from such large areas is called *nonpoint source pollution*.

5 Unfortunately, most of the pollution that now threatens the health of our planet comes from products that many people want and need. For example, automobiles provide the convenience of personal transportation, but they create a large percentage of the world's air pollution. Factories make products that people use and enjoy, but industrial processes can also pollute. Pesticides and fertilizers aid in growing large quantities of food. **6**

To end or greatly decrease pollution, people would have to reduce use of cars and other modern conveniences, and some factories would have to close or change production methods. Because most people's jobs are dependent on industries that contribute to environmental pollution, shutting down these

industries would increase unemployment. 7

Over time, however, pollution can be reduced in many ways without seriously disrupting people's lives. For example, governments can pass laws that encourage businesses to adopt less polluting methods of operation. Scientists and engineers can develop products and processes that are cleaner and safer for the environment. And individuals around the world can find their own ways to reduce environmental pollution.

6. Be ready to give a detailed answer to one of the questions below:

1. Why do environmentalists say we should avoid spray cans, practise organic farming and use unleaded petrol, recycled paper and bottle banks? What else are they in favour for?

2. Do you agree that animals should not be kept in cages? Why? Why not?

3. What can be done to make the Earth a safer and better place?

4. During the last 30 years environmental protection has become a vital necessity for people. Why?

5. You are the editor-in-chief of the *Earth Focus* magazine. What issues would your magazine discuss?

6. What is the role of the youth in solving ecological problems nowadays?

7. Write a paragraph about the contrast between rural and urban life in your country. What problems are there for people who live in the cities or in the country?

Unit IV. International Tourism and Cultural Diversity

Text 1. Modern Travel

1. Match the words with their definition:

- | | |
|------------|--|
| 1. voyage | a) general activity of moving about the world or from place to place |
| 2. travel | b) a journey you make for pleasure during which you visit different places in a country, or a short trip around a city |
| 3. journey | c) you go to a place that is far away or a place you visit regularly |
| 4. tour | d) a short visit when you go to a place and come back |
| 5. trip | e) a long journey in a boat or ship |

2. Fill in the missing words:

tour, trip, journey, voyage, travel, travelling

- You can't go on a to New Zealand without making careful preparations.
- She is on a business and won't be back until Monday.
- Heavy seas and strong winds made the from Europe very unpleasant.
- For our next holiday we're going on a ten-day of the lake Baykal.
- I hate on my own.
- She enjoys foreign immensely.

3. Explain the difference in meaning between the following pairs of words or phrases:

- mobile / active person
- package / touring holiday
- hotel / motel
- do / observe archeological diggings
- spa / fitness centre
- translator / interpreter
- take part in the excursion / be responsible for the excursion
- traveler / tourist
- study / recreation facilities
- tour operator / travel agent.

4. Read the text carefully and complete the exercises below:

People today are more mobile than their grandparents could ever have imagined. They are always on the move. Students travel to school and college; men and women travel to their workplaces or travel around as part of their jobs. When on holidays people travel to other parts of the world in search of rest and recreation. Nowadays travel and tourism are important service industries. The economies of many countries depend on income from these sources.

When people arrange holidays, they refer to travel agents and tour operators. A travel agent supplies tickets for trains, boats and planes; books rooms, offers travel and health insurance and advises customers on matters such as sightseeing, excursions, shopping, climate, hygiene and local customs. He also sells package holidays to popular destinations. Package holidays are arranged by tour operators and cover the journey to and from the resort, full board or half board accommodation, tour guides and the use of recreation facilities like swimming pools and tennis courts.

Some people do not wish to stay in one place all the time; they want to explore a region or country so they choose a touring holiday. Of course you can go on an organized or package tour, but some people prefer to take their own cars. If you are going to a remote destination, you can rent a car, or even a mobile home. This makes touring much easier.

When you go touring, you may not want to book accommodation in advance. After all, you may not know where you are going to be at the end of the day. On a tour you will probably not be interested in full board, but will only need bed and breakfast accommodation.

For young people, or people with young children, camping or caravanning holidays can be fun and are certainly more economical than booking into a hotel. Campsites nowadays usually offer all kinds of modern facilities for washing, shopping and even eating out. Hostels all over the world provide low-priced accommodation for holidaymakers. Self-catering apartments, cottages and villas at home and abroad are also very popular with people who want to come and go as they like and eat and drink when, and what, they want.

In addition to all possibilities mentioned so far, you can always spend some time at a spa and do something for your health. And then, there are special holiday arrangements of various kinds, too: adventure holidays (safari trips, canoeing); activity holidays (bird-watching, archeological digging, painting); study holidays (learning a foreign language, learning to cook like a master chef); cruises; city breaks – the list would be endless.

Some people travel on business. They buy and sell products at home and abroad. Business people often make use of international hotels offering special rooms for seminars, conferences and meetings.

With modern means of transport, travelling has certainly become faster and easier than before. The question remains whether holiday travel should continue to expand as it has done so far, or whether the time has come to think a little more about the impact of tourism on the environment and on the people of the countries concerned.

5. Match a word or phrase in column A with a word or phrase in column B to make phrases from the text “Modern Travel”:

A

1. full or half board
2. get

B

- a. into a hotel
- b. for pleasure

- | | |
|----------------------|------------------------|
| 3. book | c. to your destination |
| 4. travel | d. accommodation |
| 5. modern facilities | e. rent a car |

6. Find a word or expression in the text which fits the definitions below:

1. Place where holidaymakers can stay in tents and caravans.
2. A person who makes holiday and travel arrangements for customers.
3. A health resort.
4. Someone who pays to stay at a private house or farm.
5. An office giving advice on accommodation and providing useful material for holidaymakers.
6. Somewhere to stay where meals are not provided, but cooking facilities are.
7. A person who specializes in booking holidays.

7. Find the odd word out as in the example and explain your choice:

Sailing-exploring-sunbathing-surfing-dancing
Sunbathing is not an active pastime, the others are

1. hotel – tent - boarding-house - B&B place - youth hostel
2. train – mule – coach - cable car - plane
3. church – museum – ruin – canyon - casino
4. relaxing - doing nothing – cycling – reading - sleeping
5. suitcase – backpack – handbag – rucksack - trolley
6. tour guide - travel agent - tour operator - paying guest - hotel owner.

8. Finish the sentences by choosing the phrase from those given in brackets:

1. When people take their holidays they refer to (*trade union departments, hotel owners, their friends', sport societies, hobby clubs, tourist agencies*).
2. If you want to find reasonably priced accommodation you can stay at (*a villa, a five-star hotel, a self-catering apartment, your relatives' place*).
3. Touring holiday is for people who (*enjoy relaxing on the beach, visit clichéd sights, make use of their resort hotel facilities, do not wish to stay in one place, never leave the grounds of the hotel, are not interested in first-class accommodation*).
4. Camping is especially popular with (*retired people who have plenty of time, foreigners who want to get new experience, families with children because it is economical*).
6. Travel agents (*entertain holidaymakers in clubs, accompany tourists to their destination, book holidays for customers*).
7. If you are a mobile person the most convenient and economical means of transport is (*a plane, a bicycle, a horse, a car*).

9. Answer the following questions:

1. What are the reasons for people travelling?
2. What services do travel agents offer to their clients?
3. What are package holidays?
4. What does full board include?
5. What forms of tourist accommodation do you know?
6. Who organizes package tours and package holidays?
7. What does the abbreviation B&B stand for?
8. What facilities can modern campsites offer?
9. What are the advantages of self-catering accommodation?
10. Which special holiday arrangements have you heard of?

Text 2. Different Means of Travelling

1. Read the following small texts about different means of travelling and do the exercises below:

Trains

There are different kinds of trains: passenger trains, mail trains and goods trains. Mail trains carry mail, or post, that is letters, parcels, newspapers and magazines. Goods trains carry goods. Passenger trains carry passengers. Mail trains and passenger trains are usually combined: they have carriages for passengers and a special carriage or two for mail.

Passenger trains can be slow or fast. A slow train stops at every station. Fast trains have few stops: they stop only at very large stations.

There are local trains and long-distance trains. Local trains connect points situated not far away from each other, say, a hundred or two-three hundred kilometres. By a long-distance train you can travel very far – for thousands of kilometres. If you live in a large city, like Moscow or Beijing, you can go to the suburbs of the city by a suburban train.

Sometimes, when travelling a long distance, you have to change trains (or make a changing), that is get off one train and board another, if there is no through train to the place of your destination.

When you are travelling a long distance, it is very convenient to go by an overnight train. Overnight trains have sleeping accommodation: they usually have “corridor cars”, i. e. carriages with separate compartments (they are called sleeping cars, or sleepers). In each compartment there are two lower and two upper berths, on which you can sleep like in bed. Trains, which run by day, are called day coaches. You cannot sleep in these trains: they have only sitting accommodation: very comfortable soft armchairs.

2. Answer the following questions:

1. What are passenger trains, goods trains and mail trains?
2. What is a combined mail and passenger train?
3. What is the difference between slow and fast trains?
4. What is a non-stopping train? Does it mean that it never stops?
5. What places can you get to by a local train? By a long-distance train?

3	excess	8	take
4	passport	9	departure
5	hand	10	check

4. What do you call:

1. The place where you go when you arrive at the airport with your luggage?
2. The card they give you with the seat number on it?
3. The money you have to pay if your luggage is very heavy?
4. The place where you sit and have a drink when you are waiting for your flight to be called?
5. The bags you carry onto the plane with you?
6. The place above your head where you can put your hand luggage?
7. The part of the airport where the plane accelerates and takes off?
8. The people who look after you on the plane?
9. The part of the airport you walk through when you arrive or depart?
10. The place where you collect your luggage after you land?

5. Think about the whole experience of flying (from check-in to the time you leave the airport at your destination) and answer these questions. Discuss your answers with the partner:

1. What is the most interesting part, and what is the most boring part?
2. Where do you often have delays, and why?
3. Is there any part that frightens or worries you?
4. What do you usually do during most flights?
5. Do you always eat the food they give you?
6. What could improve flying and make the experience more interesting?

Discussing Different Means of Travelling

Alex: Personally I hate seeing people off. I prefer being seen off myself. I'm extremely fond of travelling and feel terribly envious of any friend who is going anywhere. I can't help feeling I should so much like to be in his place.

Bert: But what method of travelling do you prefer?

A.: For me there is nothing like travel by air; it is more comfortable, more convenient and of course far quicker than any other method. There is none of the dust and dirt of a railway or car journey, none of the trouble of changing from train to ship and then to another train. Besides, flying is a thrilling thing. Don't you agree?

B.: I think I should like to say a word or two for trains. With a train you have speed, comfort and pleasure combined. From the comfortable corner seat of a railway carriage you have a splendid view of the whole countryside. If you are hungry, you can have a meal in the dining-car; and if the journey is a long one you can have a wonderful bed in a sleeper. Besides, do you know any place that is more interesting than a big railway station? There is the movement and the excitement of people going away or waiting to meet friends. There is the crowd at

the booking-office getting tickets, the hungry and thirsty ones hurrying to the refreshment rooms before the train starts. No, really! Do you know a more exciting place than a big railway station?

Cecil: I do.

A.: And that is?

C.: A big seaport. For me there is no travel so fine as by boat. I love to feel the deck of the boat under my feet, to see the rise and fall of the waves, to feel the fresh wind blowing in my face and hear the cry of the sea gulls. And what excitement, too, there is in coming into the harbor and seeing round us all the ships, steamers, cargo-ships, sailing ships, rowing boats.

A.: Well, I suppose that's all right for those that like it, but not for me. I'm always seasick, especially when the sea is a little bit rough.

B.: I've heard that a good cure for seasickness is a small piece of dry bread.

A.: Maybe, but I think a better cure is a large piece of dry land.

David: Well, you may say what you like about airplane flights, sea voyages, railway journeys or tours by car, but give me a walking tour any time. What does the motorist see of the country? But the walker leaves the dull broad highway and goes along little winding lanes where cars can't go. He takes mountain paths through the heather; he wanders by the side of quiet lakes and through the shade of woods. He sees the real country, the wild flowers, the young birds in their nests, the deer in the forest; he feels the quietness and calm of nature. And besides you are saving your railway fare travelling on foot. No one can deny that walking is the cheapest method of travelling. So I say: a walking tour for me.

6. Discuss your favourite way of travelling with your partner.

Text 3. Cross-Cultural Understanding

1. Read the text carefully and complete the exercises below:

Peter is an experienced journalist. He travels a lot and deals with people from various countries. Now an interviewer asks him a few questions about cross-cultural understanding. Peter speaks about a few areas that are important for someone who plans to communicate across cultural frontier.

Interviewer: So if you meet someone from another country — perhaps a different culture — what do you need to think about?

Peter: Well, I always try to know something about the current political and economic situation in another country. I also try to find out a little about the infrastructure — I mean the telecommunications, the transport, that sort of thing.

Interviewer: And do you find out about the general background, basic information about the country?

Peter: The culture, yes. Certainly, the religion, the language — I try to learn a few polite phrases — the geography, maybe a little history. And how people live, what kind of culture it is, how people socialize, what food they eat, what drinks they have, their customs and traditions. All that is very important.

Interviewer: What about family life?

Peter: Yes, that too. How families live, if private life and business ever mix ... and also business customs and conventions. I don't want to be surprised by anything.

2. Complete as in the interview:

1. I always try to know something about the current ...
2. I also try to find out a little about ...
3. I try to learn a few ...
4. And how people live, what kind of culture ...
5. How families live, if private life...
6. I don't want ...

3. Work in pairs and fulfill the following tasks:

- a) Reproduce the interview.
- b) Act out a similar interview. Imagine that the interviewer is asking the interviewee about a certain country, its traditions and cross-cultural understanding.
- c) Agree or disagree with the following statements and substantiate your point of view:
 - Political and economic situation usually means stability, trends and outlook.
 - Infrastructure usually covers telecommunication, transport, education, public health.
 - When we speak of culture we mean people, their language, the way they live, arts, architecture, etc.

Text 4. Public Holidays in the United Kingdom

1. Read the text carefully and complete the exercises below:

Public holidays in the UK are commonly referred to as bank holidays. As the UK is a country made of four regions, official holidays in the UK depend on if you are in England, Wales, Scotland or Northern Ireland.

There are eight bank holidays in England and Wales: **New Year's Day** (January, 1), **Good Friday** (March or April), **Easter Monday** (March or April), **Early May bank holiday** – May Day (the first Monday of May), **Spring bank holiday** (the last Monday of May), **Late Summer bank holiday** (at the end of August), **Christmas Day** (December, 25) and **Boxing Day** (December, 26). When the usual date of a bank or public holiday falls on a Saturday or Sunday, a 'substitute day' is given, normally, the following Monday. Once upon a time everything shut on a bank holiday: offices, banks, shops, but nowadays many offices and shops remain open, only banks are not allowed to operate on bank holidays. The only day when most shops close in the UK is Christmas Day.

Christmas is celebrated on December 25th. Most people in the UK celebrate Christmas, even if they are not religious. Christmas is a family holiday and everyone decorates their houses with mistletoe, holly, ivy and colorful lights.

Christmas trees can be found in many city centres, with the most famous being the Norwegian tree in Trafalgar Square, London. Christmas carol services and nativity plays are popular. On Christmas Day, a special Christmas dinner or lunch is served during the middle of the day. The menu usually stays pretty traditional – roast turkey; potatoes and other vegetables such as carrots and parsnips; stuffing; puddings; gravy; mini sausages wrapped in bacon; and Brussels sprouts. Before the food is served, the breaking of the Christmas crackers is the usual tradition. Inside these wrapped tubes are paper crowns, small gift items and usually a joke. Following the meal is the Christmas pudding. A hot, dense dessert similar to a fruitcake, Christmas pudding often contains a variety of dried fruits and a sticky texture. Brandy is sometimes poured over it.

Later in the day, the Queen's Christmas message is broadcast on television and radio throughout England, the UK and the Commonwealth.

Boxing Day. The day after Christmas is called Boxing Day. It's believed to have been named after the "Christmas box" of money or gifts which employers used to give to servants and tradesmen. Today people give each other presents in boxes on this day. Most people spend the day with their families, going for a walk, watching sports or eating the Christmas leftovers.

On **New Year's Eve** on December 31st, it is traditional to celebrate midnight with friends or family and to sing "Auld Lang Syne", a folk song with words by the Scottish poet Robert Burns. The party can last well into New Year's Day (January, 1). In England, the largest celebrations take place in London, with fireworks exploding over the London Eye at midnight. Big Ben chimes at this time to ring in the New Year. Most of the crowds in London are gathered at Piccadilly Circus or Trafalgar Square. Many people make "New Year's resolutions", promising to achieve a goal or quit a bad habit in the coming year. But not all people celebrate the New Year in England; some ignore it completely and go to bed at the same time as usual.

In Scotland, the celebration of the New Year is called Hogmanay. There are big parties across the country with lots of music, dancing, food and fireworks – but Edinburgh hosts some of the biggest. "First footing" is considered very important. The first person to enter the house when New Year has begun must be a man, never a woman, and he must be dark-haired or with eyebrows which meet in the middle. Ideally he should be carrying a piece of coal, bread, and money or salt; these ensure that the household will enjoy warmth, food and wealth in the coming year.

Easter is a Christian holiday celebrating the resurrection of Jesus Christ. People celebrate Easter for four days: from Good Friday to Easter Monday. It is traditional to give each other chocolate eggs and eat "hot cross buns" (sweet buns with a cross design). Children decorate eggs or take part in Easter egg hunts. On the afternoon of Easter Sunday the famous Easter Parade can be seen in Battersea Park in London.

There are two Mondays in **May** and one Monday at the end of **August** when people have the day off work or school and spend some time outdoors enjoying

sunshine. In spite of the terrible British weather, many people use bank holidays to go away for a long weekend. This means that the museums and other public attractions – historic houses, zoos, sports centres, etc. remain open. Many families have picnics. There are numerous sports meetings, horse races and large fairs with swings, roundabouts, a Punch and Judy show.

There are many more events across the UK, throughout the year. Though they are not days off, many people celebrate them. Halloween (October, 31), Bonfire Night (November, 5), St. Valentine's Day (February, 14), St. Patrons' Days, Notting Hill Carnival, etc. are popular with the public.

2. Agree or disagree with the following statements:

1. There are ten bank holidays in England and Wales. 2. Christmas is celebrated only by religious families in the UK. 3. The menu of a special Christmas dinner or lunch usually stays pretty traditional. 4. The day after Christmas is called "Eating leftovers day". 5. In Scotland, the celebration of the New Year is called Hogmanay. 6. Ideally the first person to enter the house when New Year has begun should be carrying a bottle of whisky, bread, and a postcard. 7. Easter is celebrated for four days in Britain. 8. Many people decorate eggs or take part in Easter bunnies hunts. 9. There are two Mondays in May and one Monday at the end of August when people have the day off work or school and spend some time outdoors. 10. The British celebrate many more cultural events though they are not days off.

3. Put the right prepositions where necessary:

1. Everyone decorates their houses ... mistletoe, holly, ivy and colorful lights at Christmas. 2. ... Christmas Day, a special Christmas dinner or lunch is served during the middle ... the day. 3. The Queen's Christmas message is broadcast ... television and radio ... England, the UK and the Commonwealth. 4. It's believed to have been named ... the "Christmas box" of money or gifts. 5. ... England, the largest celebrations take place in London, with fireworks exploding ... the London Eye ... midnight. 6. People celebrate Easter ... different ways. 7. There are two Mondays ... May and one Monday ... the end ... August when people have the day off work or school. 8. There are many more events ... the UK, ... the year. 9. Halloween, Bonfire Night, St. Valentine's Day, St. Patrons' Days, Notting Hill Carnival, etc. are popular ... the public.

4. Work with a partner. Compare the ways of celebrating public holidays in your country and the United Kingdom.

Text 5. Kupalle

1. Read the text carefully and complete the exercises below:

There are ten public holidays in Belarus, which are observed nationwide and are official days off. Among them are New Year (January, 1), Catholic Christmas (December, 25), Orthodox Christmas (January, 7), International Women's Day

(March, 8), Catholic and Orthodox Easter, Radunitsa (commemoration day of the dead on the 9th day after Easter), Labour Day (May, 1), Victory Day (May, 9), Independence Day (July, 3), October Revolution Day (November, 7). But Belarusian people remember not only the great battles and fights: the traditions and customs of our ancestors are also kept in people's memory. Some of them are even included in the UNESCO World Heritage list. Certainly, nowadays, when most people live in big cities, old traditions are not so widespread. Still there is a tendency to revive old customs, especially if they are connected with positive emotions, enjoyable time, and bright impressions.

