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АНГЛИЙСКИЙ ЯЗЫК В СФЕРЕ ИСКУССТВА

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Учебное пособие состоит из трех разделов, включающих материалы, направленные на развитие англоязычных коммуникативных навыков. Представлены аутентичные тексты по темам «Средства массовой информации», «Живопись» «Музыка» и разработанные на их основе и в соответствии с рабочей программой лексические, грамматические и коммуникативные задания.

Предназначено студентам всех направлений подготовки для развития навыков устной речи.

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ПРЕДИСЛОВИЕ

В связи с развитием международных связей и глобализацией, затрагивающей все сферы жизни человека, навыки межкультурной коммуникации необходимы для современного специалиста вне зависимости от его специализации. Важным является овладение общекультурными темами, в том числе представленными в данном пособии: «Средства массовой информации», «Живопись» «Музыка».

Учебное пособие разработано в соответствии с ФГОС ВО для студентов всех направлений подготовки с целью развития англоязычных коммуникативных навыков (чтения, письма, аудирования, устной речи). В связи с этим задания каждой из трех тематических частей пособия разделены на группы в соответствии с видами речевой деятельности: Reading, Listening, Writing, Speaking. Помимо этого, работа с изданием предполагает расширение словарного запаса и дает возможность «погружения» изучающих иностранный язык в атмосферу англоязычных стран. Пособие предназначено для студентов с уровнем владения английским языком B1 (Intermediate), B2 (Upper-intermediate) и выше.

Авторами широко используются современные аутентичные материалы: видеолекции, аудиозаписи, публикации из англоязычных СМИ. Наличие гиперссылок позволяет расширить возможности пособия, а также мотивировать студентов к активному изучению английского языка: пособие обеспечивает возможность прослушивания виртуальной лекции о культуре, посещения музея, просмотра отрывков из фильма и спектакля, а также работу с текстами современных театральных, художественных и кинокритических рецензий и отзывов.

Некоторые диалоги и монологи также доступны для прослушивания или видеопросмотра. Кроме того, использован материал из социальных сетей, что также способствует повышению мотивации студентов при работе с пособием.

Богатый иллюстративный материал соответствует тематике пособия, а также позволяет развивать художественный вкус студентов.

Авторский коллектив учебного пособия состоит из преподавателей, имеющих большой опыт подготовки и проведения курсов разговорного английского, а также устной и письменной переводческой деятельности.

Издание может представлять интерес для широкого круга читателей: студентов, преподавателей, а также всех, кто самостоятельно изучает иностранный язык.

UNIT 1

MASS MEDIA



Vocabulary

1. Look at the picture above. Which of the words in the box could you use to describe mass media you think the man in the picture uses?

mass medium (pl. mass media) - СМИ

advent - появление, наступление эпохи

to allow - позволять

to overestimate - переоценить

contemporary - современный

crucial – ключевой, важнейший

to evaluate - оценивать

to make headlines - попасть в заголовки, широко освещаться в печати

editorial – колонка редактора

televise – транслировать по телевидению

current news – текущие новости

edition - издание

gossip - сплетни

supplement - приложение

to cover – освещать, давать материал в прессу

cover – обложка

layout – планировка, расположение, макет

circulation – тираж, распространение

to expand – расширяться

to distribute – распространять

to issue – выпускать, издавать; пускать в обращение

to launch – выпускать на рынок (товар), издавать (полиграфическую продукцию)

to feature – 1. изображать, 2. содержать в себе как отличительный элемент

to submit news - представлять новости

to spread across the country - распространяться по стране

to be addicted to internet games - пристраститься к интернет-играм

take part in the quiz - принимать участие в викторине

rude jokes - грубые шутки

spoil the sight - портить зрение

biased – пристрастный

stand – 1. подставка, 2. киоск, 3. позиция, точка зрения

to ghost – писать, сочинять за другого

recent news – свежие новости

breaking news – сенсация, актуальные новости

state-run media – официальная пресса

broadcast – радиовещание; радиопередача, телепередача

to broadcast – передавать по радио, по телевидению; распространять

to transmit – передавать

celebrity – знаменитость, звезда

subject matter – предмет обсуждения

controversy – дискуссия, полемика, разногласия

impartiality – беспристрастность, объективность

to offend – оскорблять, нарушать

addict – психологически зависимый, заядлый любитель, приверженец

Hot of the press! - Только что из печати! (Свежий номер! Свежие новости!)

New on the blog! – Новое в блоге!

2. Name different kinds of the mass media. Which are the most influential nowadays? Why?

3. Guess the meaning of the words in italics through the context of the sentence. Check the accuracy of your guess in a dictionary.

1) Physical *duplication* technologies such as printing allowed the duplication of books at low prices to huge audiences.

2) Mass-*circulation* newspapers and magazines and *nationwide* radio networks appeared in the 1920s.

3) Some people suppose that the media destroy the individual's capacity to act *autonomously*.

4) People actively *interpret* the media and the information they give.

4. Match the words with their definitions.

a) Television	1) A small book giving useful facts
b) Newspaper	2) A book giving information about everything
c) Advertisement	3) A TV or radio programme or an article giving information about sports competitions
d) Quiz	4) The process of sending and receiving messages through the air
e) Tabloid	5) A serial about relationships between people especially about love usually with a happy end
f) Talk show	6) A way to communicate with your partner who might be a thousand miles away using the computer
g) The Internet	7) A TV programme where people discuss different problems expressing their opinions
h) Handbook (справочник)	8) Broadcasting programmes for people to watch on their television sets
i) Radio	9) A programme which gives us information about the modern trends of music and lets us listen to it
j) Music programme	10) A newspaper with rather small pages, many pictures and little serious news
k) Soap opera	11) A short film or a short article which gives us information about an object and makes us buy it
l) Sports news	12) A set of questions on different subjects to be asked
m) Encyclopedia	13) A paper printed and sold usually daily or weekly with news, advertisements

5. Read the extracts and choose what the article is about.

a. Current affairs

b. Sport

c. Celebrity

d. Biography

e. Fairy tale

1.	There lived a king and he had three sons. But the last was a fool.
2.	Queen Elizabeth II was born on 21 April 1926. She is the Head of the Commonwealth.
3.	The final of this competition takes place every May at the famous Wembley stadium in London.
4.	Britney Spears is one of the world's pop princesses. She has a big house in Beverly Hills and recorded her third album.
5.	The International community has banned together to condemn a terrorist attack as 35 people were killed in a bombing inside the airport.