Perhaps, the most ancient and loved pagan holiday in contemporary Belarus is Kupalle.

Kupalle is associated with numerous legends and myths. Now it is celebrated on the night of July, 7 in accordance with the Orthodox calendar. But the ancestors of modern Belarusians celebrated the Midsummer Day on June, 23. They believed that on the night before that day witches, sorcerers and ghosts roamed the earth trying to do harm to people. It was also believed that on Kupalle night the fern had a glowing flower – “Paparac-kvetka”. The lucky couple that would find it would live happily and would be able to foresee the future. No wonder that a lot of young boys and girls spent hours in search for the fern-flower in blossom, which was also a symbol of love.

The central part in Kupalle celebration was lighting bonfires. During the day young men would prepare the place to start the fire. They would go around the village collecting old things – clothes, broken barrels – and would take them out to the chosen place. Usually it would be a meadow, a forest glade or a bank of the river. The oiled wooden wheel would be set on the fire to symbolize the sun. Jumping over the fire when it is burning low, as well as bathing in a river or lake were supposed to be the acts of purification. People also performed traditional dances “karagods” (round dance), sang folk songs and competed in strength.

A popular type of magic practiced on Kupalle night was fortune telling. The girls would put their wreaths on the water and let the river carry them. The boy who fished the wreath out of the water would be that girl's fiancé. It was also the best time to gather herbs and to prepare love potions.

The holiday of Kupalle has been widely featured in the Belarusian literature and works of art. It lives on the Belarusian soil as a reminder of our past and our hope for a better future. Today, these festivities are a mix of ancient traditions and rituals, theatrical performances and games.

2. Say whether the following statements are true or false according to the text:

1. The ancient Belarusians celebrated the Midsummer Day on June, 23.
2. A lot of young boys and girls spent hours at Kupalle night in search for the fern-flower in blossom, which was also a symbol of love.
3. Jumping over the fire when it is burning high, as well as bathing in a river or lake were supposed to be the signs of revelry and strength.

4. Kupalle was also the best time to gather herbs and to prepare love potions.

Text 6. Wales' Great Bardic Festival

1. Read the text carefully and complete the exercises below:

Perhaps no country in the world has a greater love of music and poetry than the people of Wales. This country is often referred to as “the land of song”, and is notable for its harpists, male choirs, and solo artists. You could hardly find a town in Wales, however small, that hasn't a choir. The choir will gather almost every night for practice, for they are preparing for the Eisteddfod – the principal Welsh festival of music and poetry.

The National Eisteddfod is traditionally held in the first week of August and the competitions are in the Welsh language. This ancient festival of music, singing and the spoken word has a virtually continuous heritage, dating back to 1176. That was when Lord Rhys of Cardigan Castle invited poets and musicians from all over the country to compete for a chair at his high table. But the Eisteddfod held in 1176 wasn't the grand, public, national event that the Royal National Eisteddfod is today.

The festival has a quasi-druidic flavour, with the main literary prizes for poetry and prose being awarded in colourful and dramatic ceremonies under the auspices of the Gorsedd of Bards of the Island of Britain. The ceremony is taken very seriously, and an award of a crown or a chair for poetry is a great honour. The Chairing and Crowning ceremonies are the highlights of the week, and are presided over by the Archdruid.

If no stone circle is there already, one is created out of Gorsedd stones, usually taken from the local area. These stone circles are icons all across Wales and signify the Eisteddfod having visited a community. The fact that the Eisteddfod moves from North to South Wales from town to town each year gives people from over the country the opportunity at some time in their lives to attend the event. The venue for each National Eisteddfod is officially proclaimed a year in advance, at which time the themes and texts for the competitions are published. The organization for the location will have begun a year or more earlier, and locations are generally known two or three years ahead.

One of the most dramatic events in Eisteddfod history was the award of the 1917 chair to the poet Ellis Humphrey Evans, bardic name HeddWyn, for the poem *YrArwr* (The Hero). The winner was announced, and the crowd waited for the winner to stand up to accept the traditional congratulations before the chairing ceremony, but no winner appeared. It was then announced that HeddWyn had been killed the previous month on the battlefield in Belgium. These events were portrayed in the Academy Award nominated film *HeddWyn*. The 1940 Eisteddfod was not held in the traditional sense, due to fears that it would become the target of bombing during the Second World War. Instead, an Eisteddfod Radio programme was aired on the BBC and the Chair, Crown and a Literature Medal (as opposed to the usual Prose Medal) were awarded.

There is little doubt that events like the National Eisteddfod and the myriad of smaller eisteddfods throughout Wales play an important part in maintaining the traditions of Welsh culture and in promoting their further development. After all, when the English talk of “the National” they mean a horserace, but when the Welsh talk of “the National” they mean a festival of arts.

2. Do you think the following statements are true or false? Discuss your answers in pairs:

1. Wales is often referred to as “the land of song”.
2. You can't find a town in Wales, however small, that doesn't have a choir.
3. The Eisteddfod is the principal Welsh festival of music, and it is traditionally held in the first week of September each year.
4. This is a modern festival of music, which has a virtually continuous cultural heritage.
5. The festival has a quasi-druidic flavour, with the main literary prizes being awarded in colourful and dramatic ceremonies.
6. The ceremony isn't taken very seriously, and an award of a crown or a chair for poetry is a great disappointment.
7. The venue for each National Eisteddfod is officially proclaimed a week in advance.
8. The 1940 Eisteddfod was not held in the traditional sense, because of bombing during the Second World War.

3. What musical festivals are held in your country? Speak about one of the festivals which takes place in your country; don't forget to mention its date, venue, history, customs and traditions, and famous people who participated in its development.

Unit V. Studying Abroad: a Life-Challenging Experience

Text 1. The Belarusian State University of Culture and Arts

1. Read the text and get ready to speak on the topic “The Belarusian State University of Culture and Arts”:

The Belarusian State University of Culture and Arts is the leading institution of higher education in the sphere of culture in Belarus. The University keeps its doors open to all those who are interested in world and Belarusian national culture and arts, to those who are ready to devote their lives to rebirth, preservation and development of Belarusian national culture.

The Minsk Institute of Culture was set up in September, 1975, and originally it had two faculties. Today it consists of four faculties:

- The Faculty of Culture Studies and Social and Cultural Activity;
- The Faculty of Information and Document Communications;
- The Faculty of Performing Arts;
- The Faculty of Visual and Decorative Arts;

Nowadays the University has a multi-level system of education: College – University – Master’s course – Postgraduate course. More than 3,000 students and 200 Master students get education at the University. The curricula of all faculties cover such subjects as “National History”, “History of National Culture”, “Belarusian Language and Literature”, “Ethnography”, “History of Belarusian Art”, “Foreign Languages”, “Philosophy” etc. Students from Russia, China and other countries study here.

The teaching staff includes more than 300 lecturers, half of which have academic degrees and honorary titles. The university lecturers have made a great contribution to the development of Belarusian culture. Since the foundation of the University a lot of articles, monographs, course books and textbooks have been published here. In 1989, a postgraduate course was established.

The University has contacts with institutions of higher education in Russia, Ukraine, Kazakhstan, the Baltic states, Germany, Poland, China and the USA.

The University has a good library and a comfortable reading room where students can borrow necessary textbooks and get ready for lectures. The stock of university library numbers more than a million books, documents, printed music, periodicals and electronic editions in Belarusian, Russian, English, German, French, Spanish and other languages. The library is free of charge for all the patrons.

The University popularizes Belarusian folklore and traditions. At the University there are a number of artistic groups well-known in our country and abroad. Our students take an active part in the social life of the University. They organize concerts, festivals, contests, meetings, excursions and sport competitions.

The University has its own art gallery. The main mission of the gallery is to help young talented artists.

2. Complete the following sentences:

1. The Minsk Institute of Culture was set up in
2. ... of all faculties cover a lot of different subjects.
3. The teaching ... includes more than 300 lecturers.
4. Since the foundation of the University a lot of ... have been published here.
5. The students can ... necessary textbooks from
6. Our students ... in the social life of the University.

3. Find the pairs of words with the close meaning:

to study, institution, to maintain, to train, patron, to graduate from, establishment, a number of, user, sphere, to teach, contest, to publish, comfortable, a lot of, to cover, to finish, to be set up, field, to print, to include, to be founded, cosy, competition, to support, to learn

4. Answer the questions:

1. Is the Belarusian State University of Culture and Arts one of the leading in the sphere of culture in our country?
2. Can you name the faculties of our University?
3. What multi-level system of education does our University have?
4. What subjects do the curricula of all specializations cover?
5. Does the University maintain contacts with institutions of higher education in other countries? What are these countries?
6. How many books does the stock of university library number?
7. What kind of editions can the students borrow from the library?
8. Can you prove that students' life at our University is interesting?

5. Write down the English the names of the subjects from your timetable and be ready to speak about your favorite one.

6. Work in pairs. Imagine that a Master student of our University is giving an interview to a foreign journalist.

Text 2. An International Relationship

1. Read the text and get ready to discuss it:

Sachiko is a 22-year-old Japanese student who is spending her senior year at an American university in Los Angeles. She has met a special man named Amir. Her diary will tell you what she is trying to decide.

Dear Diary,

Tonight Amir asked me to marry him! I knew he would. I love him so much. It is hard to believe that we have known each other for only eight months.

But as much as I love him, I don't know what to do. My parents would be angry with me for marrying a man from India. They want me to marry only a Japanese man. My mother has told me that good Japanese marry only Japanese.

And that is not all. There are so many other problems. I mean, where would we live? I think it would be very hard for me to live in India. Would I fit into Indian society? I don't speak any Indian languages. I would have a difficult time finding a job. And I don't want to be just a housewife. That's for sure.

I don't think Amir would fit in to Japanese society, either. He doesn't speak Japanese. It would be impossible for him to find a job in Japan. Besides, he doesn't even like Japanese food!

Maybe we could stay in the United States. Both of us will finish our studies in May.

I wonder if we could get work visas here. That might be difficult. But even if we could stay here, I don't know if I want to live away from Japan. I would miss my family and friends.

And what about our children? Children of mixed marriages might have a difficult time. Would they be Japanese? Indian? What? It is all so confusing.

The more I write to you, dear diary, the more problems I see. I know that marriage is difficult. More and more marriages end in divorce. And I think that international marriages are even more difficult!

Oh, I am SO confused!

2. Find out what other people think on the subject. Which opinions do you agree with? Why?

1. They shouldn't make a decision about marriage right now. They should visit each other's country. There is a lot of time to think about what to do.

2. She should marry Amir and live in the USA. That's fair for both of them. And they could visit their home countries sometimes.

3. She should marry Amir and try living in India. It could be a really good experience for her.

4. Sachiko should break up with Amir. There are too many problems to continue the relationship.

5. She should marry Amir and live in Japan. More and more foreign people are living in Japan now, so Amir will be accepted.

3. Write down at least three advantages and three problems of an international marriage.

Text 3. Higher Education in the United Kingdom

1. Read the text and get ready to discuss it and speak on the topic:

The British higher **educational system** includes universities, colleges of higher education and advanced courses of further education. All British Universities are independent institutions. It means that they are **independent** and autonomous, but they all receive financial support from the state.

There are several categories of universities in the UK, for example:

Ancient universities – the six universities founded before 1800;

Red Brick Universities – large civic universities chartered at the end of the 19th – the beginning of the 20th century before World War II;

Plate Glass universities – universities chartered after 1966 (formerly described as the “new universities”);

The Open University – the UK’s “open to all” distance learning university established in 1968;

New Universities – post-1992 universities formed from Polytechnics or Colleges of Higher Education.

The ancient universities are: the University of Oxford (1096) and the University of Cambridge (1209) in England, the University of St Andrews (1413), the University of Glasgow (1451), the University of Aberdeen (1495), and the University of Edinburgh (1582) in Scotland.

Oxford and Cambridge Universities were founded in the Middle Ages. So they are the oldest, the most **prestigious** and privileged universities in the UK. Many **prominent** men and members of the Royal family were educated there. Each **college** has its own name, **symbols and traditions**. For centuries Oxbridge Universities were only for men. Nowadays almost all colleges are mixed. Oxbridge Universities are known for their specific system of education, called the **tutorial system**. It means that each student has a **tutor**, who directs the student’s work, gives **personal instructions** and keeps an eye on his progress. Every week the tutor and his student meet to discuss the work they have done, to criticize it in details and to set the next week’s work. These weekly meetings are called tutorials.

The University of London was founded in 1836 as an examining and degree-giving body. Teaching functions were added in 1898. It comprised at first University College and King’s College. It is now the largest university in Britain.

“Red Brick University” is a term originally used to refer to civic universities founded in the **major industrial cities** of England (Birmingham, Manchester, Leeds, Sheffield, Bristol, Liverpool). Red Brick universities were founded as a respond to the great demand for educated people. These institutions served the needs of their cities and the area around them. They were based on the **mass lecture system**.

The term “Plate Glass university” refers to a group of universities set up in the United Kingdom during the mid-20th century.

The most revolutionary development in university education was the **establishment** of the Open University in 1968. The Open University **provides** every person in Britain with the **opportunity** to study for a degree without leaving their home.

The **admission** to the Universities is by **examinations** or **interviews**. It looks like that: two or three months before leaving school, **applicants** fill in the form, putting down the name of 5 Universities in the order of preference. The copies of the form are sent to the Universities for examining and discussing the **achievements** of the school-leavers during school years by the authorities. The results of **out-of-school activities** and the references of teachers and school **headmasters** are taken into account. The final decision depends on the A-level

results. On the basis of all this, applicants are sent a rejection or an offer. In their turn, **applicants** must accept or refuse the offer within 72 hours. Sometimes applicants get offers from several universities and they may choose. Some universities require applicants to sit for a competitive entrance examination.

Most university courses last three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. When they finish **the course** and pass their examinations, they receive a degree. This can be a BA (Bachelor of Arts) or a BSc (Bachelor of Science).

When you complete your first degree, you are a **graduate**. Some students then go on to do a **postgraduate course**. These students are postgraduates and they often study for an MA (Master of Arts) or an MSc (Master of Science) usually one year or a PhD (Doctor of Philosophy); at least three years.

2. Answer the following questions:

1. What types of educational establishments does the British higher educational system include?
2. Are all British Universities private or state institutions?
3. When were Oxford and Cambridge founded?
4. Is it true that many prominent men and members of the Royal family were educated in Oxbridge?
5. Oxbridge Universities are only for men, aren't they?
6. What are the tutor's duties?
7. How often do the tutor and his student meet?
8. When were Redbrick Universities founded? What was the purpose of their foundation?
9. What does the term Open University mean?
10. When was it set up?
11. Are the students in Great Britain called undergraduates while they are studying for their first degree?
12. How long do most university courses last?
13. What do the students receive when they finish the course and pass their examinations?

3. Make the reports about each category of British universities.

4. Make up your own sentences using the words in bold.

5. Go through the text and give a brief summary according to your plan. Memorize the indicated words and use them in your summary.

Text 4. Oxbridge

1. Read the following text and get ready to speak about the peculiar features of the education at Oxbridge:

Oxford and Cambridge are the oldest and most prestigious universities in Great Britain. They are often called collectively Oxbridge to denote an elitarian education. Both universities are independent, only very rich and aristocratic families can afford to send their sons and daughters to these universities. Mostly they are former public schools leavers. The tutorial is the basic model of instruction at Oxford and Cambridge, with lectures as optional extras.

The normal length of the degree course is three years. Some courses, such as languages or medicine, may be one or two years longer. The students may work for other degrees as well. The degrees are awarded at public degree ceremonies. Oxford and Cambridge cling to their traditions, such as the use of Latin at degree ceremonies. Full academic dress is worn at examinations.

Oxford and Cambridge universities consist of a number of colleges. Each college has its name, its coat of arms. Each college is governed by a Master. The larger ones have more than 400 members; the smallest colleges have less than 30 students. Within the college one will normally find a chapel, a dining hall, a library, rooms for undergraduates, fellows and the master, and also rooms for teaching purposes.

Oxford is the second largest university in Britain, after London University. The town of Oxford was first mentioned in the Anglo-Saxon Chronicle in 911 A.D. It grew rapidly from 1167 when Henry II banned English students from attending the University of Paris.

There are now twenty-four colleges for men, five for women, and other five which have both men and women members, many from overseas studying for higher degrees. Among the oldest colleges are University College, All Souls and Christ Church.

Cambridge University started during the 13th century. In 1209, scholars taking refuge from hostile townsmen in Oxford migrated to Cambridge and settled there. By 1226 the scholars were numerous enough to arrange regular courses of study, taught by their own members. Now Cambridge University has more than 30 colleges, and also includes the Cavendish Laboratory, King's College Chapel, and the Cambridge University Library. The oldest college is Peterhouse, which was founded in 1284, and the most recent is Robinson College, which was opened in 1977. The most famous is probably King's College because of its magnificent chapel, the largest and the beautiful building in Cambridge and the most perfect example left of English 15th-century architecture. Its choir of boys and undergraduates is also well known.

The university was only for men until 1871, when the first women's college was opened. In the 1970s, most colleges opened their doors to both men and women. Almost all colleges are now mixed.

Both Oxford and Cambridge universities have over a hundred societies and clubs, enough for every interest one could imagine. Sport takes an important part of students' life at Oxbridge.

2. Answer the following questions:

1. What interesting facts about Oxford and Cambridge have you learnt from the text?
2. When was the town of Oxford first mentioned?
3. Is Oxford a university for men or for women?
4. When was Cambridge University opened?
5. What is the oldest college in Cambridge?
6. Are Cambridge colleges mixed now?
7. What is the largest university in Britain?
8. What is the normal course of studies for a degree?
9. What language is used at degree ceremonies at Oxbridge?

3. Work in pairs. Make up dialogues, imagining that one of you is a Master student from Oxbridge and the other is a Master student from BSUCA. Discuss structure, methods of teaching, etc.

4. Prepare an essay and make a power point presentation about the university where you got your Bachelor degree.

Text 5. Students' Life

1. Read the text and get ready to speak on the topic "Students' Life":

In the English language the word "student" means anyone who is learning, or someone who attends an educational institution. I understand perfectly well that knowledge is socially demanded and needed nowadays. Higher education gives us more opportunities for our future career.

Last summer I made up my mind to become a Master-student of the Belarusian State University of Culture and Arts. So now I am doing a postgraduate course here. My dream has come true.

I live in a student dormitory (I rent a flat). I share my room with one other student. My working day begins early. The alarm clock wakes me up at 6.30. I open the window to air the room, and make my bed. Morning exercises and a quick shower, tasty breakfast and a cup of fresh coffee help me to wake up and restore an optimistic approach to life.

My typical day doesn't differ much from that of any other student or Master student: lectures, seminars, household duties, shopping, etc. As a rule I go to the University by bus (trolley-bus, tram, underground, on foot). It takes me 30 minutes to get there. I come to the University a few minutes before 8. I take off my coat and leave it in the cloak-room. Then I go to the time-table and then to the classroom.

According to our timetable we have three classes every day. Usually our studies are interesting and informative, very rarely boring or disappointing. The classroom atmosphere is usually friendly, enjoyable and non-stressful. Our lecturers and tutors are real professionals.

Good education means a good start in life, so I try to do my best and learn a lot while I am here. I try to take notes of every lecture which contains useful and interesting information and work hard at the seminars. Of course I have some problems from time to time. But I understand that the best way to avoid any problems is to plan the time and to organize the work.

Before or after classes, as well as during the breaks I have a chance to listen to music, go to the library, have a snack at the canteen, or have a chat with my group mates about sport news, cultural and political events.

When my classes are over I often stay at the University to take part in some out-of-class activities or go home to have a meal and to rest. In the evening when I am through with my lessons I like reading, watching TV, dancing, surfing the Internet, going out with my friends or just doing nothing. I go to bed at about 11 p.m.

This is a typical day of mine. Of course, my studies take a lot of time and effort, but I try to make my student life more enjoyable by taking part in extracurricular activities. At the University we have the opportunity to go in for different sports. I adore socializing with my friends: going to the cinemas and theatres, dancing and shopping. We usually have merry parties at New Year and other holidays. It is a good tradition at the University of Culture and Arts to arrange meetings with famous artists, actors, musicians, stage directors and other celebrities.

2. Match the words to make up the phrases according to the text:

- | | |
|----------------|-----------------|
| 1. an approach | a) work |
| 2. tasty | b) education |
| 3. to discover | c) clock |
| 4. to avoid | d) one's mind |
| 5. to come | e) new horizons |
| 6. to make up | f) problems |
| 7. to arrange | g) true |
| 8. alarm | h) breakfast |
| 9. volunteer | i) meetings |
| 10. higher | j) to life |

3. Put the appropriate word or phrase in the spaces below:

differ, our classes, the best way, the cloak-room, successfully, knowledge, discover, other, real professionals

- 1.... is socially demanded and needed nowadays.
2. I passed my entrance examinations
3. My typical day doesn't ... much from that of any ... student.
4. As usual ... are interesting and informative.
5. Our lecturers are
6. I leave my coat in
7. ... to avoid problems while studying is to plan the time.

4. Make example sentences or a short story, using the following words and phrases:

It's my firm belief
to make up one's mind to do smth.
to do one's best
to pass entrance exams
to fail exams
to avoid
household duties
alarm-clock
to work hard
to have a chance

5. Answer the questions with a partner:

1. What does the English word "student" mean?
2. Do you live in a student dormitory or do you rent a flat?
3. When does your working day begin?
4. How do you go to the University?
5. How long does it take you?
6. What information can you get from your timetable?
7. What time do you come home after your studies?
8. Do you go to bed early?

6. Make a list of the advantages and disadvantages of being a Master student and discuss them with your group mates.

Text 6. Students' Life at Oxford

1. Read the following text and get ready to speak about the peculiarities of the students' life at Oxford:

What is it like, being a student at Oxford? Students are selected on the basis of their results in the national examinations or the special Oxford entrance examination. There are many applicants, and nobody can get a place by paying a fee. Successful candidates are admitted to a specified college of the university: that will be their home for the next three years and for longer if they are admitted to study for a postgraduate degree. They will be mostly taught by tutors from their own college.

Teaching is pleasantly informal and personal; a typical undergraduate (apart from those in the natural sciences who spend all day in the laboratories) will spend an hour a week with his or her 'tutor', perhaps in the company of one other student. Each of them will have to write an essay for the tutor, which serves as the basis for discussion, argument, the exposition of ideas and academic methods. At the end of the hour the students go away with a new essay title and a list of books that might be helpful in preparing for the essay.

Other kinds of teaching such as lectures and seminars are normally optional: popular lecturers can attract audiences from several faculties, while others may find themselves speaking to two or three loyal students or maybe to none at all. So, in theory, if you are good at reading, thinking and writing quickly, you can spend five days out of seven being idle: sleeping, taking part in sports, in student clubs, in acting and singing, in arguing, drinking, having parties. In practice, most students of Oxford are enthusiastic about the academic life, and many of the more conscientious ones work for days at each essay, sometime sitting up through the night with a wet towel round their heads.

At the end of three years, all students face a dreadful ordeal, "Finals", the final examinations. The victims are obliged to dress up for the occasion in black and white, an old-fashioned ritual that may help to calm the nerves. They crowd into the huge, bleak examination building and sit for three hours writing what they hope is beautiful prose on half-remembered or strangely forgotten subjects. In the afternoon they assemble for another three hours of writing. After four or five days of this torture they emerge, blinking into the sunlight, and stagger off for the biggest party of them all.

Postgraduates (often just called graduates) are mostly busy with research for their theses, and they spend days in their college libraries or in the richly endowed, 400-year-old Bodleian library.

2. Answer the following questions:

1. Is Oxford a state university or a private one?
2. There are many applicants at Oxford University, aren't there?
3. What is the period of study for undergraduate students?
4. Who teaches students at Oxford?
5. Is teaching pleasantly informal and personal?
6. What serves as the basis for discussion, argument, the exposition of ideas and academic methods?
7. What can you say about other kinds of teaching such as lectures and seminars?
8. Are most students at Oxford enthusiastic about the academic life?
9. When do all students face the final examinations?
10. Postgraduates are mostly busy with research for their theses, aren't they?

3. Compare students' life at Oxford, BSUCA and the university that you have graduated from. Do you find more differences or similarities?

4. Speak about your Master students' life at BSUCA. What do you mostly like and dislike about it?

Text 7. Why Learn English?

1. Read the text and get ready to discuss it:

Jin Lee has studied English for a long time. So, how does he feel about learning English?

I am a fourth-year student at a good university in Korea. I will graduate in four months and take a job with a company in a small town near Seoul. I have spent almost ten years learning English. And let me tell you, it has been a waste of time.

To begin with, I will probably never use English in my work. My job will be with a taxi company. Everyone speaks Korean. The owner of the company is Korean and all the employees are Korean too. The taxi drivers themselves do not need to speak English because there are very few foreign visitors in our small town.

I don't need English in my free time, either. If I want to read about what is happening in foreign countries, I can read Korean newspapers and magazines. I can learn all about other countries by reading in my native language, not English.

And of course all the television stations carry international stories, so I don't have to watch the news in English in order to understand what is happening in the world.

I think of the many hours, days, weeks, even years that I spent in school and at home studying English. Just think of what else I could have studied instead of English. I could have studied more history, so that I could understand my country better. Or I could have read more literature, to help me understand the great writers of my country.

Instead, I spent so much time studying English. And for what reason? So I could pass examinations? What a terrible waste of time. I really can't understand why people need to study English for so many years.

2. Find out what other people think on the subject. Which opinions do you agree with? Why?

1. English is the most important international language. We should all study it until we're good at it, even if it takes several years.

2. If you need English for work or travel, you should learn it. But not everybody needs to learn it – for a lot of people, it's just a waste of time and energy.

3. You may not need English now, but who knows? You might need it in the future. So, it's better to be prepared.

4. Learning a foreign language is important, but it doesn't have to be English. Other languages are important too, especially the languages of neighboring countries.

5. We should study English but not for so long. The people who really need it can continue to study it if they want.

3. Here are some reasons for learning English. Can you think of an argument against each reason? Write your arguments down and discuss them with your group mates:

- If you know English, you can travel anywhere.

- You can watch American and British films.
- English is the language for computers.
- You can get a good job.
- You can have international friends.

4. What is your reason for learning English?

5. Read the following quotations and choose one or more you like most of all. What do you think the authors mean by these statements? Use them in the situations of your own:

1. Language is the dress of thought (Samuel Johnson, British lexicographer, poet, writer, and critic, 1709-1784).

2. The English language is like a woman's wardrobe – full of things she can't use, and yet the one thing she needs she can't find (Will Stanton).

3. Every quotation contributes something to the stability or enlargement of the language (Samuel Johnson).

4. Language is only the instrument of science, and words are but the signs of ideas. (Samuel Johnson)

5. The British and Americans are divided by a common language. (George Bernard Shaw)

6. The Americans are identical to the British in all respects except, of course, language. (Oscar Wilde)

6. Make up short conversations using the following questions:

- 1) How does language influence our perception of the world?
- 2) What images are in your mind when you hear the word 'English'?
- 3) Do other people in your family speak English?
- 4) How would you compare your native language with English? Does your language have words adopted from English?
- 5) What is your favourite word in English, and why?
- 6) Do you think English is more or less difficult than your language?
- 7) How can the English language help you advance in your career?
- 8) Should everyone learn English?
- 9) Why is English so important?
- 10) Is English important for an individual in your country?
- 11) How many languages do you speak?
- 12) What other languages would you like to learn?
- 13) Has English improved your life?
- 14) What are the things you like most and least about English?
- 15) Do you think English will completely dominate over all the other languages in the future?

7. Study the following information:

A Using 'the'

Most names of countries are used without 'the', but some countries and other names have 'the' before them, e.g. *The United States / US(A), The United Kingdom / UK, The Netherlands, The Philippines.*

B Suffixes of adjectives referring to countries and languages

-ish: British, Danish, Flemish, Irish, Polish, Spanish, Turkish

-(i)an: American, Australian, Belarusian, Canadian, Russian

-ese: Chinese, Japanese, Portuguese, Vietnamese

-i: Iraqi, Israeli, Kuwaiti, Pakistani, Yemeni

-ic: Arabic, Icelandic, Slavonic

Some adjectives are worth learning separately, e.g. *Cypriot, Dutch, Greek, Swiss, Thai.*

C Nationalities

Some nationalities and cultural identities have nouns for referring to people, e.g. a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab. In most cases we can use the adjective as a noun, e.g. a German, an Italian, a Belgian, a Catalan, a Greek, an African, a European. Some need woman / man / person added to them (you can't say 'a Dutch'), so if you have doubts, use them, e.g. a Dutch man, a French woman, an Irish person, an Icelandic man.

D People and races

People belong to *ethnic groups* and *regional groups* such as *Afro-Caribbeans, Asians* and *Latin Americans*. What are you? (e.g. *North African, Southern African, European, Melanesian*).

They speak *dialects* as well as languages. Everyone has a *native language* or *first language*; many have second and third languages. Some people are expert in more than one language and are bilingual or multilingual.

8. Give the following passage an appropriate title and summarise it in about 50 words:

The first census of the United States, taken in 1790, showed that 90% of the four million inhabitants were descendants of English colonists. They, therefore, spoke the language of England, which takes its name from the Anglo-Saxons, who arrived in the Celtic-speaking British Isles from northern Europe between the 4th and 7th centuries A.D. The Anglo-Saxons spoke a Germanic language, which forms the basis for modern English. It was modified by the arrival of two other groups. Norse-speaking Vikings from Scandinavia came between the 8th and 11th centuries, and their Norse language, related to Anglo-Saxon, enriched English vocabulary. Then, in 1066, French-speaking Normans conquered England. For the next three hundred years three languages co-existed. The aristocracy spoke French, the ordinary people spoke English, while Latin was used in the Church. The English that came to the American colonies in the 17th century had evolved from the mingling of these three tongues.

9. Study some interesting facts about English:

The English language spread with the growth of the British empire, becoming the dominant language in Canada, the United States, New Zealand and Australia.

The growing global influence of the US has further increased the spread of English.

Today English is probably the most widely spoken language in the world, with many people learning it as a second or foreign language. It is estimated that there could be as many as 1.5 billion total English speakers worldwide.

With over 800 million native speakers, Chinese Mandarin is the most spoken native language, followed by Spanish and English.

The countries with the highest population of native English speakers are the US, UK, Canada and Australia.

English is one of six official languages of the United Nations, as well as French, Russian, Spanish, Arabic and Chinese Mandarin.

English has a huge vocabulary, with over 250,000 different words listed in the Oxford English dictionary.

No language has more synonyms than English does.

French was the official language of England for over 600 years.

English incorporates words from a large number of different languages. Many of these words have French, Old Norse or Dutch origin.

Many scientific words used in the English language come from Latin or Greek.

English is written in the Latin alphabet (also known as the Roman alphabet).

More than 375 million people use English as their first language.

More than 75% of world's mail and documents are typed in English.

English is the medium for 80% of the information stored in the world's computers.

All pilots on international flights identify themselves in English.

The most common letters in English are r s t l n e.

A dot over the letter "i" is called a tittle.

The sentence "the quick brown fox jumps over the lazy dog" uses every letter in the alphabet.

"I am" is the shortest complete sentence in the English language.

The word "set" has more definitions than any other word in the English language.

The longest one-syllable word in the English language is "screached".

No word in the English language rhymes with month, orange, silver, and purple.

There is a seven-letter word in the English language that contains 10 words without rearranging any of its letters, "therein" – the, there, he, in, rein, her, here, ere, herein, therein.

"Stewardesses" is the longest word that is typed with only the left hand.

The word "goodbye" came and from the words "god bye" used in Old English which used to mean that "god be with you".

Text 8. The Only Gadget You'll Ever Need

1. Read the text and get ready to discuss it.

Nowadays you can make voice calls, send text messages, take photos and record videoclips with most mobile phones. However the latest phones can do much more than that. With new generation phones you can do many things that you normally do on a computer. For example, you can access the Internet and send and receive e-mails. On some models you can even type letters and download them onto your computer in order to print them.

You can download songs from the Internet and play them on your phone, and you can also listen to the radio.

It's also possible to download videos, for example episodes of your favourite TV programmes or the highlights of a football match. The most recent phones actually allow you to watch TV so you never need to miss your favourite programmes.

Mobile phone manufacturers are hoping that in the future a mobile phone is the only gadget you'll ever need!

2. What can you do with your phone?

- download songs
- make coffee
- watch TV
- listen to the radio
- send and receive e-mails
- record TV programmes
- access the Internet
- print letters
- download videos
- play music

3. Try to write the following text messages in normal English:

- WHERE RU?
- DO U WNT 2 GO OUT 2NITE?
- W8 4 ME@ THE PRK
- THX 4 YR TXT MSG
- CU L8R

Unit VI. Professional Excellence and Career Advancement

Art as a career

1. Answer the questions.

1. How many forms of art can you name?
2. What is your favorite form of art? Why?
3. Which art form(s) do you like the least? Why?
4. What kind of art is your country famous for?
5. Are you in any way artistic?
6. Are you fond of literature / poetry / ballet / sculpture?
7. Do you have a favorite actor / painter / artist / sculptor?
8. How often do you go to museums / exhibitions / art galleries?
9. When did you visit a theatre performance / concert hall / opera last?
10. Do you ever read novels / plays?
11. What films do you prefer?
12. Do you enjoy taking photographs?
13. Do you own any interesting pieces of art or would you like to? What sort of art would you buy/collect?
14. Which artists from your country are most well-known internationally? Do you think their fame is justified?
15. Are there any artists from your country who should be more well-known?

2. Scan the article [<https://graffitiknowhow.com/is-graffiti-art-or-vandalism/>] and answer the questions.

1. What is art?
2. Why is art important? Does art change the way you think or feel?
3. What do you think about contemporary art?
4. Do you think graffiti is art? Why or why not?
5. Do you agree with this statement? Graffiti is a form of art; a form of expressing one's mind.
6. Is graffiti legal / illegal in your native country?

3. Look at the most famous works of one of the English graffiti artist [<https://www.artbanksy.com/famous-artworks.html>], who has been exhibiting street art and graffiti since the late 1980s and whose art is characterized by a distinctive style of stenciling and often focuses on political and ethical themes.

Answer the questions below.

1. Would you like to see the Banksy exhibition?
2. Do you find Banksy's paintings funny / artistic / amazing / ugly / unattractive / frightening / interesting / original?
3. Do you think Banksy's paintings are art or vandalism? Why?

4. Use the link

[<https://www.esolcourses.com/content/lifeintheuk/london/madame-tussauds/madame-tussauds-lesson-activities.html>] **to learn about one of the major tourist attractions in London**, which is Madame Tussaud's wax museum where you can see waxworks of historical and royal figures, celebrities and sports stars. **Watch the video and practice listening for specific information.**

5. How much do you know about art? Do you think you are an art expert? Test your knowledge of the greatest works of art, art movements and the most talented artists of all time.

<https://www.beano.com/posts/the-ultimate-art-quiz>

<https://www.buzzfeed.com/marthaharrietlewis/can-you-pass-this-art-trivia-quiz-e8n3cv9n1w>

Dancing as a self-expression of the personality

1. Answer the questions.

1. Are you fond of dancing? Would you say that you enjoy dancing or is it an embarrassing torture?
2. Did you like dancing when you were a child? Do you have any early memories of dancing?
3. Do you prefer to dance yourself or to look at people dancing?
4. Do you prefer dancing alone or with other people?
5. Can you dance well? Are you good at dancing?
6. How often do you dance? When did you dance last?
7. Do you agree that dancing is the best way to exercise?
8. Did you dance at school discos / at your friends' parties? Are you fond of dancing at clubs and discos? Can you dance all night long?
9. What dances from other countries do you like?
10. How important is dancing in your culture?

2. Listen to the recording "Dancing"

<https://listenaminute.com/d/dancing.html> **and answer the questions.**

1. Is dancing important to the speaker?
2. Where does the speaker like to dance?
3. Did the speaker learn to dance when he was a boy?
4. Does he like to look at dancing?
5. What style of dancing is the speaker fond of?

Text 1. Different Styles in Dancing

1. Read the text attentively and put the sentences below in the correct gaps in the text.

- a) In the mid-1980s breakdancing became popular.
- b) They are easy to learn and are usually danced in couples.
- c) Other kinds of folk dances are Maypole and sword dancing.

d) In the late nineteenth and early twentieth centuries, American dancers like Isadora Duncan experimented with traditional ballet.

e) In the 1960s, people danced without touching their partner, in dances like the twist.

Ballet began in Italy and France during the Renaissance and is still an important art form in Western culture. (1) _____. Ballet dancers all over the world also try different ballet forms.

Folk dance is usually traditional. It is performed by members of one nation. Folk dances are usually group dances that are taught by one generation to another. For example, English Morris dance, and North American square dance. (2) _____. Today, well-known folk dances are often performed for audiences, for example, the Irish Riverdance.

Popular or social dances often come from folk dances, although they are usually popular for only a short time. (3) _____. Until the eighteenth century, social dances were only held in palaces or the homes of aristocrats. However, in the late eighteenth and nineteenth centuries, social dancing became more popular. Ballroom dancing, which was a formal dance in a large room, became popular in Europe and North America.

Central European folk dances, such as the *waltz* and *polka*, changed and became the most popular examples of **ballroom dances**. In the United States the mixing of immigrant cultures produced new forms of dance, such as *square dancing* and *tap dancing*. Before the First World War, new ballroom dances came to Europe from America, for example *foxtrot*, *tango*, *rumba*, *cha-cha*. The Argentine Tango was made internationally popular by Carlos Gardel through his songs and films.

From the start of the twentieth century, African-American rhythm and movements also became part of popular social dance: in the 1920s the Charleston; in the 1930s and 1940s the jitterbug; then the rock 'n' roll dances of the 1950s (4) _____. Dancing in couples returned in the 1970s - 1980s with 'disco' music. (5) _____. This acrobatic form of solo dancing began in the poorer parts of American cities.

2. Read the text again and answer the questions.

1. Name two dancers who started modern dance.
2. When and where did ballet appear?
3. What is folk dance?
4. What traditional British folk dances do you know?
5. What is the main difference between folk and popular dances?
6. Where did popular dance come from?
7. When did the ballroom dancing become popular in Europe and North America?
8. Name two ballroom dances that came from folk dances.
9. Why did a lot of new dances come from the United States?

10. What type of solo dancing became popular in the mid-1980s?

3. Discuss these questions in small groups.

1. How does dancing affect your everyday life?
2. Are you fond of ballet / folk dance / popular dance?
3. What ballroom dances do you know?
4. Which ballroom dances do you prefer: waltz / polka / tap dancing / fox trot / tango / rumba / cha-cha / breakdancing?
5. Are they popular in your native country?
6. Are there any traditional dances in your country? Do you know how to dance them?

4. Take these quizzes to know more about different styles in dancing.

- <https://www.proprofs.com/quiz-school/story.php?title=pp-test-your-knowledge-on-dance>
- <https://www.proprofs.com/quiz-school/story.php?title=pp-the-ultimate-dance-quiz>

5. Describe the most popular style of dancing in your native country. Describe any traditional folk / modern dance which is popular in your native country.

6. Do you have a favorite dancer? Can you name several prominent dancers of your native country?

7. Look at the pictures [<https://www.carlosacosta.com/gallery.php>] and say if you recognize this man. What is he? What is he famous for?

8. Watch the video about Carlos Acosta's life attentively and number the events in his life in the correct order.

https://yandex.by/video/preview/?text=carlos%20acosta%20bbc%20the%20culture%20show%20video&path=wizard&parent-reqid=1646658810497736-11495201823035019024-vla1-2630-vla-17-balancer-8080-BAL-992&wiz_type=v4thumbs&filmId=3247376842000850786

- | | |
|----------|--|
| 1. _____ | a) He was born and grew up in Havana. |
| 2. _____ | b) He was a champion break dancer. |
| 3. _____ | c) He won four dance competitions. |
| 4. _____ | d) He often missed school. |
| 5. _____ | e) He became famous. |
| 6. _____ | f) He saw the Cuban National Ballet. |
| 7. _____ | g) He travelled to Europe. |
| 8. _____ | h) His father sent him to ballet school. |

9. Read what Carlo Acosta says about Cuba. Underline the correct alternatives. Then watch the video and check your answers.