6. You know that papers and magazines have lots of sections. Read these headlines and try to guess what sections they belong to.

1. New Plastic Surgery Miracles.	a) Section "Families" (in a newspaper).
2. Dieting? The pill you must take.	b) "Midwest Living" (Everything about Midwest and Midwesterners).
3. Focus on Health.	c) TV and Cable Guide (magazine or newspaper)
4. Where Have All the Manners Gone?	d) "Woman's World" or section "Health" in a newspaper.
5. 1,000 children get HIV each day, study says. (Brussels, Belgium)	e) Section "Daily Briefing World." in a newspaper.
6. Storm Tips.	f) "Cosmopolitan."
7. Fireworks, Music And Fun on the Fourth.	g) "Woman's World"(the Woman's Weekly)
8. Don't Touch That Phone!	h) "Woman's World" or section (How to Resist Calling Him First).
9. Roam Free in South Dakota.	i) Weather.

7. Work with your partner or in groups and discuss the questions.

Do the media play an important role in your life?

Which kind of mass media do you prefer?

What kind of mass media are popular among your relatives?

Which type of mass media is most reliable? Which is quickest? Which is most fun? Which is most up-to-date? Which one is easiest to use?

How often do you watch TV and listen to the radio?
What kinds of programmes do you prefer?
What programmes are popular among your friends and relatives?
Do you read newspapers or magazines?
Can you name the titles of some printed mass media popular among your friends or relatives?
Do you think that the media influence the way people look at the world?
Do you think that the government should control the media? Why or why not?
How do you think people will get information in the future?
How did people get information in the past?
What is 'information revolution'?

8. Read the text and divide it into semantic parts.

MASS MEDIA

Mass media are usually defined as any of the means of communication that reach and influence a very large audience, at least as large as the whole population of a nation. The term was coined in the 1920-s with the advent of nationwide radio networks and of mass-circulation newspapers and magazines. Media include radio and television, films, various types of discs or tapes used for music and computer, the Internet, publishing on paper (books, magazines, and newspapers).

During the 20th century, the advent of mass media was driven by technology that allowed the massive duplication of material at a low cost. Physical duplication technologies such as printing, record pressing and film duplication allowed the duplication of books, newspapers and movies at low prices to huge audiences. Television and radio allowed the electronic duplication of content for the first time.

The role of mass media in the life of the present society is difficult to overestimate. They have become a daily and essential necessity of contemporary men. Mass media report about various aspects of life, form and affect public opinion. In this or that form mass media come into every home.

Mass media play a crucial role in forming public opinion. They do it in a number of ways: first, they inform individuals about the world. Much of the news that we see in mass media is gathered by large organizations. Second, they reproduce modern society's self-image by forcing attention to certain issues. They build up public images of political figures. They are constantly presenting objects suggesting what individuals in the mass should think about, know about, have feelings about. But how much do the media

influence the modern society? Early critics suggested that the media destroy the individual's capacity to act autonomously. Later studies, however suggest a more complex interaction between the media and society. People actively interpret and evaluate the media and the information they provide.

Mass media are so influential because they can be used for various purposes: popularisation, for business or social concerns (advertising, marketing, public relations, and political communication), education, entertainment, video and computer games, journalism, public service announcements.

9. Are the statements true or false? Correct false statements.

- 1) Media don't include films and various types of disks for music and computer.
- 2) Development of mass media is caused by technology.
- 3) Modern critics suggest that the media destroy the individual's independence in behavior.
- 4) Mass media form public opinion and self-image.
- 5) Mass media can't be used for education.

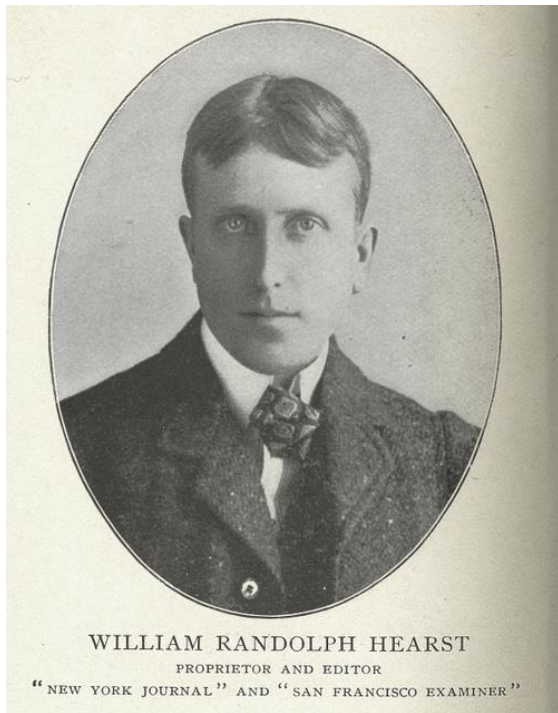
10. Find in this square as many words connected with the topic "Press" as you can.

c	a	r	i	c	a	t	u	r	e	g	o	s	s	i	p
o	b	i	a	s	e	d	a	e	g	h	o	s	t	n	u
y	r	b	l	o	r	o	n	a	r	o	c	a	c	m	b
l	o	c	a	l	o	d	e	d	i	t	o	r	i	a	l
t	a	o	r	a	b	a	w	e	e	k	l	y	r	g	i
a	d	v	e	r	t	i	s	i	n	g	u	p	c	a	s
b	s	e	v	a	b	l	p	a	u	t	m	r	u	z	h
l	h	r	y	r	a	y	a	q	u	a	n	e	l	i	g
o	e	a	n	e	w	s	p	r	i	n	t	s	a	n	h
i	e	q	u	a	r	t	e	r	l	y	r	s	t	e	o
d	t	a	n	b	e	t	r	i	e	d	i	t	i	o	n
d	i	s	t	r	i	b	u	t	e	l	a	y	o	u	t
i	s	s	u	e	s	u	p	p	l	e	m	e	n	t	a
c	p	e	r	i	o	d	i	c	a	l	i	s	a	r	b
w	o	r	m	o	n	t	h	l	y	a	t	i	o	n	i
a	l	a	u	n	c	h	b	a	r	t	i	c	l	e	c

11. Answer the following questions.

- 1) What means of communication do media include?
- 2) When did the term “mass media” appear?
- 3) What caused the advent of mass media?
- 4) Why is the role of mass media for contemporary people so important?
- 5) How do mass media influence a modern society?
- 6) What purposes can mass media be used for?
- 7) What kind of mass media do you prefer?