Cuba is always going to be my home. In my 1) head / heart, that's the only country, you know, and because that's where all my 2) relatives / friends are, my memories, you know, and this is the only place I'm never going to be 3) afraid / a foreigner. You learn how to 4) speak / dance first, then you learn how to 5) speak / dance, you know, in Cuba. It's something that's been passed on through generation to generation. And it's also, you know, the 6) weather / heat, and the tropic, and the 7) sea / beach and ... it's almost that's what, er, it's asking for, dance and music and 8) happiness / love.

10. Answer the questions.

1. Where was Carlo Acosta born?
2. Does Carlos live in Cuba?
3. Does he feel himself a foreigner in Cuba?
4. What style of dancing was he fond of from an early age?
5. Did he want to be a professional dancer?
6. How old was Carlos when he began his ballet education?
7. Was Carlos a bright student at ballet school?
8. Is he happy that his father sent him to ballet school and didn't let him quit education?
9. What event made him change his mind about ballet?
10. How old was Carlos when he won four major dance competitions and became famous all over the world?

11. Discuss the questions with your partner.

1. What do you think of ballet? Are you fond of it?
2. Do you like traditional ballet or would you rather prefer contemporary ballet?
3. Do you think being a professional dancer is a good job?
4. What style of dancing are you fond of from an early age?
5. Did you want to be a professional dancer when you were a child?
6. How old were you when you began your dancing education?
7. Were you a bright student at school / university?
8. Have your parents influenced your decision to become a dancer?
9. Do you feel satisfaction when dancing?
10. Are you fond of improvisations?
11. Have you ever danced in the streets at festivals?
12. Have you won any dance competitions? Are you famous?

12. Find information about famous choreographic ensembles of Belarus, get ready to report it to the group.

13. Write a biography of any famous dancer and talk about his experience and creative work.

Music art

1. Answer the questions.

1. Are you fond of music?
2. Do you often listen to music? How often?
3. What genres of music do you know?
4. What music genre do you prefer / dislike?
5. What kind of music do you usually listen to when you are driving / studying / cooking / doing sports?

2. Take any of these music taste quizzes.

Most people say that the music you listen to is a mirror of what you are going through. Everyone has specific tastes in music. Your personality is a distinct music style whether you like it or not, but which one? Pop? Alternative? Classical music? These quizzes will help you find out what genre of music you should listen to, based on your personality and needs. Give these quizzes a try and discover interesting facts about yourself.

- <https://www.proprofs.com/quiz-school/story.php?title=what-is-your-music-style>
- <https://www.buzzfeed.com/audreyworboys/which-music-genre-are-you-quiz>
- <https://www.proprofs.com/quiz-school/story.php?title=what-is-general-ambience-your-music>

3. Answer the questions.

1. Does music have the power to change your mood? How does music affect you?
2. What style of music do you usually listen to when you feel happy / nervous and depressed?
3. What kind of music can spoil your mood?
4. What kind of music do you find annoying / stressful?
5. What music do you listen to cheer you up?
6. What are three songs that get you excited?
7. Is there a song that makes you emotional?
8. What song best represents you, or your attitude to life?

Text 3. The Mozart Effect

1. Read the text quickly and match the headings (a - c) with the paragraphs (1-3).

- a) The right music to study better
- b) Music for stress and pain
- c) Get a better score and remember more

Scientists believe that music can bring positive effects on the mental and physical health of people. They say music can help everybody, from children with learning disorders to adults with depression. Research on music therapy, carried out in France in the 1960s and later in the US, has shown that Mozart is particularly effective because it is structural and not over-emotional. The Mozart Effect is the name of a book by Don Campbell, first published in 1997.

1. _____

Some people believe that music is much more than entertainment. Don Campbell, for example, is an expert on The Mozart Effect and he says that all kinds of music, from Mozart to jazz, from Latin to rock, can affect our learning and our health. We all use music to help us relax after a busy day at work. However, Campbell argues that music can also reduce the stress of being ill, especially by reducing pain, and the director of Baltimore Hospital says that thirty minutes of classical music has the same effect as ten milligrams of the painkiller Valium.

2. _____

Campbell also believes that music can help you concentrate, but that you need the right kind of music for your mood. And you need to listen for about ten minutes before you start studying. Perhaps your mind needs relaxing or maybe you are tired and you want to feel more energetic – so you should choose the appropriate music to help you. He says that you can use many different kinds of music to help you concentrate, but that Mozart's music is popular because it is organized and it makes your brain more alert and imaginative.

3. _____

Music not only makes you more intelligent, but it can improve your memory, too. In one study, students who listened to Mozart before doing a test got much higher marks than those who didn't. Many studies also show that children who learn to play a musical instrument before the age of twelve have better memories for the rest of their lives.

2. Read the text again. Write true (T), false (F) or not given (NG).

1. Don Campbell loves Mozart's music.
2. People listen to music to relax before work.
3. Listening to music when you are ill is a good idea.
4. Many hospitals use music to help with pain.
5. Listening to music before you study is a bad idea.
6. Only Mozart's music helps you to study.
7. The students listened to Mozart for ten minutes before doing the test.
8. It's a good idea for children to learn to play a musical instrument.

3. Answer the questions.

1. Can music affect people's health?

2. Can music reduce pain?
3. Can music affect person's learning? Do you listen to music when studying?
4. Can music improve a person's memory?
5. Can music help a person concentrate? What kind of music helps you concentrate?

4. Imagine that you are going to be alone on a desert island. You can only take three pieces of music. Which three do you want? Why? Explain your choice.

5. Watch the video

[<https://www.youtube.com/watch?v=yFckWsYqvnk&t=36s>] **and complete the exercises in** [<https://eslbrains.com/wp-content/uploads/2021/01/ESL-Brains-Can-you-imagine-the-world-without-music-SV-7567.pdf>].

Text 4. Music in My Life

1. Read the text carefully. Then complete the tasks below.

Can you think of a day without music? We can hear music everywhere: in the streets and at home, over the radio and on TV, in the shops and in the parks. People all over the world are fond of music. They listen to music, they dance to music, and they learn to play musical instruments.

But what is music? Specialists explain that music isn't only a combination of **pleasant** sounds. It is an art which **reflects** life. There are a lot of different kinds of music. Some of them appeared long ago, and some are modern. For example, folk music appeared long ago, but it is still alive. Folk songs are very **tuneful** and pleasant to listen to. Classical music is often associated with the music of the past.

Great Britain has produced more popular music stars than any other country. Over the last 30 years, rock and pop music have been very popular in Britain. The Beatles, with their style of singing, **eloquent** and exciting, is still one of the most popular groups. British groups often set new trends in music. Many of the new bands have been able to use the changes in technology to develop their music. Computerized **drum** machines, **synthesizers** and other electronic instruments are now just as popular as the piano and electric guitars.

My favourite style of music is pop music, because it is **breathtaking** and full of energy. This style of music is catchy and I like **catchy** tunes. It makes me more energetic.

Tastes differ, so people's musical interests range from pop and rock music, which are extremely popular nowadays, especially among young people, to classical music and opera.

It's a pity that many young people like to listen only to modern music. As for me, I also enjoy listening to classical music. Classical music is always a complex of emotions. It gives me delight, pleasure and a sense of happiness. Some pieces of

classical music are really wonderful. Not long ago I listened to the First Piano Concerto, composed by Tchaikovsky. The power of his music **captivated** me.

It goes without saying that music plays a very important role in people's lives. It reflects our **moods** and emotions. Music appeals to our hearts and transforms our feelings. It **conquers** our souls and **enriches** our minds. Music is beauty in sounds; it is our magic source of inspiration.

2. Match the words with their definitions.

1. synthesizer	a) show an image of
2. catchy	b) melodious
3. tuneful	c) state of mind or feeling
4. drum	d) an electronic musical instrument, typically operated by a keyboard
5. to reflect	e) astonishing, great, wonderful
6. mood	f) easy to remember
7. breathtaking	g) a musical instrument. You beat it with sticks or with your hands.

3. Complete the sentences with necessary information. Use the text if necessary.

1. Music isn't only a combination of _____ sounds.
2. Beatles' style of singing is _____ and _____.
3. Classical music _____ our minds.
4. I like these songs because they are _____.
5. Music by great composers _____ everybody.
6. Music _____ life and people's emotions.

4. Answer the questions.

1. Where can you hear music nowadays? Where do you prefer to listen to it?
2. Which of kinds of music are popular today? Which of them delight you?
3. Do you remember any British musicians which are well-known all over the world? Why are they so famous? Which singers are at the top of the charts in China at the moment?
4. Can you play any musical instrument?
5. Can you sing well? How often do you sing?
6. Do you like karaoke? Do you have a song that you often sing? What is it?
7. Do you like classical music? Who is your favourite composer?
8. Who is your favorite musician / band / singer?
9. What's your favourite music style? What do you value it for?
10. What role does music play in your life?

5. Read the articles below and answer the questions about the meaning of pop music, its history, different genres and the characteristics which make music "pop".

<https://promusicianhub.com/what-is-pop-music/>

<https://www.audionetwork.com/content/the-edit/expertise/is-pop-a-genre>

1. What is pop music?
2. Is “pop” a genre?
3. What information have you found about the history of pop music?
4. What makes pop music special?
5. What are the subgenres of pop?

Text 5. History of Rock Music

1. Read the text carefully. Then complete the tasks below.

The first type of rock music, rock and roll, originated in the United States in the 1950s. Rock and roll was a combination of the rhythm-and-blues style, the piano-blues style known as boogie woogie, and the country-music style. It's important to understand that during the '50s the rock and roll was actually a synonym for black R&B music. Rock and roll was first promoted by radio disc jockeys like Alan Freed. The first Rock&Roll performer was Elvis Aaron Presley. He wasn't like the American singers of the '40s and early '50s. He wasn't neat, sweet and safe. He was rough, tough and dangerous. His music was dangerous too. He called himself “The King of Rock and Roll” and played an electric guitar. Teenagers all over the world fell ill love with this new style. They bought millions of his records.

As with early rock and roll, the major American record companies did not take the British bands seriously at first. But with the appearance of the Beatles everything changed. The success of the British band became too difficult to ignore. No less popular were the Rolling Stones, playing hard, aggressive rock-and-roll.

In the late 1960s hard rock emerged, focusing on thick layers of sound, loud volume levels, and guitar solos. In the early '70s the popular mainstream was dominated by superstar rock groups, such as the Eagles, Stevie Wonder and Elton John.

About 1976 punk rock originated in New York City and London as a reaction against the commercialism of mainstream rock. Punk-rock music was raw, rude and fast. London punk groups included the Sex Pistols, the Clash. They didn't look happy and rich. They looked poor and angry. Many of them couldn't play their instruments at all. Punk started as a revolution... by 1980 it was a fashion.

Perhaps the most significant rock-music development of the '80s was the rise of rap, a genre in which vocalists perform rhythmic speech. Rap originated in the mid '70s in the South Bronx community of the New York City and was initially associated with cultural movement called hip-hop, which included acrobatic dancing (break dancing) and graffiti art.

Finally, there was hippy rock. This was the time of “flower power” and protests against the Vietnam War.

As you can see, rock music has grown to include hundreds of musical styles, some of which define a broad mainstream, while others are supported by small but

devoted audiences. As for the future, who knows where rock 'n' roll will go. But the spirit of rock and roll will never die, that's for sure.

2. Answer the following questions.

1. What was the first type of rock music?
2. How can rock and roll be defined?
3. How was rock and roll promoted?
4. Who was the first famous rock and roll performer?
5. Was Elvis Presley different from other performers? Why?
6. What British groups became popular all over the world?
7. When was hard rock born?
8. What can you say about punk rock?
9. What was the most significant rock music development of the 1980s?
10. What type of rock music do you prefer and why?

3. To look deeper into the problem of rock music read the articles below. What information was new / interesting to you?

<https://www.englishclub.com/vocabulary/music-rock.htm>

<https://spinditty.com/genres/rock-music-comeback>

4. Study the information about classical music genres, its structure and characteristics, periods of classical music using the links below.

<https://www.musicgenreslist.com/music-classical/>

https://en.wikipedia.org/wiki/Classical_music

5. Think you're a bit of a classical music expert? Do you have encyclopedic knowledge in this sphere? Take this classical music quiz and don't use Google. Mozart didn't use search engines in his exams and nor should you.

<https://www.classicfm.com/discover-music/latest/ultimate-classical-music-quiz/>

6. Comment on the different points of view on classical and pop music in each case below, providing arguments to support or refute the given point of view or giving another point of view.

For and Against Classical Music

For:

- Classical music gives the listener a keen sensual delight. This music creates a special mood. It is wonderful to dream and meditate to this music. The metallic monotonous beat of jazz or the shrill shouts of pop singers: what are they in comparison with this special miraculous world created by sensitive talented men? Classical music has a deep intellectual appeal.

- Classical music creates a special spiritual world for the listener which immensely enriches his inner life and makes him happy.

Against:

- Classical music is a complicated art: it is difficult to find one's way in it.
- Classical music is also an exclusive art: most people don't like or understand it; that's why it is not popular. The very length of most classical pieces can send any listener to sleep. People want the kind of music to which they can dance or just talk to friends. It should be simple, cheerful and up-to-date.

For and Against Pop Music

For:

- Pop music is the music of the young who search for new rhythms and new styles and reject the music of the past that is forced on them by the older generation.

- The new rhythms are full of vigour and force: just what appeals to young people. The tunes are snappy and easily caught.

- The words of the songs deal with the young people's world: their hopes, dreams, disappointments and joys.

- The very popularity of the genre speaks in its favour. It attracts great masses of young people. Why should we deprive them of the joy they obviously get from this music?

- Pop music and jazz also create a special spiritual world for the listener, and this world is full of dynamism, harmony, sensuality. Jazz music, for example, has the advantage of extreme sincerity.

Against:

- Before rejecting the old rhythms and styles, one should know something about them. Most pop-music fans don't.

- The rhythms may be new and vigorous, but they lack variety. The tunes are mostly primitive and as easily forgotten as caught.

- The words of some of the songs are absolutely senseless, sometimes verging on the idiotic.

- Medical research has proved that the volume of sound produced by powerful amplifiers at some pop concerts does great damage both to the sense of hearing and to the nervous system. Indeed, cases of mass hysteria are not at all unusual at pop concerts. Are we bringing up a generation of half-deaf neurotics?

Text 6. The Giants of English Music

1. Do you know any British outstanding composers? What are they famous for? Read the text attentively and complete the tasks below.

The earliest English music worthy of attention was born in the 13th century but until the 15th century England had not made serious contribution to the development of music. During the 15th century composing for the church was the only sphere of musical work in which a serious musician could make a living. Folk music, the music of amateurs, ballad-singers and wandering minstrels, flourished

independently of church music. But in general, music in England made little advance during the 15th century.

In the 16th century music reached a very high standard of excellence, and this period of history is known as the Golden Age or Renaissance. The music was written for listening, that is why performances were frequent. One of the greatest Masters of this period was William Byrd, who was an expert in the writing of madrigals, both serious and light.

Under the influence of Puritanism in the 17th century the rate of musical progress in England became slower. Among the composers of the 17th century the most prominent figure in England was Henry Purcell. He spent much of his short life (only 36 years) in the service of the Chapel Royal as a composer, organist and a singer. His music was a contrast of pomp and simplicity. He was an artist of rare genius. He wrote 200 songs, 22 sonatas as well as opera music.

During the 18th century the British nation paid the greatest amount of attention to everything that came from abroad. To gain success many musicians copied the style of foreign musicians, for example George Frideric Handel (1685 – 1759, a German composer) or Felix Mendelssohn (1809 – 1847, a German composer, pianist, organist and conductor).

If speaking about composers of the end of the 19th century – the beginning of the 20th century Sir Edward William Elgar should be mentioned. He was (after Purcell) the best-known English composer internationally. “Enigma Variations”- 14 pieces of music representing the characters of his friends - was the first work that established him as a composer. He wrote the alternative national anthem “Land of Hope and Glory”, which is always performed on the last night of the Promenade Concerts in the Albert Hall in London.

Edward Benjamin Britten was an English composer, conductor, and a pianist. He was exploring all forms and mediums of music. He produced music in such varied genres as orchestral, choral, vocal, chamber and instrumental, as well as film music. He also took a great interest in writing music for children and amateur performers.

Sir Michael Tippett is one of the leading figures of British 20th century music. His long life (93 years) was extremely prolific. He wrote five operas, three large-scale choral works, four symphonies, five string quartets, four piano sonatas and many others. In his works he fused strong rhythms, jazz, madrigal-like counterpoint and imaginative new sounds, such as the wind machine.

2. Answer the questions.

1. When did the earliest English music worthy of attention appear?
2. What type of music was popular in the 15th century England?
3. What period of musical history in England is known as the Golden Age or Renaissance?
4. Who was the most prominent composer in the 17th century England? What do you know about him?
5. What distinguishes the 18th century musical culture from earlier periods?

6. Who was the best-known English composer of the end of the 19th century – the beginning of the 20th century? What information have you learnt about him?

7. Who was one of the leading figures of British 20th century music? What contribution did he make into the British musical heritage?

3. Britain has a rich and varied musical history ranging from church music to instrumental music. British music has been influenced by the musical traditions of other European countries as well as by the distinct traditions brought by immigrants from countries like Jamaica and India. In the contemporary era, many forms of popular music, including folk music, jazz, rapping/hip hop, pop and rock music, have flourished in Britain. These links provide you with information about the life and works of famous British musicians and singers. Read on and learn everything about their timelines, life stories, and interesting trivia & facts related to their lives.

<https://www.thefamouspeople.com/briton-musicians.php>

<https://www.thefamouspeople.com/briton-singers.php>

Text 7. Belarusian Musical Culture

1. Read the text attentively and say what information was new / interesting to you to learn about?

The Belarusian nation is especially proud of its musical culture. Contemporary Belarusian musical art preserves national traditions as well as follows modern tendencies of the world musical movement. The Belarusian bands perform in all popular musical styles: classical and heavy rock, chanson, ethnic music, rap, blues, electronic music and others.

A lot of music groups promote national musical art: National Academic Folk Orchestra of Belarus named after I. Zhinovich, State Academic Choir named after Y. Shirma, State Chamber Orchestra, Song and String Ensembles “Pesnyary” and “Verasy” and others.

In general Belarus is famous as the centre of folk and folk rock music. Such folk bands as Pesnyary (formed in 1969 by Vladimir Mulyavin), Verasy (formed in 1971) and Siabry (formed in 1974) are extremely popular in our country and abroad. After the fall of the Soviet Union new rock bands appeared, including N.R.M. (probably the best-known rock band of the late 90s), ULIS, Krama, and Neurodubel.

It's interesting to know that the native Belarusian singer Ekaterina Semenchuk was chosen to sing at the wedding of Prince of Wales Charles and Camilla Parker in Windsor in 2005. She was well-known to the British audience as she had won the first prize in the musical contest Cardiff Singer of the World in 2001.

Many musical forums are held in Belarus, for example Belarusian Musical Autumn, Minsk Spring, Golden Hit, jazz festivals and many others. Belarus has been an enthusiastic participant in the Eurovision Song Contest since 2004. The international annual festival of arts Slavyansky Bazar in Vitebsk has become the

symbol of the festival movement of Belarus. Popular performers from Russia, Belarus and Ukraine, with guests from many other countries, theatre workers, film directors, actors, famous public figures take part in the festival.

2. Read the articles below to learn more about Belarusian musicians and singers. Make a presentation about one of them describing his / her life and professional success.

<https://www.last.fm/tag/belarusian/artists>

<https://www.thefamouspeople.com/belarusian-singers.php>

<https://erch2014.com/iskusstvo/48441-belorusskie-pevcy-zvezdy-belorusskoy-estrady.html>

3. Make a presentation about any famous musician / conductor / singer and etc. from your native country.

Professions and careers.

1. Make a list of the most popular jobs in your country.

2. Answer the questions.

1. What jobs in your country are considered to be the most / least prestigious jobs? Why?

2. Which job is the most dangerous / enjoyable / boring / stressful / useful to society?

3. In which job can you earn the most money?

4. Which job do you study longest for? In which job do you need the most training?

5. Which involves working long hours / flexible working hours / shift work?

3. Answer the questions.

Job success is based on two important factors: how well a worker matches up with a company and the role and how well a job fits into a worker's life. So knowing what you're looking for before getting into the job market can save you significant time and energy. Taking into account factors like your biggest motivators, how much you want to work, and how you spend your time outside the office can give you important clues to what kind of position will fit most seamlessly into your life.

1. Are you a leader or a follower?

2. Do you prefer to work alone or in a group?

3. Do you prefer to cooperate or compete with others?

4. Do you enjoy helping others or prefer to empower them to do things themselves?

5. Are you a thinker who focuses on ideas or are you a doer who takes action?

6. Are you able to work well under pressure?
7. Are you a creative and artistic person or do you thrive with structure and routine?
8. Are you an ambitious person?

3. Take the quiz “What Job Best Fits Your Life?” to find out your best fit.

<https://www.glassdoor.com/blog/quiz-what-job-best-fits-your-life/>

Text 8. The Right Job for Your Personality

1. Read the article carefully. Then complete the tasks below.

Choosing a career is an important life decision, yet many people settle on one based on the opinions of friends and family. It's very difficult to find something you really enjoy doing, but scientists have devised tests to help people come closer to finding their dream job.

One of the most widely-used tests is the Holland Code. Psychologist John Holland worked for more than 50 years to develop his theories about personality and career choice. He created a set of six personality types to help people understand what careers might be best for them. Dr. Holland believed that people work best in environments that match their personalities, and the key to finding a satisfying career is to match your fundamental interests with an occupation.

Take a look at the six personality types below and see which jobs might be right for you. Most people are a combination of two or three types.

Realistic. Realistic people like to work with things they can see or touch. They are inclined to solve problems by doing them, rather than thinking or talking about them. They generally like to work outside and are good with tools, machines, plants, and animals.

Job matches: carpenter, chef, nurse, pilot

Investigative. People of this personality type value ideas and are strong at tasks that allow them to investigate facts and figure out complex problems. They are better at individual work like research and study, rather than leading groups of people or working in teams.

Job matches: computer programmer, historian, psychologist, surgeon

Artistic. Artists are creative people. They don't work well with structure and rules, and thrive instead in environments that allow communication and a free flow of ideas. They enjoy tasks that allow them to express themselves and mix with people.

Job matches: actor, art therapist, graphic designer, writer

Social. Social personalities love to work with people. They get the most satisfaction out of teaching and helping others, and are driven to serve the community as opposed to making money.

Job matches: coach, counselor, social worker, teacher

Enterprising. Many great leaders and business people have enterprising personalities. These are persuasive people who are good at making decisions and

leading teams. They tend to value money, power, and status, and will work toward achieving them.

Job matches: business owner, event manager, lawyer, salesperson

Conventional. Conventional people appreciate rules and regulations, and like having structure to their lives. They are logical thinkers and have a lot of self-control, making them the perfect people to work with data and details.

Job matches: accountant, analyst, editor, librarian

Nowadays, anyone can take a Holland Code personality test online to find what jobs might be right for them. Why not try it today?

<https://www.truity.com/test/holland-code-career-test>

2. Match the personality type with the description.

- | | |
|----------------------|--|
| 1. ___ Realistic | a) likes to lead and influence other people |
| 2. ___ Investigative | b) likes to organize things and check details |
| 3. ___ Artistic | c) likes to create new things and express their ideas |
| 4. ___ Social | d) likes to work with their bodies and do practical things |
| 5. ___ Enterprising | e) likes to work with ideas and problems |
| 6. ___ Conventional | f) likes to work with and help other people |

3. Read the following sentences. Decide if the statements are true (T) or false (F).

1. A person can fit into several personality types.
2. Realistic and Conventional people like working with objects.
3. Most people consider their personality type before choosing a job.
4. Both Social and Investigative types like working with other people.
5. You need to see an expert to take a Holland Codes test.

4. Discuss the following question with a partner.

1. Which three words can describe your personality?
2. Decide which group sounds the most similar to your personality.
3. Can you suggest another job for each personality type that isn't in the passage yet? Give reasons for your choices.
4. Do you think personality tests are accurate? Why, or why not?

5. Applying for a job is a real art. Your job application should stand out from those of other candidates as your experience and qualifications will probably be quite similar to theirs.

Which of the following extracts from different CVs (resumes) or cover letters do you think would help the candidate to get an interview, and why?

1. *Since coming to university I have played in the women's hockey team. We have won the national university championship twice.*

2. I realize that my background (qualifications and experience) is probably no better than that of many other applicants. But I am particularly interested in a marketing

3. My mother is French, and because my father works for a multinational company, I grew up in four different countries. I speak French, but I also speak (and write) fluent Spanish and Portuguese. I can also understand (North African) Arabic, but speak it less well.

4. I have travelled extensively during my last three summer vacations. In 2000, I travelled around the Mediterranean (Spain, France, Italy, Greece) for ten weeks. In 2001, I went to Florida for a month, and I spent six weeks in Bali in 2002. I have met a great many people from many different cultures, and I am absolutely convinced that this makes me suitable for a position in international marketing, and that your company would have a great deal to gain from employing

5. As you will see from my CV, I scored an average of 91% in my university examinations. I stayed on to do a post-graduate degree in finance and banking, and was encouraged to extend my Master's dissertation into a doctorate, which I have done in the past ten months. I expect to be awarded my PhD in six weeks' time.

6. Employment

1997-99 - Right Price Food Store, shelf-filling.

July 2001 - Port Authority Bus Terminal, bus cleaner.

August-September 2001- grape-picking, Napa Valley, California.

November 2001-June 2002- tourist guide at St Patrick's Cathedral (Saturdays).

7. I have played the piano since the age of five. I won scholarships to summer schools in New York and Switzerland, but at the age of 19 decided to study economics rather than attempt to become a professional musician (since the world is full of good pianists).

Resume

A **resume (or CV)** is a document which shows your personal, professional and educational qualifications, as well as your work experience. It gives your potential employer a positive first impression. Remember, you are the product you are selling. Nobody knows the product better than you and no one will sell that product as effectively as you can. Your resume gives an employer a picture of you, not only from the content of your resume, but also from its style and appearance. Your resume should say the most about you in the fewest words that is why it is better to limit your resume to one or two pages. Include only information that will make you look good to an employer. Any resume must include the following components: personal information, job objective, education, work experience, skills and abilities, references.

1. Personal Information	First of all, you must write your name, permanent address, phone number, and email address (if you regularly use it), date of birth. Don't include other personal information (marital status, height, weight, health) unless you think it is relevant to the job.
2. Job Objective	This component is optional but it shows employers the direction you want to go, your work preferences.
3. Education	In this section, include any information about your degree(s), including where and when you graduated; and academic awards and honors. Make sure you use the official names for schools, degrees. Include your educational experience that may be relevant to the job, such as certification, training, intensive seminars.
4. Employment History	List the title of your last job first, dates worked, and a brief description of your duties. Under each job, list your job responsibilities and skills that were needed. Use past tense for previous activities, experience or acquired skills. Present tense refers to ongoing or current activities.
5. Skills and Abilities	With the progress of technology, it is important to include a section on computer skills. This should include any of your knowledge of computer programs, hardware, software. If you have any other notable skills, such as foreign languages, musical talents, or writing skills include these here.
6. References	Simply indicate that references are "available upon request" in a paper version of your resume. You should know at least 3 people who can serve as your references. Use employers as references, not personal acquaintances. Ask in advance for permission to use them as references. You'd better include this information in your cover letter.

6. Read the example of CV and write your own resume according to the formula set out below. But don't forget that your resume must look professional and businesslike. To an employer your resume is you.

Emily Windsor

166 West Chestnut Street,

Kingston, NY, 12401

United States

+1 845-338-3113

queen@asdfg.com

Date of birth: October 5, 1980

PHOTO

Objective

To obtain a position as Senior Librarian that will allow to apply and develop my professional skills and knowledge; to gain new experience by doing an active and interesting job.

Education:

2019 – 2021: New York University, NY, Master of Library Science

2016 – 2019: New York University, NY, Bachelor of Library Science

2013 – 2016: Kingston High School, NY.

Work experience:

2020 – present: State Library, Stony Point, NY

Librarian

- analyze users' needs to determine what information is appropriate, as well as search for and provide the information;
- help users navigate the Internet so they can search for relevant information efficiently;
- read book reviews, publishers' announcements and catalogues to keep up with current literature and other available resources; select and purchase materials from publishers, wholesalers, and distributors;
- acquire and prepare materials for use;
- prepare new materials by classifying them by subject matter and describe books and other library materials to make them easy to find;
- supervise assistants, who prepare cards, computer records, and other access tools that direct users to resources;
- compile lists of books, periodicals, articles, and audiovisual materials on particular subjects;
- collect and organize books, pamphlets, manuscripts, and other materials in a specific field, such as rare books, genealogy, or music;
- coordinate programs such as storytelling for children and literacy skills and book talks for adults, conduct classes.

2018 – 2019 - State Library, Stony Point, NY

Assistant Librarian

- shelving and shelf-checking, recording lost property and dealing with routine photocopier problems;
- assistance to students and researchers with their studies and research;
- effectively responded to telephone and in-person inquiries;
- operated and maintained a variety of library and office equipment.

Skills and Abilities:

- Excellent ability to establish effective working relationships with co-workers, colleagues and library visitors, including people of all ages, people with disabilities, and people from a variety of social, economic and ethnic backgrounds;
- Remarkable skill in interviewing the public to determine which materials fulfill their needs;
- Remarkable ability to work independently;
- Sound ability to work as a member of a team and to adapt quickly to change;
- Solid organizational skills;
- Excellent ability to communicate with people of all ages and walks of life;
- Immense ability to easily learn new technologies;
- Excellent memory;
- Ability to meet deadlines;
- Ability to work evening and weekend hours at various locations as scheduled;
- Excellent knowledge of and skill in using the Windows operating system, an Internet browser; also MS Word, Outlook, Excel, WordPerfect, PowerPoint, Lexis-Nexis, Lotus Notes;
- Foreign language communication (spoken and written Spanish (fluent), spoken and written Italian (beginner)).

Personal qualities:

Hardworking, responsible and reliable, determined, disciplined and organized, confident, tactful and patient, outgoing.

References:

Available upon request.

A cover letter

A cover letter (covering letter) is a document attached to your job application that introduces you in a more personal way and compliments the info on your resume or CV, expanding on the skills and achievements, and highlighting a selection of your greatest career successes. A cover letter should include the following:

	Examples:
<p>1. Refer to the job and how you learned about it.</p>	<p>I am writing to you in replay to your advertising in ... of September 15, 20__ concerning the Vice-President position of you company.</p> <p>I am responding to your advertisement in ___ for a __ position.</p> <p>In response of your advertisement in ...</p> <p>Please accept this letter as application for the Senior Marketing Manager position currently advertised in the ... of June 11.</p> <p>I would like to apply for the Head of the Financial Department position advertised in ... of June 1, 2011.</p> <p>I have enclosed my resume for your review and consideration.</p> <p>I met Mr. Peters, Senior Vice-President of your company at the last meeting of the IBRD in Paris and he strongly recommended that I send you a copy of my resume.</p>
<p>2. Draw a professional portrait of yourself. Provide some information about your education, courses completed that may relate to the job, etc. List previous work experience. Explain how it prepared you for the job for which you are applying.</p>	<p>Five years experience in ...</p> <p>I offer more than twelve years of business experience in marketing and sales of food and beverages mainly in East Europe.</p> <p>Effectively managed a stall of 60 employees for more than 4 years.</p> <p>I created several products and marketing approaches ...</p> <p>I created a highly skilled team which increased ...</p> <p>I was told that my both verbal and written communications skills are exceptional.</p> <p>I increased donations by 12%.</p> <p>I met deadlines consistently.</p> <p>I am confident that with my abilities I can make a substantial and valuable contribution to the XXX Company.</p> <p>I strongly believe that your company provides favourable working conditions.</p> <p>I am interested in an accounting manager position within your company where my abilities and qualifications can be fully applied for our mutual benefits.</p>
<p>3. If necessary, you may indicate some</p>	<p>My current (minimum) salary requirement is around \$ 20,000. But it depends on benefit structure</p>

<p>optional information: ✓ Salary requirements ✓ your readiness (or willingness) to move to a new place of residence</p>	<p>(responsibility, location). Depending upon location and other factors and benefits my salary requirement would be between \$15,000-\$25,000. My salary requirement is reasonable and is a subject of negotiations. It is based on the responsibilities and opportunities offered.</p> <p>I am ready to relocate. Relocation would not be a problem. I am able to relocate anywhere.</p>
<p>4. List two or three personal references with addresses.</p>	<p>Samantha Greening John Killeny Janet Smithley Marketing Human Resources Manager Director Director Company Samson Enterprises Alston Industries 1001 Route 20, 108 Fifth Avenue 52 Milton Street Suite 210 New York, NY 11111 Alston, MA 55112</p>
<p>5. Request an interview.</p>	<p>I welcome an opportunity to meet with you and to discuss my abilities and qualification (in a personal interview). I look forward to schedule an interview at your earliest convenience to learn more about your corporation and how I could contribute to its continued success.</p>
<p>6. Thank personnel department for time spent considering you as a specialist.</p>	<p>Thank you for your time and consideration. Thank you for your time.</p>
<p>7. Complementary close.</p>	<p>Yours truly, Sincerely yours, Sincere regards,</p>
<p>8. Signature</p>	

7. Write your personal cover letter to introduce yourself in a memorable, personal way during a job application.

8. Answer the questions.

1. Have you ever had a job interview? What job was the interview for?

2. What types of interviews have you heard of or have gone through? Which are common in your country?
3. Is there any interview type you prefer or think you would do well in?

Text 9. Job Interview Types

1. Read the text carefully and check your answers.

If you are going to apply for a job in the United States, be prepared in advance for the types of interviews you can expect during the hiring process. Here are the major ones, and tips on how to handle them.

Screening Interview. A screening interview is meant to weed out unqualified candidates. Interviewers will work from an outline of points they want to cover, looking for inconsistencies in your resume and challenging your qualifications. Provide answers to their questions, and never volunteer any additional information; this could work against you. One type of screening interview is the telephone interview.

Telephone Interview. Telephone interviews are merely screening interviews meant to eliminate poorly qualified candidates so that fewer people will need to be brought in and interviewed in person. You might be called out of the blue, or a telephone call to check on your resume might turn into an interview. Your mission is to be invited for a personal face-to-face interview.

Here are some tips for telephone interviews:

- **Anticipate the dialogue.** Write a general script with answers to questions you might be asked. Focus on skills, experiences, and accomplishments. Practice until you are comfortable.

- **Keep your notes handy.** Have any key information, including your resume and notes about the company, next to the phone. You will sound prepared if you don't have to search for information. Make sure you also have a notepad and pen so you can jot down notes and any questions you would like to ask at the end of the interview.

- **Be prepared to think on your feet.** If you are asked to participate in a role-playing situation, give short but concise answers. Accept any criticism with tact and grace.

- **Avoid salary issues.** If you are asked how much money you would expect, try to avoid the issue by using a delaying statement, or give a very broad range. At this point, you do not know how much the job is worth.

- **Push for a face-to-face meeting.** Sell yourself by closing with something like: "I am very interested in exploring the possibility of working in your company. I would appreciate an opportunity to meet with you in person. I am free either Tuesday afternoon or Wednesday morning. Which would be better for you?"

- **Try to reschedule surprise telephone interviews.** If you were called unexpectedly, try to set an appointment to call so you can be better prepared by saying something like: "I have a scheduling conflict right now. Can I call you back tomorrow after work, at 6 p.m.?"

One-on-One Interview. In a one-on-one interview, it has already been established that you have the skills and education necessary for the position. The interviewer wants to see if you will fit in with the company, and how your skills will complement the rest of the department. Your goal in a one-on-one interview is to establish rapport with the interviewer and show him or her that your qualifications will benefit the company.

Lunch Interview. The same rules apply in lunch interviews as in those held at the office. The setting may be more casual, but remember, it is a business lunch and you are being watched carefully. Use the lunch interview to develop common ground with your interviewer. Follow his or her lead in both selection of food and in etiquette.

Committee Interview. Committee interviews are a common practice. You will face several members of the company who have a say in whether you are hired. When answering questions from several people, speak directly to the person asking the question; it is not necessary to answer to the group. In some committee interviews, you may be asked to demonstrate your problem-solving skills. The committee will outline a situation and ask you to formulate a plan that deals with the problem. You don't have to come up with the ultimate solution. The interviewers are looking for how you apply your knowledge and skills to a real-life situation.

Group Interview. A group interview is usually designed to uncover the leadership potential of prospective managers and employees who will be dealing with the public. The front-runner candidates are gathered together in an informal, discussion-type interview. A subject is introduced and the interviewer will start off the discussion. The goal of the group interview is to see how you interact with others and how you use your knowledge and reasoning powers to win others over. If you do well in the group interview, you can expect to be asked back for a more extensive interview.

Stress Interview. Stress interviews are a deliberate attempt to see how you handle yourself. The interviewer may be sarcastic or argumentative, or may keep you waiting. Expect this to happen and, when it does, don't take it personally. Calmly answer each question as it comes. Ask for clarification if you need it and never rush into an answer. The interviewer may also become silent at some point during the questioning. Recognize this as an attempt to unnerve you. Sit silently until the interviewer resumes the questions. If a minute goes by, ask if he or she needs clarification of your last comments.

2. Choose the correct answer for the following questions.

- 1.** What is the main purpose of the article?
 - a. to prepare employers for interviews
 - b. to give a list of the best companies to interview for
 - c. to explain which type of interview is best
 - d. to inform job seekers about different types of interviews

2. Which type of interview is NOT mentioned in the article?
 - a. a screening interview
 - b. a committee interview
 - c. a candidate interview
 - d. a stress interview

3. What is the purpose of a screening interview?
 - a. to identify unqualified candidates
 - b. to invite the candidate to a telephone interview
 - c. to make a final decision about the candidate
 - d. to find the most qualified candidate

4. What is the main goal of a job-seeker during a telephone interview?
 - a. to get information about the company
 - b. to be invited for a personal face-to-face interview
 - c. to further explain your resume
 - d. to find out who else is applying for the job

5. What should you do if an interviewer stops talking during a stress interview?
 - a. clarify the last point you made
 - b. use this as an opportunity to ask questions
 - c. thank the interviewer and prepare to leave
 - d. wait quietly until the interviewer starts talking again

3. Complete the following sentences with information from the text.

1. One purpose of a one-on-one interview is for the employer to see how your _____ will complement those of the other employees.
2. A(n) _____ interview may appear casual, but remember you are being _____ carefully.
3. The objective of a committee interview is to see if you can handle issues in a(n) _____ using your knowledge and _____ skills.
4. One purpose of a group interview is to identify your _____ potential.
5. When you are asked questions during a stress interview, respond to them _____, even if the interview is sarcastic or argumentative.

4. Discuss these questions with a partner.

1. Which type of interview do you think is the easiest for the candidate? Which is the easiest for the interviewer?
2. Do you think any of the interviewing techniques are unfair to job candidates? Why, or why not?

5. When you've landed the interview, it's high time to prepare. Interviews come with their own unique etiquette and norms, so knowing

what's expected of you before, during and after the interview is important. Here's everything you need to know to have a successful interview. Study the information and be on the top.

<https://www.businessnewsdaily.com/9728-interview-guide.html>

<https://www.experis.com/en/insights/articles/2021/05/25/20-tips-for-great-job-interviews>

6. Check if you are as prepared as any candidate an interviewer has ever seen. Make sure you follow all the tips given above.

<https://www.interviewnow.be/coaching-options/interview-job-prep-quiz/>

<https://www.aarp.org/work/job-hunting/info-09-2012/successful-job-interview-quiz.html#quest1>

7. Preparation is the key to a successful job interview. Here's how to be ready for some common question types.

<https://learnenglish.britishcouncil.org/business-english/business-magazine/job-interviews>

8. Imagine that you are at a job interview. Do your best to give good answers to all interviewer's questions.

<https://www.leadershipiq.com/blogs/leadershipiq/37615745-quiz-could-you-pass-this-job-interview>

9. Answer the questions.

1. Do you know anybody who has led a successful career in one field and then suddenly given it up and changed to something completely different? What reasons do you think they may have had?

2. What career opportunities do you think there are for people who study subjects such as anthropology, biology, history, and so on as opposed to people who study law, economics, business administration, and so on? If you studied, for instance, English literature, would you be "condemned" to teach it as a subject at a school?

3. Lifelong learning is aimed at encouraging people to continue studying beyond the traditional primary, secondary and higher education levels. Many people learn to drive and study English - what other examples can you think of where you might study after leaving school/university?

4. Are you an ambitious person? What career goals do you have?

5. What factors and personal qualities do you think companies consider when giving an employee a promotion? On the other hand, what behaviors and personality traits work against an employee who is seeking a promotion?