Word-building



12. Read the text and fill the gaps with the words derived from the words given below. Sometimes, changes are not necessary.

William Hearst, a Newspaper Magnate

William Hearst was born in San Francisco in 1863, the son of the American industrialist and (1) George Hearst and the philanthropist Phoebe Apperson Hearst. In 1887, Hearst took over his father's newspaper, the *San Francisco Examiner*. As

(2)..... of the paper, he used the sensational journalistic methods later called yellow (3) Hearst and the paper prospered. In 1895, he purchased the *New York Morning Journal* and in 1896 began publication of the *Evening Journal*. Within months, the combined (4) circulation of these two papers had reached the (5) then figure of 1.5 million. Hearst was (6) expanding his journalistic empire until in 1927 he controlled a chain of 25 newspapers published in major cities of the USA.

The (7) depression of the 1930-s caused Hearst to reduce his holdings to 17 newspapers. The largest among them, in terms of (8) were the *New York Daily Mirror*, the *New York Journal-American*, the *Chicago Herald-American*, and the *Los Angeles Examiner*. His other businesses included industrial (9) in south America and Africa. Hearst was able to make a great (10) on American public opinion. Late in the 19th century, for example, reports in his newspapers on Spanish (11) in Cuba so aroused the public that the US (12) war against Spain.

- 1) policy
- 2) edition
- 3) journal
- 4) day
- 5) precedent
- 6) steady
- 7) economy
- 8) circulate
- 9) invest
- 10) influence
- 11) cruel
- 12) declare

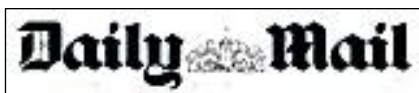
READING

BRITISH PRESS

- 13. Divide these words into two groups. What types of the newspapers do they describe? Give examples of each type. Make 2-3 sentences using these words.**

Gotcha journalism, intellectual press, yellow press, quality paper, supermarket tabloid, stooge media, serious newspaper, tabloid press, scandal sheet, gutter journalism, broadsheet paper, reptile press

Type 1	Type 2



- 14. Answer the questions.**
1. What British newspapers or magazines do you know?
 2. Where are most of their offices located?

3. What is the difference in the layout, the language and the facts given in the quality and popular papers?

15. Read the following text to find answers to the questions above.

Quite a number of daily newspapers, national and regional, are sold per person in Britain. There are over 120 daily (Monday to Saturday) and Sunday newspapers and about 1,000 weekly newspapers. These figures include certain specialized papers with circulations limited not by region but by interest; for instance business, sporting and religious newspapers, and newspapers in foreign languages.

The press serves a variety of political views, interests and levels of education. There is no state control or censorship of the press, but it is subject to the general laws of publication. Ownership of the national and regional newspapers is concentrated in the hands of a number of large press publishing groups, such as “Fleet Holding”, “Associated Newspaper Group”, “News International”, and others.

Ten morning daily papers and eight Sunday papers circulate throughout the country, and are known as national newspapers. Most of them are produced in London. National newspapers are often thought of as either “quality” or “popular” papers on the basis of differences in style, content and format: broadsheet or tabloid. The qualities contain national and international news, the political events (very often written in the editor’s view), financial and sports news, television and radio programmes, theatre and cinema show lists, and others. The tabloids are not so serious in tone as the qualities. They print stories of human interest: about common people, about personal lives of cinema stars, politicians, sportsmen and other famous people. The most popular newspapers are “The Sun”, the “Daily Mirror”, the “Daily Express” and the “Daily Mail”. The newspaper which sells more copies than any others is the “News of the World”.

The regional newspapers of England provide mainly regional and local news. The daily newspapers also give coverage of national and international affairs. Generally, regional evening newspapers are non-political, while the morning newspapers adopt a more political stand. Local papers are delivered to people’s homes free of charge.

The 5,000 periodical publications are classified as “general”, “specialized”, “technical” and “professional”. The weekly periodicals with the highest sales are “Radio Times” and “TV Times Magazine”, “Woman’s Weekly”, “Woman’s Own”, “Weekly News”.

The three principal news agencies in Britain are: Reuters Ltd, an international news organization registered in London, the Press Association Ltd

and The Exchange Telegraph Company Ltd. Reuters, for example, employs some 3,300 full-time staff in 70 countries. The Press Association Ltd, the British national news agency, provides a complete service of home news, including general and parliamentary news and all branches of financial, commercial and sports news.

The British press and broadcasting organizations are also served by Associated Press Ltd and by United Press International, which are British subsidiaries of United States news agencies.

16. Explain the difference between these types of newspapers.

- 1) national and regional;
- 2) daily and periodical;
- 3) broadsheet and tabloid;
- 4) politically non-committed and having political leaning.



THE INTERNET



17. Answer the questions.

1. How popular is the Internet it these days? Who uses it?
2. What's your favourite website? Why do you like it?
3. What sort of information can be found on the Net?
4. How do you look for information on the Net?
5. Can you always rely on the information you find?
6. What are the positives and negatives of the Internet?
7. How do people get connected to the Internet?
8. Is it difficult to publish something on the Internet?
9. Do you (or anyone you know) have a website? What is it about?
10. Do you think that the Internet will replace other kinds of mass media completely? Why?
11. Is the Internet only used for legal purposes?
12. When you are using the Internet, is your privacy well protected?
13. Is there a lot of unpleasant advertisement on the Internet?
14. Is there any censorship on the net? Should there be?