Unit VII. Science and culture in modern society

Text 1. 10 Greatest Scientific Discoveries and Inventions of the 21 Century

1. Read the text and get ready to discuss it

For the past centuries, there have been countless developments and advancements in the world. Scientists and researchers have continued to discover new things and expand our understanding and knowledge of the natural phenomena happening around us.

In the 21st century, there are thousands of scientific breakthroughs. These have helped in improving our way of living while some are the key to greater innovation in the future.

In this article the greatest scientific discoveries and inventions of the 21st century are ranked.

Detection of Gravitational Waves

Scientists considered this as the greatest discovery of the 21st century. Let us go back to the time when Albert Einstein first predicted in his theory of relativity that time travel will be possible. Now, it has been proven by the recent findings. The USA scientists detected gravitational waves that could allow to develop a time machine and travel to the earliest and darkest parts of the universe.

Evidence of Water on Mars

The National Aeronautics and Space Administration confirmed that there is evidence proving the existence of liquid water in Mars. Scientists detected hydrated salts in different locations on Mars. The detection of hydrated salts means that water plays a vital role in their formation.

Robotic Body Parts

Through the help of biomechanics and engineering, scientists have devised robotic body parts. The University of Twente has developed robotic arms that can aid those individuals affected by Duchenne muscular dystrophy. This will allow patients to amplify residual function in the arm. They also applied Revolutionizing Prosthetics project of creating prosthetics to wounded US military personnel. Today, scientists are studying on the viability of making these robotic body parts or exoskeletons controlled by the mind to help disabled individuals, survivors of stroke and elderly people.

T. Rex Tissue

Paleontologists have discovered a partially fossilized and decomposing femur of a Tyrannosaurus rex which was believed to be 70 million years old already, or a date closer to the biblical date of creation. North Carolina State University and Montana State University found out flexible and transparent vessels. This soft discovered tissue is preserved because of the iron between the leg bones. The T.Rex tissue is very essential in determining the physiology of dinosaurs and studying its cellular and molecular structures. They have found out that dinosaurs are closely related to big birds, like the ostrich.

Advancement in HIV Cure

There are about 37 million people worldwide living with HIV/AIDS. HIV/AIDS remain to be one of the deadliest diseases in the world. On the other hand, antiHIV/AIDS therapy allows these patients to live longer. However, no definite cure is still discovered. In 2007, Dr. GeroHütter was the first one to successfully cure an HIV/AIDS patient by transplanting bone marrow from an HIV-immune patient.

Existence of Dark Matter

In 2006, a team of researchers has found evidence that proves the existence of dark matter. They inferred the presence of dark matter by measuring the bullet clusters or the location of mass in the collision of galaxies. According to NASA, it is still a complete mystery. What they can prove for now is that 68% of the universe is composed of dark energy.

Sequencing Genome of Cancer Patient

In 2003, scientists completed the sequencing of the human genome or genetic blueprint that points out the mutations leading to cancer. It took three years for them to finish drafting the three billion letters that compose the human DNA. The Human Genome Project helped scientists in treating a deadly type of skin cancer and understanding the genes involved in leukemia, eczema, and diabetes. Now, cancer genome sequencing is integrated into medical care facilities.

Creation of Human Organs

The Stem Cell research has paved the way to greater access to organs, instead of waiting for donors or taking harsh medications. Scientists from Massachusetts General Hospital and Harvard Medical School have discovered how to regenerate the function of human heart tissue through adult skin cells. Through stem cells, humans can grow another organ. This is associated with the regenerative nature of living organisms. Recently, various research all around the world enables growing fallopian tubes, heart, brain, lung and kidney, among others through stem cells.

Water as Fuel

German Cleantech Company has developed a futuristic machine that converts water into fuel. Through Power-to-Liquid Technology, they can convert water and carbon dioxide into liquid hydrocarbons which take the form of synthetic diesel, petrol, and kerosene. In 2017 scientists also devised a technology that turns sunlight, water, and carbon dioxide into fuel which can be a viable source of power, replacing coal, oil and other fossil fuels.

Face Transplants

A face transplant is a medical procedure that replaces a person's face using the tissues of a dead person. In 2005, Isabelle Dinoire of France was the first person to have partial face transplant while the first full face transplant happened in Spain in 2010. Face transplants have been popularly carried out in the United States, Spain, France, and Turkey. This is applicable for people with birth defects or disfigures caused by burns, disease, and trauma.

2. Study the text carefully and decide, which of the ten are discoveries and which are inventions. Make a list of each category.

3. Rank the discoveries starting from the most important to the least important. Write a short essay, explaining your choice.

4. Work in pairs. Discuss the main inventions of the 21 century. Rank the inventions starting from the least important. Make up dialogues using the following expressions.

I think that

What do you think?

In my opinion

Really? To my mind

I agree

Well, I am not sure

That's right

What do you mean?

Do you agree?

I am afraid I disagree

What do you think about?

Really? I am surprised you think that

That's right. I agree with you completely.

5. Answer the following questions.

1. Did you know about any of the abovementioned discoveries and inventions?

2. Which of these inventions is the most important for mankind? Why?

3. Which of the discoveries of the 21 century is the most vital?

4. Do you believe that water can be used as fuel?

5. Do you understand what dark matter is?

6. Can you name some other contemporary discoveries or inventions?

7. What inventions or discoveries of the previous centuries do you consider really important?

8. Which of the above mentioned discoveries and inventions you don't consider interesting or vital?. Why?

6. Prepare a short summary of a) main discoveries of the 21 century, b) main inventions of the 21 century.

Text 2. World Wide Web

1. Study the following information about www invention. Get ready to discuss the topic.

It took broadcast radio 38 years to reach the first 50 million users. Television took 13 years. The web got there in four. It is the fastest-growing communication

medium of all time. In March 1989, Tim Berners-Lee, a British software engineer wrote a paper proposing an ‘information management’ system that became the conceptual and architectural structure for the world wide web. He recognized the potential of millions of computers connected together through the internet. By October 1990, Berners-Lee had specified the three fundamental technologies that remain the basis of the www.

- **HTML:** HyperText Markup Language, the publishing format for the web, including the ability to format documents and link to other documents and resources.

- **URI:** Uniform Resource Identifier –an ‘address’ that is unique to each resource on the web (also URL).

- **HTTP:** Hypertext Transfer Protocol, which allows the retrieval of linked resources from across the web.

By 1991, people were able to join the new web community he had created, and in April 1993 announced that the world wide web technology would be available for anyone to use on a royalty-free basis. Since that time, the web has changed the way we teach and learn, buy and sell, inform and are informed, agree and disagree, build communities, exchange ideas, share and collaborate, and tackle problems ranging from putting food on our tables to curing cancer. Most of its history is ahead of us, but already it has changed forever the shape of modern life.

Yet it is far from reaching its full potential. New technologies will enable billions more to join the web community. But once connected, what people are able to do on and with the web is increasingly monitored and controlled by governments and by certain commercial practices. The ability of the private sector to filter and sell its customers’ data, and the balance between the right to digital privacy and the need to protect individuals – particularly children – are becoming the defining arguments of our age.

2. Answer the following questions.

1. How long did it take radio, television and the www to reach the first 50 million users?
2. Who is the “father” of the www?
3. What are the three fundamental technologies that remain the basis of the www?
4. When were people able to join the new web community?
5. What does it mean that the World Wide Web technology is available for anyone to use on a royalty-free basis?
6. In what way the web has changed our life? Give some examples.
7. What are the problems connected to the www?

3. Make a short summary of the text in the written form.

4. Work in pairs. Make a list of the advantages and disadvantages of the www and discuss them with your partner.

Text 3. The Discovery of a Method to Massproduce Penicillin

1. Read the text and get ready to speak on the topic.

In 1929 Alexander Fleming, a **bacteriologist** at St Mary's Hospital in London, published a paper on a **chemical** he called 'penicillin', which he had isolated from the mould *Penicillium notatum*. Penicillin, he wrote, had prevented the growth of a neighbouring colony of germs in the same **petri dish**. In 1938, Howard Florey, Ernst Chain and their colleagues at Oxford University turned it into a **life-saving drug**. They **expanded** on Fleming's work and **developed** methods for isolating, growing, extracting and purifying enough penicillin to prove its **therapeutic value**. The main **research effort** was moved to the United States in 1941 to protect it from air raids over the UK, and work began on how to grow the mould efficiently to make penicillin in the **large quantities** that would be needed for many thousands of **wounded soldiers**. The scientists knew they were in a race against death, because **an infection** was as likely to kill a wounded soldier as the wound itself. The co-operative efforts of British and American chemists, chemical engineers, microbiologists, government agencies, and chemical and **pharmaceutical manufacturers** were equal to the challenge.

The **introduction of penicillin** began the **era of antibiotics**, and has been recognised as **one of the greatest advances** in therapeutic medicine.

Fleming, Florey and Chain shared the 1945 Nobel Prize for medicine for their work on it. But antibiotics are not a universal panacea. Over-use or **inappropriate use** (for example, against viral infection) has led to significant growth in **antibiotic resistance** and the spread of multidrug-resistant bacterial infections. Developing a new generation of antibiotics is a **major challenge** for scientists today.

2. Learn the words in bold and explain their meaning.

3. Agree or disagree with the following statements.

1. In 1939 Alexander Fleming, a chemist at St Mary's Hospital in London, published a paper on a virus he called 'penicillin'.
2. Howard Florey, Ernst Chain and their colleagues at Cambridge University turned penicillin into a life-saving drug.
3. The scientists developed methods for extracting and purifying enough penicillin to prove its therapeutic value.
4. The main research was moved to the Soviet Union in 1941 to protect it from air raids over the UK.
5. Penicillin was needed in large quantities for many thousands of wounded soldiers.
6. The scientists knew that an infection was not likely to kill a wounded soldier.
7. Unfortunately the efforts of chemists, microbiologists, government agencies, and pharmaceutical manufacturers were not equal to the challenge.

8. The introduction of penicillin is one of the greatest advances in therapeutic medicine.

9. Antibiotics are a universal panacea. One can never over-use or inappropriately use them.

10. Developing a new generation of antibiotics is a major challenge for scientists today.

4. Make a short summary of the text using the words in bold

Text 4. Home Computers

1. Read the text and get ready to speak on the topic

In 1975, two computer enthusiasts, Steve Jobs and Steve Wozniak, founded a company called Apple Computer. What distinguished them from others was their determination to make a ‘microcomputer’ – a consumer product aimed at households: the home computer. They packaged the product as a self-contained unit in a plastic case, which could be plugged into a standard wall socket just like any other appliance. It would incorporate a keyboard to enter data, a screen to view the output and some form of storage to hold data and programs.

It would also need software, in order to appeal to anyone other than a computer enthusiast. Apple I came out in 1975, followed by Apple II in 1977. In 1979 they added word processing software, and the early success they enjoyed convinced many others of the feasibility of this approach.

One of these was IBM, the most dominant firm in the computer industry at that time. They moved with remarkable speed, and did a deal with Bill Gates of the Microsoft company to run their machines on what became the MS-DOS operating system. The IBM personal computer became an instant and runaway success, driven by IBM’s brand name and extraordinary marketing effort. While many business users had hesitated over buying an Apple or another relatively unknown brand at that time, the presence of the IBM logo – the most venerated brand in the industry – convinced them that this technology was for real.

IBM’s decision to allow it to have an open architecture meant that others could copy its design and take advantage of the huge demand that had been created.

And as the home computer evolves into laptops, tablets and smartphones, and the internet fuses with mobile telephony, we can state that e-commerce is now the fastest growing retail market in Europe.

2. Complete the following sentences with the appropriate word from the text

1. Two computer ... founded a company called Apple Computer.
2. Their determination to make a ‘microcomputer’ ... them from others.
3. A ‘microcomputer’ is a consumer product aimed at... .
4. They packaged the product as ... in a plastic case, which could be ... into a standard wall socket just like any other

5. The home computer had ... to enter data ... to view the output and some form of... to hold data and programs.
6. They added ... software.
7. The IBM moved with ...speed, and did a deal with Bill Gates.
8. The IBM personal computer became ... and ... success, driven by brand name and... marketing effort.
9. Many business users ... over buying an Apple or another relatively unknown brand. at that time, the presence of the IBM logo – the most venerated brand in the industry – convinced them that this technology was for real.
- 10 IBM's decision ... it to have an open... meant that others could copy its....
11. The home computer ...into laptops, tablets and smartphones.

3. Work in pairs. Make up dialogues, using the following questions:

1. When was Apple Computer company founded?
2. Do you know why the company was given such a strange name?
3. What distinguished Steve Jobs and Steve Wozniak from others?
4. What did they want to produce?
5. What are the necessary parts for any home computer?
6. Can you explain what the word 'software' means?
7. Why did the IBM personal computer become an instant success?
8. Do you have a PC at home or use a laptop, a tablet or a smartphone instead?
9. Have you watched a film or read a book about Steve Jobs and his creation?

4. Write an annotation of the text using no more than three sentences.

Text 5. Outstanding Persons

1. Get acquainted with some outstanding persons who influenced the development of world culture in the last century

The influence of Walt Disney on cinema and popular culture

Walt Disney (1901–66) was an American business magnate, animator, cartoonist, producer, director, screenwriter, philanthropist and voice actor. With his brother Roy he founded Walt Disney Productions, which later became one of the most powerful film production companies in the world. He and his staff created some of the world's best-known fictional characters including Mickey Mouse, for whom Disney himself provided the original voice. During his lifetime he won 22 Oscars from a total of 59 nominations, including a record four in one year, giving him more awards and nominations than any other individual in history.

George Orwell and his "Nineteen Eighty-Four"

George Orwell, novelist, essayist, journalist and polemicist, was one of the most admired and controversial writers of modern times. His 1945 novel *Animal*

Farm, based on Stalin's betrayal of the Russian Revolution, made his reputation; *Nineteen Eighty-Four*, set in an imaginary totalitarian future, cemented it.

It opens with the line 'It was a bright cold day in April, and the clocks were striking thirteen.' Originally titled *The Last Man In Europe*, it tells the story of Winston Smith, an everyman for his times, and was described by Orwell's publisher, when he received the manuscript, as 'amongst the most terrifying books I have ever read'.

Orwell believes that wellbeing is crushed by restrictive, authoritarian and untruthful government.

The Big Brother state which he describes aims at nothing less than the control of language and thought. According to the slogans repeated by the Ministry of Truth, 'War is Peace, Freedom is Slavery, Ignorance is Strength.'

Deprive people of the words with which to resist, Orwell told us, and you will crush resistance. In increasingly poor health as he struggled to finish the novel, Orwell died seven months after it was published.

The work and influence of the Japanese film director Akira Kurosawa

Akira Kurosawa (1910–98) is regarded as one of the most important and influential film-makers in the history of cinema, and directed 30 films in a career spanning 57 years. His multiperspective drama *Rashomon* became the surprise winner of the Golden Lion at the 1951 Venice Film Festival. Its subsequent commercial and critical success opened up Western film markets for the first time to the wealth of Japanese films that already existed, which in turn led to international recognition for other Japanese filmmakers. Kurosawa's best-known films are his samurai epics *Seven Samurai* and *Yojimbo*. His mix of Eastern and Western styles and stories had a massive impact on other directors, including Steven Spielberg and George Lucas. In 1990, he received the Academy Award for Lifetime Achievement.

Pablo Picasso (1881–1973) and his Guernica

Picasso's painting *Guernica* is perhaps his most famous work and certainly his most powerful political statement. It was created in response to the bombing of Guernica, a Basque Country village in northern Spain, by German and Italian warplanes at the behest of the Spanish Nationalist forces on 26 April 1937 during the Spanish Civil War. The painting shows the tragedies of war and the suffering it inflicts upon individuals, particularly innocent civilians. It has gained a monumental status, becoming a perpetual reminder of the tragedies of war, an anti-war symbol, and an embodiment of peace.

Painted in Paris in 1937, it now hangs in the Museo Reina Sofia in Madrid, Spain's national museum of 20th century art.

The influence of Andy Warhol

Andy Warhol (1928–87) was a film-maker, photographer, painter, commercial illustrator, music producer, writer, and even fashion model. The world

of pop art that engaged him was distinctly American and reflected the burgeoning commercialism and vitality of America after the Second World War. He challenged traditional boundaries between art and life, art and business, and between different media. In the process he turned everyday life into art and art into a way to live the everyday.

As the Warhol Museum puts it, perhaps his greatest innovation was that he saw no limits to his practice: 'His Pop sensibility embraced an anything-can be art approach – appropriating images, ideas and even innovation itself.'

Waiting for Godot

Samuel Beckett's play *En attendant Godot (Waiting for Godot)* was written between October 1948 and January 1949. It was first staged in 1953 at the Theatre de Babylone, Paris, directed by Roger Blin. The first English production, of Beckett's own translation, was directed two years later in London by Peter Hall. The durability of the play, with its underlying premise that human life is determined by chance, lies in its ambiguities, its openness to constant interpretation, the fact that it is not limited to a particular place or era, and not least in its enigmatic humour.

The continuing influence of the Norwegian playwright Henrik Ibsen

Ibsen died in 1906 at the age of 78, but his influence can be felt in most of the great 20th century dramatic realists, from Chekhov to Osborne – in particular the psychological depth of his later characters and his constant questioning of moral and political conventions. His earlier, more impressionistic work, *Peer Gynt*, is arguably one of the sources of both the surrealist and expressionist movements. *A Doll's House* is a powerful critique of how an exclusively male society treated women; and the eponymous heroine of *Hedda Gabler*, remains one of the most celebrated and sought-after female roles in world theatre. Although most of his plays are set in small coastal communities in Norway, Ibsen wrote in Danish and spent much of his working life in Italy and Germany.

The work and influence of the dancer and choreographer Pina Bausch

Philippina 'Pina' Bausch (1940–2009) was a German dancer, choreographer, dance teacher and ballet director. With her unique style, a blend of movement, sound, and prominent stage sets, and with her elaborate collaboration with performers during the development of a piece, she became a leading influence in the field of modern dance from the 1970s on. In 2005, the director and performer Neil Bartlett celebrated her work in *The Guardian*: 'No theatre was as brutally or as elegantly in the present tense as Bausch's, no women are more powerful than hers, no men more tender, no steps, slaps, looks or touches were so real'

American singer Michael Jackson

Michael Jackson (1958–2009) morphed from a lovable, pint-sized pre-teen with a puffy Afro and an electric voice into a superstar whose eccentricities drove

one tabloid headline after another. But like Elvis and Bob Dylan before him, Jackson reshaped pop culture and influenced just about every popular musician who came after him in one way or another.

2. Agree or disagree with the following statements.

1. Samuel Beckett translated his own play from French into English.
2. The main idea of the play *Waiting for Godot* is that that human life is determined by man's will.
3. The success of the Beckett's play lies in the fact that it is not limited to a particular place or era, and in its enigmatic humour.
4. Walt Disney founded Walt Disney Productions all alone.
5. Mickey Mouse is still one of the world's most famous and best-known fictional characters.
6. Though Walt Disney was very successful he was not able to win more than two Oscars.
7. The full name of outstanding dancer 'Pina' Bausch was Philippina.
8. 'Pina' Bausch was an American dancer, choreographer, dance teacher and ballet director.
9. 'Pina' Bausch was famous for her unique style of folk dance.
10. Henrik Ibsen's work had no influence on writers and playwrights of the 20th century.
11. The heroine of *Hedda Gabler*, remains one of the most celebrated and sought-after female roles in world theatre.
12. Michael Jackson was known not only for his voice but also for his eccentricities.
13. Andy Warhol was a film-maker, an actor, an outstanding sculptor, an art critic designer photographer, and even fashion model.
14. Andy Warhol turned everyday life into art and art into a way to live the everyday.
15. Though Picasso's painting *Guernica* is one of his most famous work it has nothing to do with any political statements.

3. Rank these outstanding persons starting from the most interesting for you. Get ready to explain your choice.

4. Answer the following questions.

1. Have you find any names new for you?
2. How is the most famous of Picasso's works called?
3. What is the greatest creation of Pablo Picasso dedicated to?
4. Have you seen *Guernica* or its reproductions?
5. What is the message of this painting?
6. What is the main idea of Samuel Beckett's play *Waiting for Godot* ?
7. When and in what language was the play *Waiting for Godot* first staged?
8. What was the origin of Michael Jackson?

9. Which do you like more Michael Jackson's songs or dances?
10. What are the most important plays of Henrik Ibsen?
11. Have you seen any of Henrik Ibsen's plays?
12. Where are most of Ibsen's plays set in?
13. What language did Henrik Ibsen write in?
14. What is one of the most celebrated and sought-after female roles in world theatre?
15. What do you know about Walt Disney and his company?
16. What Walt Disney films and cartoons can you name?
17. Who is your favorite Walt Disney film, cartoon or character?
18. Which of the persons mentioned in the text are writers, dancers, playwrights?

5. Work in pairs. Using the questions above make up dialogues and discuss the influence of the abovementioned persons on world culture.

6. Write a list of outstanding musicians, writers and artists from your country. Make a short survey of their work and their influence on world culture.

My Research Work

1. Read the following questions carefully. Try to answer all of them. This will help you to make an impressive Master thesis speech presentation. Write down your answers.

1. What are you? What is your occupation?
2. When and what higher educational institution did you graduate from?
3. What area of science are you concerned with?
4. Are there many unsolved problems in your field of knowledge?
5. How/When did you get involved in research?
6. What problem do you deal with?
7. What is the topic of your investigation?
8. What is the object of your investigation?
9. What is the purpose of your investigation?
10. What specific questions are you going to research?
11. How are you going to carry out the investigation?
12. Is the problem you study a topical one?
13. How many years have you been working on this problem?
14. How are you doing with your literature search?
15. Have you got acquainted with the literature available?
16. How is this problem being tackled in our Republic and abroad?
17. What famous scientists are engaged in this problem?
18. What is it that causes scientists to have such a great interest in the problem?

19. How do you approach the problem you work on?
20. What theory is your research based on?
21. Do you carry out any experiments?
22. What instruments do you use?
23. What measurements do you make?
24. What methods do you use in your work?
25. What is the essence of your method?
26. Have you already collected and arranged the necessary data?
27. Have you gathered all the data which you need to conduct your study?
28. What calculations are you going to carry out once you have your data?
29. Is your work of theoretical or practical importance?
30. Do you collaborate with anybody in your work or have you a particular topic?
31. Do you consult anybody on the problem you are interested in?
32. Do you ask the advice of people who are engaged in research in your chosen field?
33. Do you see research as an individual activity or as a collective one?
34. Who is your scientific supervisor?
35. What is his contribution to science?
36. What progress have you made in your work?
37. When will you finish your work on the problem?
38. Have you obtained any promising results?
39. Are there any practical results to come out of your efforts?
40. What is the importance of your work for our country?
41. What difficulties do you face in your work?
42. What conclusions have you come to in your research?
43. Have you got any scientific publications?
44. What are the subjects of your papers?
45. Have you ever participated in the work of scientific conferences, symposia?
46. How is your study likely to contribute to our knowledge?
47. How will the findings of your study influence our knowledge and/or practice?

2. Study the outline of Master thesis speech presentation.

Greeting

Good morning/afternoon/evening ladies and gentlemen.

I am glad to welcome you today.

Self-introduction

Let me introduce myself

I'd like to start by introducing myself.

My name is...

I come from..

I am studying for a Master's degree in Arts.
My scientific adviser/supervisor is Professor/Associate Professor...
I am grateful to my supervisor for the guidance he/she has provided.

Title

The title of my Master's thesis is ...
My study deals with the problems of ...
My study is devoted to the investigation of ...

Subject and object

The subject of my research is ...
The object of my research is ...

Objectives

The major aim of the research is to define/ to determine ...
The goal of my research is to explore...
The main purpose of the research is to reveal/ to prove/ to analyze...

Topicality and novelty

We offer a new approach to...
The novelty of the study can be seen in...
The topicality of the research is provided by the fact that ...

Methods

The methods applied in the research are...
We applied such methods as theoretical analysis/comparative method/ ...

Structure

This paper is divided into *five* parts.
My Master's thesis consists of Introduction, Body, which includes three chapters, Conclusion, Appendix and Bibliography.
Introduction gives a brief overview of ...
In the first Chapter we examine/analyze ...
This Chapter looks at/ examines/ investigates the problem of ...

Previous research

The literature review shows that ...
Previous studies have emphasized that...
Earlier studies show that the problem has not been yet properly explored.

Drawing conclusions

The present study has confirmed that ...
The research leads to the following conclusions ...
The study has revealed that ...

We came to the conclusion that ...

Inviting questions

That concludes my speech.

If you have any questions, I'll be happy to answer them now.

Thanking your audience

I 'd like to thank you for your time and attention today.

Thank you so much for your interest and attention.

I really appreciate that you took the time to be here and listen to my presentation.

3. Speak on your research work using the plan below

1. Area of science you are concerned with.
2. Subject of your research
3. Topicality of the problem you deal with.
4. Data collection, calculation and analysis.
5. Theories and concepts used.
6. Methods of research.
7. Research equipment.
8. Cooperation with other researchers.
9. Research supervision.
10. Results evaluation.
11. Drawing conclusions.
12. Presentation of the research results

Text 6. Useful Tips on Giving Impressive Presentations

1. Read the text and get ready to discuss it.

In many disciplines, it is common to project your **presentation** from a computer. In any case, the fundamental unit of your **visual aids** will be the slide, often with mixed text and figures.

Do not make word slides with sentences on them, because you will invariably turn your back to the **audience** and simply recite them. Instead, make each point with two or three words, so that the audience will have to pay attention to find out their meaning. If you make color word slides, make sure you use no more than four colors on any slide. The slides should be **consistent**; i.e., the title on every slide should be in the same place, and the same size, font and color. Do not use fancy or shaded **backgrounds**, or other meaningless **adornments**. They make the slides look overly produced and **detract** from the content.

If you have special needs, such as a movie or computer **projector**, be sure to check them. Often presentations are given in large rooms. If you think you may need a microphone, ask for one **to be provided**.

Practice your presentation before you go. Practice in front of your **scientific adviser**, some fellow graduate students, and at least one person who knows nothing about what you are doing. Get their **comments**, and practice it again. Make sure that your presentation is at a level where each of these people goes away with a good understanding of the issues.

Always bring a **backup hard copy** of your presentation in case something goes wrong. If you can't get the projection system to work, you still have to give a presentation!

With most presentation software, it is easy to lose the **distinction** between what you can do and what you should do. Resist the temptation to use special effects, like cute transition effects between slides. Above all, never use **sound effects** to accompany the appearance of text on the screen. If you do choose to give a laptop presentation, plan to practice your talk enough that the mechanics of using the **medium** become second nature for you..

You need to be able to make your **impression** in the allotted time. During the presentation, be sure **to maintain** eye contact with the audience. Choose people at various locations in the room, and systematically sweep your eyes around to be sure that you **engage** the entire audience. Avoid standing right at the overhead projector and pointing at it with a pencil. You may obstruct the projected image, or the view of people near the front, and you also will be partially blinded by staring into the bright light.

During your talk, if you are **interrupted** with questions, try to answer them as directly as possible. If the questions become too frequent, ask the audience to hold them until you finish, otherwise you may **run out of time**. If a question isn't clear, **rephrase** it to be sure you understood it. A phrase like, "I'm sorry, do you mean..." can be very helpful. Never argue with the questioner. If the discussion on some point seems to be going in circles, suggest that you and the questioner meet afterwards to discuss it further, then go on to another question.

2. Learn the words in bold and explain their meaning. Make up your own sentences using all the words in bold.

3. Read the following sentences and decide whether they are true or false.

1. The slides should always have long sentences on them.
2. Always use at least four colors on each slide.
3. Meaningless adornments detract your audience from the content.
4. You don't need to check movie or computer projector.
5. Always practice your presentation in front of your best friends.
6. Don't forget to bring a backup hard copy of your presentation.
7. Try to use as many special effects as possible, especially sound effects.
8. Never maintain eye contact with your audience.
9. Try to avoid answering any questions from the audience.

4. Go through the text, write down a plan and make a brief summary of the text according to your plan. Memorize the indicated words and use them in your summary.

5. Answer the following questions.

1. Do you know how to produce a successful presentation?
2. How often do you need to make presentations in the course of your studies?
3. Do you enjoy making presentations? Why? Why not?
4. Do you like watching presentations made by your group mates?
5. Have you found tips mentioned in the text useful for your future work?
6. What is the most important thing that makes any presentation successful?

6. Typical questions that might be asked after your Master thesis speech presentation. Study the questions and try to answer them

1. How/When did you get involved in research?
2. What problem do you work on?
3. How did you pick this topic?
4. Do you know what's been done, what's in process, and what directions your field is taking?
5. Have you read all there is to know about your topic?
6. Do you do much research in the area that most interests you?
7. Why would anyone work on this problem?
8. What were your findings?
9. What surprised you?
10. What would you do differently?
11. Why did you do A instead of B?
12. What motivated you to do this study?
13. Who are the major theorists who influenced your thinking?
14. What are the conflicts in the field?
15. What studies most contributed to your understanding of the issues?
16. In what ways will your work contribute to knowledge in your specialization?
17. In what ways will your work contribute to clarifying the conflicts in your field?
18. What is significant about what you have done?
19. How has your work made progress on the problem?
20. What theories (implicitly or explicitly) are contributing to the design of your study?
21. Can you document the historical evolution of this theory?
22. Do you ask the advice of people who are engaged in research in your chosen field?
23. Do you see research as an individual activity or as a collective one?
24. Why do you want to do this research?

25. How are you doing with your literature search?
26. What are your hunches about what your findings may reveal?
27. What are your reasons for choosing this strategy?
28. How is your study likely to contribute to our knowledge?
29. What other procedures might you consider?
30. What are the competing theories which are being addressed in your study?
31. What is the basic “argument” which you are addressing in your study?
32. How well are you addressing this issue?
33. What are you going to do next and why?
34. What problems are you finding? How are you handling them?
35. What criteria will you use in selecting your sample?
36. Have you gathered all the data which you need to conduct your study?
37. What confidence do you have that your analysis is comprehensive?
38. How will the findings of your study influence our knowledge and/or practice?
39. Are you familiar with X’s work at Y University on this very topic?
40. If you were starting today to create a research project, what might it be? Might it build on your own study?

7. Check yourself:

1. Do you like reading science-fiction books? Who is your favorite writer?
2. Which of the contemporary inventions are the most important for the mankind? Why?
3. Which of the discoveries of the 21 century is to your mind the most vital? Why
4. Do you believe that water can be used as fuel?
5. Can you explain what dark matter is?
6. Can you name top five contemporary discoveries and inventions?
7. What inventions or discoveries of the previous centuries do you consider really important?
8. What medicine was called a life-saving drug?
9. Do you remember who invented penicillin?
10. Why was penicillin needed in large quantities?
11. How can you prove that the introduction of penicillin was one of the greatest advances in therapeutic medicine?
12. Do you remember who founded Apple Computer company?
13. Can you explain what the word ‘software’ means?
14. Have you watched a film or read a book about Steve Jobs and his creation?
15. How long did it take radio, television and the www to reach the first 50 million users?
16. What are the three fundamental technologies that remain the basis of the www?

17. In what way has the web changed our life? Give some examples.
18. What are the problems connected to the www?
19. What is the greatest creation of Pablo Picasso *Guernica* dedicated to?
20. Have you seen *Guernica* or its reproductions?
21. What is the main idea of Samuel Beckett's play *Waiting for Godot*?
22. What are the most important plays of Henrik Ibsen?
23. What Walt Disney films and cartoons can you name?
24. How can you produce a successful presentation?
25. What is the most important thing that makes any presentation successful?
26. What is the title of your Master thesis?
27. What parts does your Master thesis consist of?
28. What methods have you used while conducting your study?
29. What is the main purpose of your study?
30. What results have you obtained?

Unit VIII. Rendering Special, Publicistic and Scientific Texts

Rendering (from Latin refero - "report") is a summary (either written or oral) of the content of special, publicistic or scientific text, disclosing its main content on all the issues raised, accompanied by the reporter's assessment and conclusions. It should give an objective idea of the nature of the article covered, outline the most significant points of its content.

Rendering special, publicistic and scientific texts is an intellectual creative process involving the semantic compression of written texts, a brief and summarised presentation of the content of the material in accordance with the assigned task. There are two ways of reducing the source material: by sifting out the secondary and irrelevant, and by paraphrasing the main idea into a concise form of speech. When rendering special, publicistic and scientific texts there should be no repetitions and common phrases; the use of direct speech and dialogues is excluded.

1. Study the structure of rendering special, publicistic and scientific texts.

1. The title of the article.
2. The author of the article: where and when the article was published.
3. The main idea of the article.
4. The content of the article. Some facts, names and figures.
5. The conclusion of the article.
6. Your personal point of view on the problem(s) discussed.

2. Read and translate phrases used when rendering special, publicistic and scientific texts. The following phrases may be of help to you to cope with article presentation/rendering:

1. The title of the article.

The title of the article is _____.

The heading of the article is _____.

The article under analysis / rendering / consideration / discussion / review is

_____.

The article is entitled _____.

The headline of the article I have read is _____.

The article goes under the headline _____.

2. The author of the article: where and when the article was published.

The author of the article is _____.

The article is written by _____.

The article is published / printed in _____.

The article is taken from _____.

The publication date of the article is _____.

The article is dated _____.

3. The main idea of the article.

The main idea of the article is _____.

The purpose of the article is to give the reader some information on _____.

The aim of the article is to provide the reader with some facts / material / data on _____.

The subject / topic / problem / current issue of the article is _____.

The article deals with / tackles / raises / bears on the problem of _____.

The article is devoted to _____.

The article touches upon _____.

The article presents the latest research into / on _____ / a completed analysis of _____ / a fresh view about/on _____ / a survey of _____.

The article outlines the results of an experiment / a research / a survey conducted / carried out to determine / discover _____.

The author points out / analyses _____.

The fact that _____ is stressed in the article.

The text gives valuable information on _____.

Much attention is given to _____.

The author draws our attention to _____.

4. The content of the article. Some facts, names and figures.

The author starts by telling the reader that _____.

At the beginning of the article the author describes _____.

The article opens with _____.

The author writes / writes / thinks / points out that _____.

Firstly / First of all / Secondly / Thirdly / Then / Next / After that / Finally the author reports / says that _____.

Furthermore / moreover / in addition to / besides / the article describes _____.

According to the text _____.

The article ends with _____.

It's essential / vital / extremely important to understand that _____.

5. The conclusion of the article.

The author comes to the conclusion that _____.

In conclusion the author admits / contrasts / demonstrates how _____.

At the end of the article the author draws the conclusion that _____.

To conclude I'd like to say that _____.

6. Your personal point of view on the problem(s) discussed

I find the article interesting / important / dull / of no value / too hard to understand because _____.

In my opinion the article is worth reading because _____.

I'm convinced / I do think / I feel / I tend to think / I would suggest that _____.

As for me, I'm sure that _____.
I believe that _____.
My view is that _____.
I support / I share the author's opinion _____.
To a certain extent I agree with _____ but _____.
I disagree with / I don't support the idea of _____.
I strongly disagree with the author's opinion (view) _____.

3. Read the article below and examine the sample of rendering.

Women in England and Wales Having Fewer Babies Than Ever Before

Figures from the Office for National Statistics show women in England and Wales are having fewer children and more are having none. The number of children a woman is likely to have while of childbearing age has fallen to the lowest level on record. Women who turned 45 last year had an average of 1.90 children, down from 2.21 for their mothers' generation, according to figures from the Office for National Statistics (ONS).

Teenage motherhood is also dropping, with just 6% of women having had at least one child before their 20th birthday. In total, 18% of women born in 1971 had no children at all, compared with 11% of women in their mother's generation. The figures show the average size of families in England and Wales peaked for women born in 1935 and has been falling ever since. The ONS said the figures, collected from birth registration data going back to the 1930s, defined 45 as the age by which most women had stopped having children. Emily Knipe, from the ONS population statistics division, said childlessness was "one of the main drivers" of falling family sizes by the time women reached the end of their childbearing lives.

But ONS spokesman Richard Miles said there were likely to be many reasons why women appeared to be having fewer children overall. He said: "It's fair to say that we have seen a trend of smaller families overall, but there are a lot of contributing factors to that. Education is a good example, and also continuing to work, so that all fits in with the trend."

The research showed a continuing downward trend in the rate of teenage motherhood, with just 6% of women born in 1996 having at least one child before their 20th birthday, matching rates seen among women born in the 1920s. Only about one in 10 women who reached the age of 45 in 2016 had four or more children, compared with about one in eight for women born in 1944. Women born in the 1960s onwards also had fewer children by the time they were 30 than the generations before them.

Overall, women born in 1971 were shown to have had 1.06 children on average by their 30th birthday, compared with 1.8 children for their mothers' generation. This reflected a general trend in postponing having children to an older age, the ONS said.

The Guardian, 24/11/2017

A Sample of Rendering

The article under analysis is entitled “Women in England and Wales having fewer babies than ever before” and is taken from “The Guardian”. It is written in a publicistic style and represents a typical example of an informative article.

Its opening statement is that according to the Office for National Statistics the average number of children given birth to by women under 45 has significantly dropped nowadays. The author provides a lot of statistic data to prove the point and compares the present day birth rate with the rates of the previous century, which seems quite convincing.

Moreover, the author presents the viewpoints of two ONS specialists on the possible reasons for the current situation. Emily Knipe, from the ONS population statistics division, believes that childlessness is “one of the main drivers” of falling family sizes by the time women reached the end of their childbearing lives. However, Richard Miles, ONS spokesman, states that there are likely to be many reasons why women appear to be having fewer children overall. According to him there are a lot of contributing factors such as education and women’s continuing to work.

Finally, the author states that current research shows a continuing downward trend in the rate of teenage motherhood as well as in the rate of women having 4 or more children, which, according to ONS, is liable to reflect a general trend in postponing having children to an older age.

As far as I can judge the author does not clearly express his or her attitude to the problem but merely describes the present day situation concerning birth rates. Nevertheless, a slight agitation may be deduced from the usage of such negatively coloured lexical units as “only about”, “stop”, “the end of childbearing life” and “fall”. To add to that, I would like to mention that the author does not mark teenage motherhood as something negative, which, I assume, shows his favourable attitude to such cases.

My view is that there is absolutely nothing to be anxious about. Taking into consideration the fact that many countries are vastly overpopulated nowadays, I strongly believe that this trend is strictly positive and more that understandable. Firstly, a significant increase in average life span and a decrease in child death rate have recently been observed. Secondly, humanity is no longer in need of increasing its numbers in order to produce enough material goods. And, finally, having fewer children gives people an opportunity to provide them with better care, financial and moral support, which will hopefully lead to better educated, better cultured and therefore happier generations to come.

4. Choose any article you like and render it.

✓ <https://www.theguardian.com/culture/2022/mar/16/i-thought-i-was-past-teenage-crushes-then-i-saw-benedict-cumberbatch>

✓ <https://www.thetimes.co.uk/money-mentor/article/pension-saving-money-advice-klarna/>

✓ <https://www.independent.co.uk/arts-entertainment/art/reviews/mixing-it-up-painting-today-review-b1915074.html>

РЕПОЗИТОРИЙ БГУКИ

4. KNOWLEDGE CONTROL SECTION

4.1. Guidelines for Organizing Master Students' Independent Work

Master students' independent work on the academic discipline "English Language" is realized in a variety of individual and group activities. The choice of a specific type of independent work is determined by the content of the problem under study and the level of Master student's language proficiency.

The aim of Master students' independent work is to intensify their learning and cognitive activities, form and develop skills of acquiring, analyzing and applying information in English, as well as provide an impetus for students' self-development and life-long education. Students' independent work on the academic discipline "English language" is organized in accordance with the Regulations on Master Students' Independent Work of the Belarusian State University of Culture and Arts.

4.2. List of Assignments for Independent Work

In the process of studying the academic discipline "English language", it is recommended to use the following forms of independent work:

- vocabulary and grammar tests;
- preparing reports, presentations, projects;
- analytical processing of authentic or partially adapted English texts of a socio-cultural orientation (rendering, abstracting);
- discussions aimed at solving problem situations;
- watching documentaries / feature films with their subsequent discussion;
- essay writing.

Recommended Assignments

Unit I. Persons and Personalities

Power Point Presentations:

Personality traits and personality types: what is personality?

Describing a person.

Personality and character traits: the good, the bad and the ugly.

Four types of personality.

Family duties.

Wedding traditions differ around the world.

Wedding traditions and rituals in my country.

Essay writing:

What is a person's character?

Personality traits: the positive and the negative.

Family and relationship problems.

Importance of family for children and adults.

Ideal family relationships.

The role of father in the family today and in the past.

The role of mother in raising a son.
Wedding superstitions.