18. Give definitions to the following words.

virus, SPAM, hacker, blog, pop-ups, spyware, adware, vlog

19. Read statements the following text and fill the gaps with statements A – G. One statement is extra.

The Internet is completely changing the way 1_____. This general source of news and knowledge has revolutionized the world of media beyond all recognition. Thanks to the Internet we can find the most sophisticated pieces of information in a flash. It's no wonder 2_____. Because of this new communication channel we feel almost as if we are eye witnesses of events 3_____. And this is just the beginning of a great development. Nowadays, everybody feels the need to have access to the Internet. Personally, I just can't imagine that there is any information we can't receive by virtue of this medium.

I love to surf the Internet for hours. How in the world would I get faster to the people I care for? In no way would I dream of depreciating the importance of telephones. Particularly as a woman I can sit on the phone 4_____. Yet, the Internet helps me to save time. I can talk with some friends via the Communicator; write e-mails to others 5_____. The Internet is an infinite source of information on education and career opportunities. As a student I don't want to lag behind those who are well informed about the best job vacancies. It's the Internet that gives me the means to select the most appropriate offers and get in touch with potential employers. Instead of buying dozens of newspapers and trawling through them in search of some worthwhile information sandwiched between things I'm not really interested in, I find everything I need in no time at all. In addition I can practise and improve my English on the Internet 6_____. The Internet has become a vital part of my daily life and it's so much more to me than just another source of entertainment.

- A. that we tend to say that the world is getting smaller
- B. while I meet new people from different parts of the world
- C. we access information
- D. because it appears to be quite interesting
- E. till the cows come home
- F. which take place in distant countries
- G. while simultaneously browsing the World Wide Web

20. Read the text from Merriam-Webster's website and summarise it in 1-2 paragraphs.

THE HISTORY OF "MEME"

What to Know

While *memes* today are recognized as amusing or interesting items that spread widely through the internet, the word itself dates to the 1970s. Originally "memes" were conceptualized as units of cultural transfer, and could be boiled down to "ideas that catch on and pass between people via culture."

Say the word *meme* and the average English speaker is likely to have any variety of images spring to their mind – perhaps a photo of a furious baby with a caption about some indignity of corporate life, or an image of a voluminous cat who is clearly having none of it. *Meme* as we most often encounter it these days is used to refer to "an amusing or interesting item (such as a captioned picture or video)," as our definition puts it, "that is spread widely online especially through social media."

Spread widely indeed: they're everywhere. But where did the word *meme* come from?

The Origin of Memes

Meme isn't new: it dates to evolutionary biologist Richard Dawkins' 1976 book *The Selfish Gene*, where it functioned with a meaning other than its current most common one. In Dawkins' conception of the term, it is "a unit of cultural transmission" – the cultural equivalent of a gene:

We need a name for the new replicator, a noun that conveys the idea of a unit of cultural transmission, or a unit of imitation. 'Mimeme' comes from a suitable Greek root, but I want a monosyllable that sounds a bit like 'gene'. I hope my classicist friends will forgive me if I abbreviate mimeme to meme. If it is any consolation, it could alternatively be thought of as being related to 'memory,' or to the French word môme. It should be pronounced to rhyme with 'cream'.

Dawkins went on to describe what exactly the word was intended to refer to:

*Examples of **memes** are tunes, ideas, catch-phrases, clothes fashions, ways of making pots or of building arches. Just as genes propagate themselves in the gene pool by leaping from body to body via sperms or eggs, so memes propagate themselves in the meme pool by leaping from brain to brain via a process which, in the broad sense, can be called imitation.*

This dictionary defines Dawkins' sense of *meme* as "an idea, behavior, style, or usage that spreads from person to person within a culture." The word wasn't entered until 1998, when it earned a spot in an update of the *Tenth Edition* of the *Merriam-Webster Collegiate Dictionary*. Although Dawkins had coined the word in a 1976 book, it was more than 20 years before the accumulation of examples of the word in use demonstrated that it was a fully established term in the language <...>

The Internet and a New Meaning of 'Meme'

But as all this *meme* use was going on, a new use was bubbling up – the one that in more recent years has become the dominant one. The first instance of this use that we were able to find in the Nexis database of thousands of mostly news publications is a 1998 interview on CNN:

GREG LEFERVE, CORRESPONDENT (voice-over): Who is this tyke, slashing his air guitar, dancing the boogaloo (ph) and haunting "Ally McBeal?" He's a figment of Michael Girard's imagination.
MICHAEL GIRARD, UNREAL PICTURES: The dancing baby actually goes actually goes back to an initial cha-cha motion that I created as a demo file years ago.
LEFERVE: Girard created the baby to show off his animation software. It worked. Now, zillions of the copies of the diapered dancer animate computer screens across the Internet.
*JANELLE BROWN, WIRED NEWS: And the next thing you know, his friends have forwarded it on and it's become a net **meme**.*
*LEFERVE: Net meme—the Wired Style guide calls a **meme** a "contagious idea."*

The Evolving Use of 'Meme'

These days *meme* is evolving semantically again, which seems like an appropriately meme-y thing to do. We've spotted it functioning as a verb:

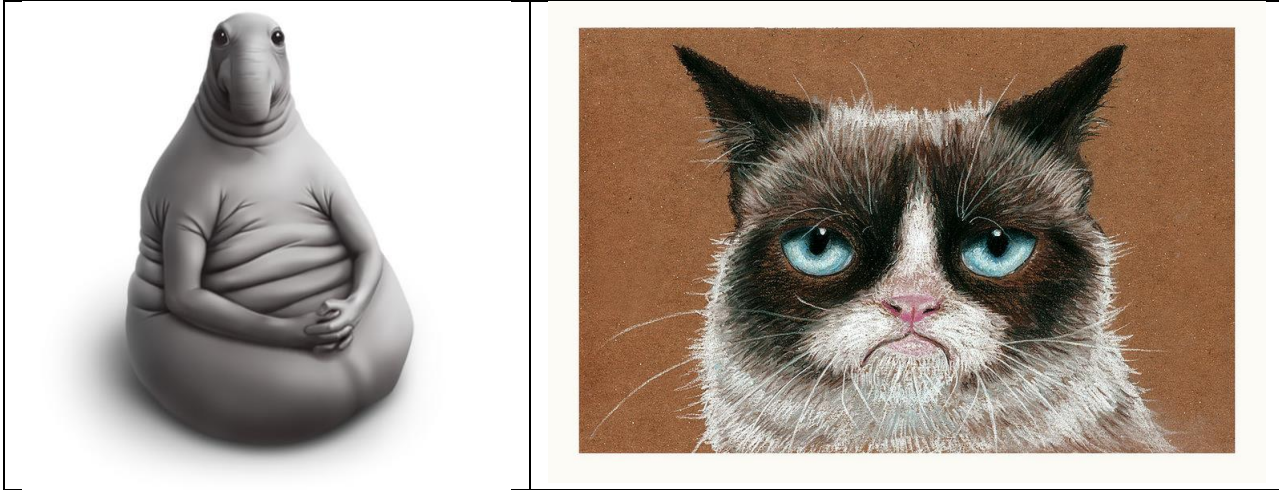
*Ariana Grande just unveiled the official artwork for her upcoming album, Thank, U Next, but after a little Photoshop-brainstorming session on Sunday, fans may inspire her to consider some new options. Over the weekend ... some Arianators started **meme-ing** the cover of Ari's fifth album with various pics of the "7 Rings" singer... — Sara Delgado, *Teen Vogue*, 28 Jan. 2019*

And also being blended with other words, like *fantastic*:

*Without further ado, we introduce to you the most **meme-tastic** and Internet-trendy stories of 2018 as determined in no particular order and by no scientific means of measurement, whatsoever. — Madison Dapceвич, *IFLScience.com*, 1 Jan. 2019*

Of course, these are memes (sense 1) that have yet to catch on – but we'll be watching to see if they do.

(<https://www.merriam-webster.com/words-at-play/meme-word-origins-history>, 18 Sep 2019).



- 21. Describe any *meme* you like or that which is popular in your country. When did it appear? Why did it become so popular? When do people use it?**
- 22. Read the text and choose the correct variant to complete the sentences below.**

Computers

Fifty years ago people didn't even heard of computers, and today we cannot imagine life without them. Computer technology is the fastest-growing industry in the world. The first computer was the size of a minibus and weighed a ton. Today, its job can be done by a chip the size of a pin head. And the revolution is still going on. Very soon we'll have computers that we'll wear on our wrists or even in our glasses and earrings. The next generation of computers will be able to talk and even think for themselves. They will contain electronic "neural networks". Of course, they'll be still a lot simpler than human brains, but it will be a great step forward. Such computers will help to diagnose illnesses, find minerals, identify criminals and control space travel. Some people say that computers are dangerous, but I don't agree with them. They save a lot of time. They seldom make mistakes. It's much faster and easier to surf the Internet than to go to the library. On-line shopping makes it possible to find exactly what you want at the best price, saving both time and money. E-mail is a great invention, too. It's faster than sending a letter and cheaper than sending a telegram. All in all, I strongly believe that computers are a useful tool. They have changed our life for the better. So why shouldn't we make them work to our advantage?

A computer is really a very specific kind of counting machine. It can do arithmetic problems faster than any person alive. By means of electric processes it can find the answer to a very difficult and complicated problem in a few seconds. A computer can "remember" information you give it. It

keeps the information in its “memory” until it is needed. There are different kinds of computers. Some can do only one job. These are special-purpose computers. Each specific problem requires a specific computer. One kind of computer can help us build a spaceship; another kind can help us navigate it. A special-purpose computer is built for this purpose alone and cannot do anything else. But there are computers that can do different jobs. They are called the general-purpose computers. These are the big “brains” that solve the most difficult problems of science. We used to think of a computer as a large machine that took up a whole room. But today computers are becoming smaller and smaller. Although these small devices are called microcomputers or minicomputers, they are still true computers.

The most important parts of a general-purpose computer are as follows: 1) memory, where information is kept; 2) an arithmetic unit for performing calculations; 3) a control unit for the correct order of operations; 4) input devices; 5) output devices for displaying the results of calculations. The input and output devices are called peripherals.

There are several advantages in making computers as small as one can. Sometimes weight is particularly important. A modern plane carries a great number of heavy electronic apparatuses. If it is possible to make any of them smaller, it could carry a bigger weight. But weight is not the only factor. The smaller the computer, the faster it can work. The signals go to and fro at a very high but almost constant speed.

Some of the first computers cost millions of dollars, but people quickly learned that it was cheaper to let a million dollar computer make the necessary calculations than to have a hundred clerks trying to do the same by hand. Scientists found that computers made fewer mistakes and could fulfill the tasks much faster than almost any number of people using traditional methods. The computers became popular. As their popularity grew, the number of companies producing them also grew.

1. A computer is a kind of...
A. a counting machine B. a typewriter C. a table game D. a television set
2. Computer can be used to ...
A. play games B. solve difficult problems C. cook meals
D. take money
3. The text tells us about special-purpose computers and...
A. all-purpose computers B. calculators C. general-purpose computers D. ordinary computers
4. There are ... most important parts in a general-purpose computer.
A. very many B. five C. two D. ten

5. The smaller the computer, the ... it can work.
 A. less effectively B. slower C. faster D. harder
6. Output devices are used to display ...
 A. nice pictures B. processes of building up diagrams C. results of calculations D. words and sentences
7. Some of the first computers cost ...
 A. \$100 B. \$1,000 C. \$1,000,000 D. 1,000 rubles
8. It is cheaper to let the expensive computer do the job than to...
 A. have a hundred clerks B. do the job yourself C. buy another computer D. waste someone's time playing games
9. Computers can fulfill the tasks much ... than a number of people using usual methods.
 A. cleverer B. harder C. faster D. worse
10. Computers have become very...
 A. large B. small C. unpopular D. popular