Debates:

What is a strong character?
What kind of person can we call a good one?
What are five characteristics of a good partner?
How working parents share parenting and household responsibilities?
Which country has the most unusual marriage rituals?

Round table discussion:

How would you describe yourself?
Family is the first source of love you receive in your life.
Roles of father and mother in raising children.
My mother is responsible for...
Who pays for wedding in different cultures?

Unit II. Hobbies and Interests

Power Point Presentations:

The most notable theatres in the world.
Leisure activities in my native country.
The best museums and galleries in the world.
Healthy lifestyle benefits.
The evolution of modern theatrical production.

Essay writing:

My last visit to the theatre.
The importance of leisure activities.
My favorite kind of sport.
Healthy habits may help you live.

Debates:

Why is having too much free time a bad thing?
How can I improve my health?
Why is modern theatre important?
Do you think theatre tickets are reasonably priced?

Round table discussion:

Leisure activities have become too expensive.
Doing sports makes people healthy.
How to maintain a healthy weight.
Do you prefer watching a play at the theatre or a movie at the cinema?

Unit III. Rural and Urban Life: Rewards and Challenges

Power Point Presentations:

The problems of modern cities.

My native city / province.

The beauties of the country where I come from.

The activity of international ecological organizations.

What impresses me in the streets of Minsk.

Essay writing:

The place I would like to visit.

The city of my dream.

How to solve the ecological problems of the place where I live.

The advantages and disadvantages of living in the country.

What I like about Belarus.

Role-play: Town Conflict

Setting: *at the Town Meeting.*

Situation: *A small town is faced with a difficult decision: to allow a high-rise housing to be built which will close a shopping mall and take land away from a park. The land developer and construction company employ several townspeople and are depending on this contract to keep everyone working. If the high-rise is built, the small shopping mall will be demolished and the small businesses will have to close. The park is an ideal location for kids to enjoy themselves and there is a group of citizens who wish to build a skate park for the children. What will be the outcome of this situation?*

Characters:

Card I — The mayor. He is seeking re-election and doesn't want anything to risk losing the election. He avoids controversy in any way possible; he doesn't want to do anything to anger any group.

Card II — A citizen of the town. There is a park next to his neighborhood that is slated for a high-rise development for senior citizens, a convenience store, and a coffee shop. He does not want anything built there because he wants the park to be a city park developed with a skate park for the children of the community. He is leading a group of citizens against this development.

Card III - A land developer. He has deadlines to meet and 20 people on his payroll. He does not have time for delays.

Card IV— The city attorney. There is a legal problem because the mayor did not clear the land through all the proper channels, and the land deal is not approved. The attorney's job is to make sure the law is followed. (S)he doesn't display leadership qualities, and keeps repeating that the mayor has to resolve this; it's the mayor's problem.

Round table discussion:

East or West, home is best.

When at Rome, do as the Romans do.

There is no place like home.
One planet — one community.

Unit IV. International Tourism and Cultural Diversity

Power Point Presentations:

Natural wonders of the Earth.
Miracles of the world architecture.
The meaning of gestures in different countries.
Holidays and celebrations in the UK.
Holidays and celebrations in the Master student's native country.
Festivals taking place in the Master student's native country.
Unusual festivals of the world.

Essay / letter writing:

Write to an English-speaking friend from your ideal holiday destination. Describe what type of holiday it is, and what you are doing.

Write to an English-speaking friend about your living abroad.

Modern life is causing many traditions to become less important. (*Choose one of the traditions and explain why you think it should be continued. Use specific reasons and examples to support your point of view.*)

Advantages and disadvantages of culturally diverse societies.

How your favourite holiday is celebrated in your country.

Debates:

Do most tourists study the traditions and customs of the countries they are travelling to?

Why is it necessary to learn traditions and conventions of other countries?

Because of developments in communication and transportation, countries are becoming more and more alike. How is your country becoming more similar to other places in the world?

What are common traditions in all the countries of Europe, Asia and other continents?

Do unusual festivals have the right to exist, or is it just a waste of time?

Round table discussion:

Living abroad is a challenge: do you agree?

Traditions of the Belarusian people.

Some striking customs and traditions of the United Kingdom.

Traditions of Master students' native country.

Unit V. Studying Abroad: a Life-Challenging Experience

Power Point Presentations:

British universities and colleges.
A trip around Oxford (Cambridge).

Ancient universities of Great Britain.
St. Andrew's university and a romantic story connected to it.
A degree ceremony at Oxbridge.
English-speaking countries of the world.
Gadgets we can't do without.

Essay writing:

My best and my worst day at the university.
Categories of British universities.
Making international friends.
English in my life.
Pros and cons of an international relationship.
My favorite and my least favorite subject at the university.
How to avoid difficulties in university studies.
Students' life and Master students' life – similarities and differences.

Debates:

Advantages and disadvantages of studying in a foreign country.
Difficulties of an international relationship.
Which is better – tutorial or mass lecture system? Why?
Why English is important for culture students.
The most important subjects on the curriculum of my Master studies.

Round table discussion:

What makes your students' life more interesting and exciting?
What problems do you encounter at the university? How do you deal with them?
Would you like to study at Oxbridge? Why? Why not?
What modern gadgets do you use in your everyday life? How do they help you in your studies?
Do you think English is more or less difficult than your language? Why?
How can the English language help you advance in your career?

Unit VI. Professional Excellence and Career Advancement

Power Point Presentations:

The best music festivals in the Master student's native country.
Dance education: benefits and shortcomings.
New media art vs. classical art.
Keys to professional success.

Essay writing:

What is the effect of pop music on the modern generation?
The universal purposes of dance art.
Is technology limiting creativity?

Musical (artistic / choreographic) career: personal philosophy and career goals.

Debates:

Rock music makes people more aggressive.
Dance as dramatic expression or abstract form.
Is graffiti art or crime of vandalism?
Can you succeed in life working in the field of art?
One life – one job?

Round table discussion:

Can a person become addicted to music?
Can the dance be an effective tool for solving a conflict and bringing peace on a certain territory?
Art and science: cooperating together to push society forward.
Personal future career goals and career challenges.
Challenges that the professional dancers usually face throughout their career.

Unit VII. Science and Culture in Modern Society

Power Point Presentations:

Five top contemporary discoveries.
Three most important inventions of the 21st century.
Crucial discoveries / inventions of ancient times.
Inventions made in the Master student's country.
Outstanding artists of the Master student's country.
Famous contemporary artists / musicians / writers.
Top five artists / musicians / writers of all times.
My favorite trend in painting / music / architecture.

Essay writing:

Discoveries and inventions I consider the most crucial for the mankind.
Science vs. culture in contemporary society.
International cooperation in the sphere of culture / science.
The role of art / science in my life.
Famous artists / musicians / writers of my country.
My favorite book / picture / song / ballet.
Trends of art I dislike.
The role of culture / science in modern society.

Debates:

Do we need fine arts nowadays?
Is contemporary art real art?
Choosing art as a vocation, is it profitable or not? Why?
Difficulties of promoting art internationally.

Which is more important for mankind: science or culture? Why?
Do all people need to study art?
Differences and similarities of studying art in Belarus and the Master student's country.

Round table discussion:

What motivated you to choose a profession in the sphere of culture?
What problems do you encounter in your chosen sphere? How do you deal with them?
Would you like to stay in Belarus and promote cultural relations between Belarus and your native country?
What scientific advances do you use in your everyday life? How do they help you in your studies?
What are the main problems in your field of studies?

Unit VIII. Rendering Special, Publicistic and Scientific Texts

Follow the links and render the articles:

- ✓ <https://www.theobserver.com/2022/03/08/blind-student-cash-now-has-new-basketball-job-at-kearny-high/>
- ✓ <https://www.mirror.co.uk/travel/news/over-half-brits-holidays-planned-26444739>

4.3. List of Diagnostic Tools

To diagnose Master students' competencies at the end of each Unit and in the final assessment, the following forms are used: oral, written, oral-written and technical.

The oral form of competency diagnostics includes:

- questioning;
- conversation;
- reports;
- creative presentations;
- debates.

The written form of competency diagnostics includes:

- progress grammar and vocabulary tests;
- control tasks;
- essays / letters.

The oral-written form of competency diagnostics includes:

- rendering and annotating special, publicistic and scientific texts;
- peer review;
- project assessment;
- role-play assessment;
- credit;
- examination.

The technical form of competency diagnostics includes electronic tests.

4.4. Criteria for Assessing the Various Types of Speech Activity at the Credit and Examination

In 2004, the Republic of Belarus switched to a ten-point system for assessing the results of students' academic activities in higher educational establishments.

The following criteria approved by the Ministry of Education of the Republic of Belarus are used to assess the academic achievements of students in mastering the discipline "English Language":

10 (ten) points, credited:

- systematic, deep and complete knowledge of the academic discipline within its syllabus, as well as on the main issues that go beyond it;
- proper use of scientific terminology, stylistically and logically correct answers to questions;
- perfect mastery of the tools of the academic discipline, the ability to use them effectively in setting and solving scientific and professional problems;
- the ability to solve problems independently and creatively in non-standard situations;
- complete and deep study of main and additional literature sources on the academic discipline;
- the ability to freely navigate the theories, concepts and directions in the academic discipline and give them analytical assessment;
- the ability to use scientific achievements of other disciplines;
- creative independent work during practical classes, active participation in group discussions, a high level of assignment culture.

9 (nine) points, credited:

- systematic, deep and complete knowledge of the academic discipline within its syllabus;
- proper use of scientific terminology, competent, logically correct answers to questions;
- mastery of the tools of the academic discipline, the ability to use them effectively in setting and solving scientific and professional problems;
- the ability to independently and creatively solve problems in a non-standard situation within the syllabus of the academic discipline;
- complete and deep study of main and additional literature sources on the academic discipline;
- the ability to navigate the theories, concepts and directions in the academic discipline and give them analytical assessment;
- systematic, active independent work in practical, laboratory classes, creative participation in group discussions,
- high level of assignment culture.

8 (eight) points, credited:

- systematic, deep and complete knowledge of the academic discipline within its syllabus;

- knowledge of scientific terminology, competent, logically correct answers to questions, the ability to draw reasonable conclusions and generalizations;
- mastery of the tools of the academic discipline (methods of complex analysis, information technology methods), the ability to use them in setting and solving scientific and professional problems;
- the ability to independently solve problems within the syllabus of the academic discipline;
- study of main and additional literature sources on the academic discipline;
- the ability to navigate the theories, concepts and directions in the academic discipline and give them analytical assessment;
- active independent work in practical, laboratory classes, regular participation in group discussions, a high level of assignment culture.

7 (seven) points, credited:

- systematic, deep and complete knowledge of the academic discipline within its syllabus;
- the use of scientific terminology, competent, logically correct answers to questions, the ability to draw reasonable conclusions and generalizations;
- mastery of the tools of the academic discipline, the ability to use them in setting and solving scientific and professional problems;
- the ability to make decisions in standard situations within the syllabus of the academic discipline;
- study of main and additional literature sources on the academic discipline;
- the ability to navigate the main theories, concepts and directions in the academic discipline and give them analytical assessment;
- independent work in practical, laboratory classes, participation in group discussions, a high level of assignment culture.

6 (six) points, credited:

- sufficiently complete and systematic knowledge of the academic discipline within its syllabus;
- the use of the necessary scientific terminology, competent, logically correct answers to questions, the ability to make generalizations and reasonable conclusions;
- mastery of the tools of the academic discipline, the ability to use them in solving educational and professional problems;
- the ability to make decisions in standard situations within the syllabus of the academic discipline;
- study of main and additional literature sources on the academic discipline;
- the ability to navigate the basic theories, concepts and directions in the discipline under study and give them comparative assessment;
- active independent work in practical, laboratory classes, occasional participation in group discussions, a high level of assignment culture.

5 (five) points, credited:

- sufficient knowledge of the academic discipline within its syllabus;

- lack of knowledge of scientific terminology, competent, correct answers to questions, the ability to draw conclusions;
- mastery of the tools of the academic discipline, the ability to use them in solving educational and professional problems;
- the ability to independently apply standard solutions within the syllabus of the academic discipline;
- study of the main literature sources recommended by the syllabus of the academic discipline;
- the ability to navigate the basic theories, concepts and directions in the academic discipline and give them comparative assessment;
- independent work in practical, laboratory classes, irregular participation in group discussions, a sufficient level of assignment culture.

4 (four) points, credited:

- sufficient knowledge of the academic discipline within its syllabus;
- study of the basic literature sources recommended by the syllabus of the academic discipline;
- lack of knowledge of scientific terminology, incomplete answers to questions, the ability to draw conclusions without significant errors;
- insufficient mastery of the tools of the academic discipline, the ability to use them when accomplishing assignments;
- the ability to accomplish standard assignments under the guidance of a teacher;
- the ability to evaluate the basic theories, concepts and directions in the academic discipline;
- work under the guidance of a teacher in practical, laboratory classes, an acceptable level of assignment culture.

3 (three) points, fail:

- insufficient knowledge of the academic discipline within its syllabus;
- partial investigation of the main literature sources recommended by the syllabus of the academic discipline;
- the use of scientific terminology, the presentation of the answer to questions with significant, logical errors;
- poor mastery of the tools of the academic discipline, incompetence in accomplishing standard (typical) assignments;
- the inability to navigate the main theories, concepts and directions of the academic discipline;
- passivity in practical and laboratory classes, low level of assignment culture.

2 (two) points, fail:

- fragmentary knowledge of the academic discipline within its syllabus;
- study of single literature sources recommended by the syllabus of the academic discipline;
- the inability to use the scientific terminology of the academic discipline, the presence of great, logical errors in the answer;

- passivity in practical and laboratory classes, low level of assignment culture.

1 (one) point, fail:

- lack of knowledge (and competencies) within the syllabus of the academic discipline, refusal to answer.

The assessment of Master students' progress in the form of a credit and an examination focuses on communicative skills in different types of receptive and productive speech activities in English. In this case, the following control tasks are used: vocabulary and grammar tests, conversation on the topic provided, rendering a text. The vocabulary and grammar test is a form of Master students' admission to the credit (exam). 50% or more of the test assignments must be completed correctly.

The following are exemplary criteria for assessing Master students' communicative skills when performing control tasks. These criteria have been compiled based on an integral ten-point scale for assessing students' academic achievements.

Tab. 1. Assessment of speaking

Points	Speaking
10	Proficiency in syllabus material. The content of the utterances corresponds to the communicative situation. Speech is coherent, complete, spontaneous and fluent. Utterances are polythematic and express the speaker's point of view. Speech is varied and correct. No linguistic errors.
9	Proficiency in syllabus material. The content of the utterances corresponds to the communicative situation. Speech is coherent, complete, spontaneous, and fluent. Utterances are well-reasoned and express the speaker's point of view. Speech is varied, 1-2 self-corrected errors are allowed.
8	The content of the utterances corresponds to the given topic and the communicative situation. Utterances are coherent, logic, and well-reasoned. Few language errors (3-4) are self-corrected.
7	The content of the utterances corresponds to the given topic and the communication situation. Utterances are logically structured and connected with each other according to well-known speech algorithms. Rare linguistic errors (5-6) are easily corrected with the help of the teacher.
6	The ability to use the speech material in a familiar situation according to a pattern. Speech is lexically and grammatically diverse, but not fluent enough (pauses, repetitions, etc.). Language errors.
5	Language proficiency is limited to reproducing speech material in familiar situations with numerous errors.

4	Full reproduction following the pattern. Speech is very simple. Language comprehension is limited.
3	FAIL: Difficulties in communication; incomplete reproduction of syllabus material. Bad comprehension of general information.
2	FAIL: The language is used at the level of words and phrases.
1	FAIL: No response or refusal to respond. The language is used at the level of single words.

Tab. 2. Assessment of rendering

Points	Rendering
10	The rendering is carried out in compliance with all requirements. The Master student shows a high level of abilities in presenting information (use of argumentation techniques, means of logical coherence, etc.). All factual information is transmitted accurately and without distortion. The utterance is well-reasoned. It expresses the opinion of the author of the text and the Master student's own opinion. The student's speech activity is fluent. Absence of linguistic errors.
9	The rendering is carried out in compliance with all requirements. The main idea of the text is correctly defined. The semantic division of the text is logic and correct. The Master student builds the introductory and final part of the rendering competently and correctly. All the actual information is transmitted without distortion. The content of the utterance is coherent, complete, fluent and well-reasoned. It expresses the opinion of the author of the text and the Master student's own opinion. Speech is diverse, 1-2 self-corrected language errors are allowed.
8	The rendering is carried out in compliance with the requirements. The Master student's speech is consistent and well-reasoned. The student formulates correctly both the author's point of view and his own point of view on the problem raised in the text. 2-3 language errors are acceptable, which do not interfere with the general understanding of the utterance.
7	The structure of the response is logically compiled, there are minor distortions of the actual information. The Master student's speech shows a small number of inaccuracies in the transmission of information (absence or incorrect use of logical connections, etc.). Few (3-4) linguistic errors.

6	The content of the utterance basically corresponds to the content of the text. Speech is lexically and grammatically diverse, but not fluent enough (pauses, repetitions, etc.). There are more than 4 language errors which interfere with understanding (not knowing vocabulary on the topic, incorrect use of phrases, phraseological units, etc.).
5	The Master student omits important facts, illogically / haphazardly transmits information. The communicative task is completed at the level of text reproduction with numerous errors. The student's speech activity is low, there are problems in sentence construction.
4	The reproducing of the text. The speech is very simple. English comprehension is limited. The answer contains a significant number of lexical / grammatical / phonetic errors that affect the speech comprehension. There are serious distortions of factual information.
3	FAIL No understanding of the communicative task. The answer contains such a number of errors that leads to misunderstanding.
2	FAIL No text comprehension. Inability to construct an utterance in English.
1	FAIL No response or refusal to respond.

4.5. Requirements for the Assessment of Speech Activity

The syllabus of the academic discipline “English Language” involves the Master students’ progress assessment in the form of a credit (semester I) and an examination (semester II).

The credit is aimed at the assessment of students’ communicative skills in all speech activities (reading, listening, speaking, writing), in accordance with the topics studied. The assessment results are expressed as “credited” or “fail”.

The examination is aimed at the assessment of the level of English communicative competence achieved by a Master student by the end of the academic course. The assessment of educational achievements of students at the examination is based on a ten-point scale. To assess the academic achievements of students, criteria approved by the Ministry of Education of the Republic of Belarus are used.

Master students’ progress assessment is determined by the following conditions:

- comprehension of the syllabus material in accordance with the stages of studying process;
- duly completion of study assignments;
- active classroom work and out-of-class independent work.

A Master student who has assimilated the entire course according to the syllabus is allowed to pass the examination in the academic discipline “English Language”.

4.6. Requirements for the Structure of Credit and Examination

At *the credit*, a Master student should demonstrate the ability to use English when accomplishing the following tasks:

1. Vocabulary and grammar test.
2. Speaking on a topic.

At *the examination* in the academic discipline “English language”, a Master student should be able to use English as a means of professional communication in the sphere of culture.

The examination includes the following tasks:

1. Reading a text of cultural orientation in the English language with a dictionary and rendering it. The volume of the text is 1,500-2,000 characters. Preparation time is 45 minutes.

2. A conversation in the English language on the topic connected with the Master student’s research work (theme, subject and object, purpose, topicality and novelty, structure and methods of research, the results obtained and conclusions made).

5. SUPPLEMENTARY SECTION

5.1. Literature

Main Literature Sources

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3. Falla, T. Solutions: Pre-Intermediate Workbook / T. Falla, P. A. Davies. – New York ; Oxford : Oxford University Press, 2013. – 130 p.
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6. Studying Culture. Английский язык: учеб.-метод. пособие / А. А. Филиппов [и др.]; М-во культуры Респ. Беларусь, Белорус. гос. ун-т культуры и искусств. – Минск: БГУКИ, 2017. – 224 с.

Additional Literature Sources

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9. Anderson, N. J. Active skills for reading Student Book 2 / N. J. Anderson. – 3-d edition. - Boston, MA, USA: National geographic learning, 2013. – 176 p.
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Links to Internet Resources

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2. <https://www.britannica.com/>
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7. <https://learnenglish.britishcouncil.org/>

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9. <https://listenaminute.com/>
10. <https://www.businessenglishpod.com/>
11. <https://www.podcastsinenglish.com/>
12. <https://www.allthingstopics.com/>
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РЕПОЗИТОРИЙ БГУКИ