23. Match topics A – H with texts 1 – 7. One topic is extra.

A	Newspaper	E	Radio
B	TV	F	Internet
C	Book	G	Magazine
B	Cinema	H	Theatre

1. Scientists in many countries worked to devise a system that could overcome the limitations of the telegraph wire. In 1895, Italian inventor Marconi transmitted a message in Morse code that was picked up about 3 km away by a receiving device that had no wired connection to Marconi's transmitting device. Marconi had demonstrated that an electronic signal could be cast *broadly* through space so that receivers at random points could capture it. The closed circuit of instant communication, bound by the necessity of wires, had at last been opened by. The invention was called a wireless telegraph *or* radiotelegraph, because its signal moved outward in all directions, or radially, from the point of transmission.
2. First, news editors assign newsworthy events to reporters. The reporters research the events and write their own stories on computers. Copy editors edit the stories and write headlines for them. The stories go back to the news editor, who checks over the stories and headlines. Meanwhile, photographers shoot pictures to accompany the stories, and graphic artists create any charts and diagrams that that will accompany the stories in the paper.
3. Media and entertainment companies use it to broadcast audio and video, including live radio and television programs. They also offer online chat

groups, in which people carry on discussions using written text, and online news and weather programs.

4. Periodicals are publications released on a regular basis that feature articles, poems, stories, and other types of writing. Many periodicals also include photographs and drawings. Periodicals focus on more specialized material, and when they deal with the news they tend to do so in the form of summaries or commentaries. For centuries periodicals generally appeared on fine paper, and at intervals longer than a day (weekly, every two weeks, monthly, quarterly, or even annually).
5. The invention was a lengthy, collaborative process. An early milestone was the successful transmission of an image in 1884 by German inventor Paul Nipkow. His mechanical system, known as the rotating disk, was further developed by Scottish scientist John Logie Baird, who broadcast a televised image in 1926 to an audience at the Royal Academy of Science in London.
6. A motion picture is a series of images that are projected onto a screen to create the illusion of motion. Motion pictures, also called movies, are one of the most popular forms of entertainment, enabling people to immerse themselves in an imaginary world for a short period of time.
7. The arena stage places the stage at the center of a square or circle. Seating for the audience surrounds the stage. This stage offers more intimacy between actor and audience, since the playing space has no barrier separating them.

24. Make dialogues using the following questions.

Radio

Do you often listen to the radio? When?

What's your favourite radio station?

Do you prefer regional channels or national ones?

What type of stations are popular in your country?

What type of programmes can you hear on the radio?

Do you think radio will still be used in the future? Why do you think so?

Newspapers

How often do you read a newspaper?

What is your favourite newspaper?

What is the difference between a 'tabloid' newspaper and a 'broadsheet'?

Which is more popular?

Do people usually read regional or national newspapers?

Is there a lot of advertisement in newspapers?

Are newspapers usually biased or independent?
 Do you subscribe to a newspaper? What are the advantages of a subscription?
 Do you know any internationally famous newspapers?

Magazines

Do you like reading magazines?
 What is your favourite magazine?
 What kind of magazines is especially popular with women? With men?
 With teenagers?
 When do people usually buy/read magazines?
 What do you think about women's magazines?
 What kind of supplement do magazines usually have?
 Do you know any internationally famous magazines?

WATCHING

25. Read the introduction to the video from BBC about the longest flight. What do you expect to see and hear about?

ULTRA-LONG HAUL FLIGHT NON-STOP FROM LONDON TO SYDNEY

Australian carrier Qantas has completed a test of the longest non-stop commercial passenger flight as part of research on how the journey could affect pilots, crew and customers. The tests included monitoring pilot brain waves, melatonin levels and alertness as well as exercise classes for passengers. The BBC's Luke Jones was on board the flight.

26. Watch a video “On board a non-stop flight from London to Sydney” (<https://www.bbc.com/news/av/world-australia-50432814/ultra-long-haul-flight-non-stop-from-london-to-sydney>, 15 Nov 2019) and match the speaker with his/ her statement

<p>1. Luke Jones, the BBC’s journalist, a passenger</p>	<p>A. The crew are wearing these 3 activity monitors and what we are getting from these monitors is an indication of their activity every minute.</p>
---	---

<p>2. Dr Tracey Slattern, Crew research, Alertness CRC.</p>	<p>B. The master clock in the brain is trying to synchronise all of that and to do that it takes cues from the environment. And the 3 main important cues are light, meals and exercise.</p>
<p>3. Prof, Corinne Cailloud, Charles Perkins Center, University of Sydney</p>	<p>C. It's not commercially available yet. This is a test research flight to basically see if ultra-long haul is doable for people in the cabin and in the cockpit.</p>
	<p>D. So this is an electro encephalogram and it's measuring your brain activity.</p>
	<p>E. We've got 5 hours left on this flight. This is morning, apparently, which means they're going to get us jumping around and exercising in a moment, no doubt.</p>

27. **Watch the youtube video:**

<https://www.youtube.com/watch?v=7fp4517Wdcw&t=14s>

- What are the most common types of mass media?
- Name advantages and disadvantages of mass media:

WRITING

28. **Analyze the information given in the picture. Compare two or three British newspapers according to the facts.**

Here are some details of the front pages of the national dailies for one date (23 July 2008). For each paper, the first line is the

main headline and the figures in brackets are the height of the letters used for it.

DAILY STAR

BIG BRO LIVE SEX SHOW (4.5 cm)
Topic: events on the *Big Brother* TV programme
Total text on page: 80 words

DAILY Mirror

OUR DESPAIR, OUR FURY, OUR FUTURE (4 cm)
Topic: a couple whose baby is missing
Total text on page: 125 words

THE Sun

PEACHES IN DRUGS OVERDOSE (5 cm)
Topic: the activities of a celebrity
Total text on page: 165 words

Daily Mail

PROSTATE PILL TO SAVE THOUSANDS (3.5 cm)
Topic: progress in medical research
Total text on page: 210 words

DAILY EXPRESS

SUPERMARKET PETROL PRICE BATTLE (4 cm)
Topic: the price of petrol
Total text on page: 270 words

THE INDEPENDENT

Captured (4 cm)
Topic: the arrest of Radovan Karadzic (for war crimes)
Total text on page: 210 words

THE TIMES

Cancer drug could save the lives of 10,000 a year (1.5 cm)
Topic: progress in medical research
Total text on page: 675 words

theguardian

Karadzic, Europe's most wanted man, arrested (1.5 cm)
Topic: his arrest (for war crimes)
Total text on page: 1,125 words

The Daily Telegraph

800,000 drinkers a year treated in hospital (1.5 cm)
Topic: alcohol-related illnesses
Total text on page: 1,510 words

29. Read about a disaster which was published on “The Guardian” website. Make a plan of the text.

FLOOD BARRIERS GO UP AROUND SHAKESPEARE SITES AS RIVER AVON RISES

Heavy rain has led to 107 flood warnings across much of England and parts of Wales

Flood barriers have been erected in the historic town of Stratford-upon-Avon after more than 100 warnings were issued across the country as a result of wet weather.

The Environment Agency (EA) took steps to protect some of the key sites associated with William Shakespeare, including the Royal Shakespeare Theatre on the banks of the Avon.



UK flooding: residents of South Yorkshire brace for more rain

The 15th-century cottage that once belonged to the Bard's wife, Anne Hathaway, has been photographed next to a flooded road after the latest downpour.

Locals said there was concern about Shakespeare's funerary monument in Holy Trinity church, which is close to the river.

Warwickshire police tweeted footage of flood barriers being erected along Waterside in the town on Friday.

John Curtin, the EA's executive director of flood and coastal risk management, said 25-30 properties near the River Avon in Evesham, Worcestershire, had been flooded.

Describing it as the latest flooding "live hotspot", he said the river was currently at four metres. "The rain last night went through some of the smaller villages in Warwickshire and the rain is moving down towards Evesham," he said.

A spokesperson for the Department for Environment, Food and Rural Affairs said no sites of national interest were at direct risk from flooding in Stratford this weekend.

Some places in the UK are close to having their wettest autumn on record. The recent rains have led to flooded roads and travel disruption, with 107 flood warnings in place across much of England and parts of Wales.

Fishlake, near Doncaster, has been one of the worst affected, with hundreds of homes submerged after the downpours that started last week.

Curtin told a briefing in Westminster that the authorities were braced for further flooding and had a team on standby.

"A number of our frontline teams are now rostered all the way through Christmas already," he said. "We don't want people to think it happened to Fishlake, it won't happen to me. Today it is Evesham, tomorrow where next?"

In Gloucester a video emerged of a bus driving on a flooded road, with water entering the vehicle as it passed through.

Images released by Derbyshire police's drone unit showed waterlogged fields around Ambaston village.

Herefordshire and Worcestershire fire and rescue service said it had assisted 97 people and a dog in 43 weather-related incidents.

Will Lang, the head of civil contingencies at the Met Office, said: "Some places are close to having their wettest autumn on record and we have two more weeks of November to go."

Leaders of councils in northern England have called for "massive" increases in funding to deal with serious flooding incidents.

<https://www.theguardian.com/uk-news/2019/nov/15/uk-floods-warnings-in-place-across-britain-after-further-rainfall>)

- 30. Write a newspaper article about a natural disaster that happened not long ago in your region / country. Use the plan you made after reading the previous text.**

Start by giving the *summary of the event* (where, when, what, etc), and then *describe the event* in detail. Finish your news report by writing the *action that will be taken*.

- 31. Read the text and answer the questions:**

1. Do you and your family read newspapers and magazines?
2. What information can you find in them?
3. You read newspapers every day, don't you?
4. Do you buy them or do you subscribe to them?
5. Many newspapers and magazines are published in Russia, aren't they?
6. Do you know when the first Russian newspaper was published?
7. What are Russian newspapers that can be read everywhere in Russia?
8. What about the price of your local newspaper?
9. What are mass magazines and newspapers?
10. What magazine would you choose if you were interested in sports?
11. Do you personally have a newspaper or magazine to fit your interests?

NEWSPAPERS AND MAGAZINES

"Why should I read newspapers and magazines? I get news on TV and radio." You may have heard people say that. They don't know that there is much more fun than just news in a newspaper or a magazine. You enjoy reading special articles about hobbies, home, sport, and movie stars. Maybe you'll like comics. You read where to buy what you need at a lowest price, what happened yesterday in your town and around the world. Newspapers also tell you where to go for fun. They also tell you about shows and sports. Lots of events happen to people, and newspapers tell you what happened, who did it, where it happened, why it happened and how it happened. No one can read everything in the newspaper every day. But if you read a part of your newspaper every day, you will know a lot.

The first American newspaper was published in Boston in 1690. Now lots of magazines and newspapers are published in the USA. They keep up with all the new discoveries and events that are happening every day and bring

the world of events into your home. Magazines and newspapers can be divided into two large groups – mass and specialized. Mass magazines and newspapers are intended for large group of people, living in different places and having many different interests. Among them are newspapers and magazines for teachers, for cat lovers, for stamp collectors. In fact, there is a magazine and a newspaper to fit any interest. Most U.S. cities today have only one newspaper publisher. In more than 170 American cities, a single publisher produces both a morning and an evening newspaper. But some cities (fewer than 30) have different owners. The “New York Times,” “USA Today” and “Washington Post” can be read everywhere in the United States. Do you want to know the price? Today most sell for 45 cents or more a copy. Surprisingly, many people buy newspaper more for the advertising than for the news. Advertising accounts for 65 percent of newspaper revenues.

Here are some of the magazines you might read.

- News magazines. “Time” and “Newsweek.” They come out once a week and give summaries of world and national news and background information on the news.
- Digests. They are magazines that print articles that have already been published some- where else.
- Fiction magazines. They print short stories. Two popular ones are “Ellery Queen’s Mystery Magazine” and “Fantasy and Science Fiction.”
- Women’s magazines deal with many subjects: family life, child care, health, home decorating, beauty, marriage, divorce, and do-it-yourself projects. There are also advice columns, short stories and articles about famous women. Other magazines specialize in beauty, or other tips on face make-up and hair-does.
- There are magazines for brides and for teenage girls.
- Sports. “Sport Illustrated” is one of the most popular sports magazines. It deals with amateur and professional sports.
- Hobbies. If you are interested in model trains, antiques, sewing, cooking, crafts and magic, you can find some magazines for yourself. There are plenty of other magazines to choose from, too.

32. Read the text. Match the headings below to the paragraphs (there is one extra paragraph).

1. The most popular leisure activity.
2. The invention of television.
3. British television channels.
4. Television and children.

LIFE WITH THE BOX

A. Television belongs to the twentieth century. John Baird from Scotland was one of the first men send pictures of moving things by electric waves. His friends who lived a few miles away were able to receive these pictures at the same time. In 1928 he showed that colour TV was possible. Although he had discovered all this, there were other people who also wanted to make television systems and later in 1936 a system from America was first used in Britain.

B. Today in Britain and the USA television is very popular. Ninety-nine per cent of all households own at least one TV set and over half of these also own video recorders. Television has an enormous effect on Americans. Politicians know all about this. They try to make their big public speeches at times when they can get the largest audiences on the evening news programmes. Advertisers, too, understand the power of television. They are willing to spend billions of dollars a year on television.

C. In Britain the average adult watches twenty-six hours of television a week and children watch about twenty hours. Some Americans watch twice as much! People say too much television is bad for children because they just watch the pictures and don't think - but they can also learn a lot from TV.

D. At present there are four television channels in operation: BBC 1, BBC 2, ITV and Channel 4. BBC1 concentrates more on programmes of general interest, such as light entertainment, comedy, sport or children's programmes. BBC 2 provides serious programmes: drama, documentaries, classical music, including occasionally full-length operas. If we watch the news programmes, we can see what is happening all over the world.

E. The news about American television is not all bad. For one thing, Americans themselves are turning off the more violent shows and watching more comedy and news programmes. For mother, the news programmes themselves are becoming more interesting. The most popular is "60 Minutes". If you haven't watched it on Sunday, you won't know what your friends are talking about on Monday, Tuesday, and Wednesday.

33. Read the article and fill in the missing sentences below. There is one sentence which you don't need to use

CHANGING MINDS, LIVES AND SKILLS

Studies have shown that television and its meteoric rise since the 1950s has had more effect than any other technological development in this century on changing the way many of us live. Used rightly, television can be

a wonderful medium to inform, expand and broaden one's life. (A) It can open up important knowledge about news, events, of different people, of history, the arts and sciences.

Tragically, the typical channels mainly ignore such development. Their programmes are light and amusing. (B) They no longer realize, or care, that they may be neglecting to develop important personal abilities. Let's so easy to let ready-made entertainment take over, to just sit back and let someone entertain us.

One study in the US found that more than half of all elementary school children watched TV while their evening meal. An even larger percentage watched while doing homework. (C)

(D) Logic and putting ideas together are processes supported by regular reading and by having time to think about events. TV, by contrast, usually presents its messages in little, rapid clumps with little information as to how and why the events took shape.

Heavy television viewing kills the initiative to take an active part in outdoor games, which is essential for a child's development. And, at its worst, television entertainment is filled with false deals, morals, ethics, relationships, role-models and, of course, violence.

(adapted from "The Plain Truth", July 1990)

- a) Many adults spend more hours passively before TV than in any other activity except sleep.
- b) It can enlarge our understanding of the world.
- c) Many people have become hooked on certain forms of commercial entertainment.
- d) Educators are also concerned with the steady decline in children's physical skills.
- e) Many authorities have noted a drop in students' ability to think clearly.

34. Find in the previous text words or phrases which have a similar meaning to the following:

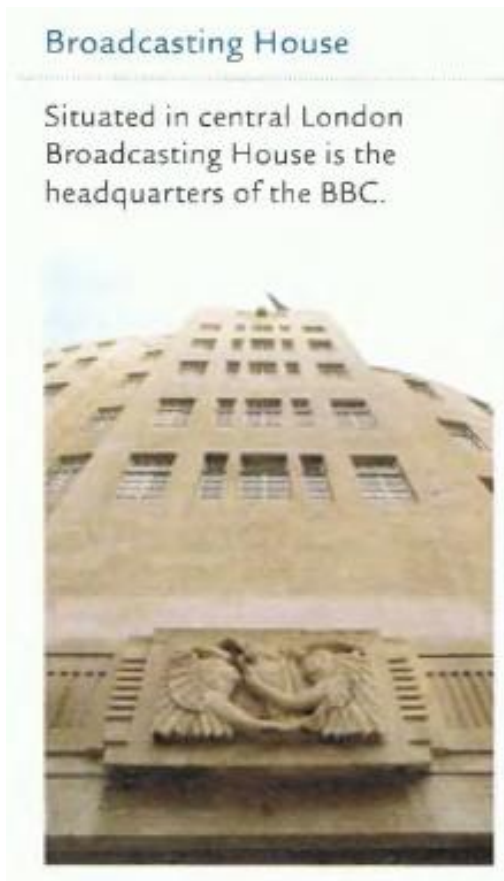
- 1. extremely quick development *meteoric rise*
- 2. decrease in students' ability.....
- 3. influence the technological development.....
- 4. ignore to develop personal abilities.....
- 5. wrong ideals.....
- 6. widen our understanding of the world.....

The BBC

35. What is BBC? Surf the Internet and explain to your group.

36. Read the text about BBC paying attention to the following words and word combinations:

To be justified – быть обоснованным
Political divide – политический раскол
To testify – свидетельствовать
Legal status – правовой статус
Income – доход
To appoint - назначать



The BBC

Just as the British Parliament has the reputation for being the ‘mother of parliaments’, so the BBC might be said to be ‘the mother of information services’. Its reputation for impartiality and objectivity in news reporting is, at least when compared to news broadcasting in many other countries, largely justified. Whenever it is accused of bias by one political side, it can always point out that the other side has complained of the same thing at some other time – so the complaints are evenly balanced. In fact, the BBC is rather proud of the fact that it gets complaints from both sides of the political divide, because this testifies not only to its impartiality but also to its independence.

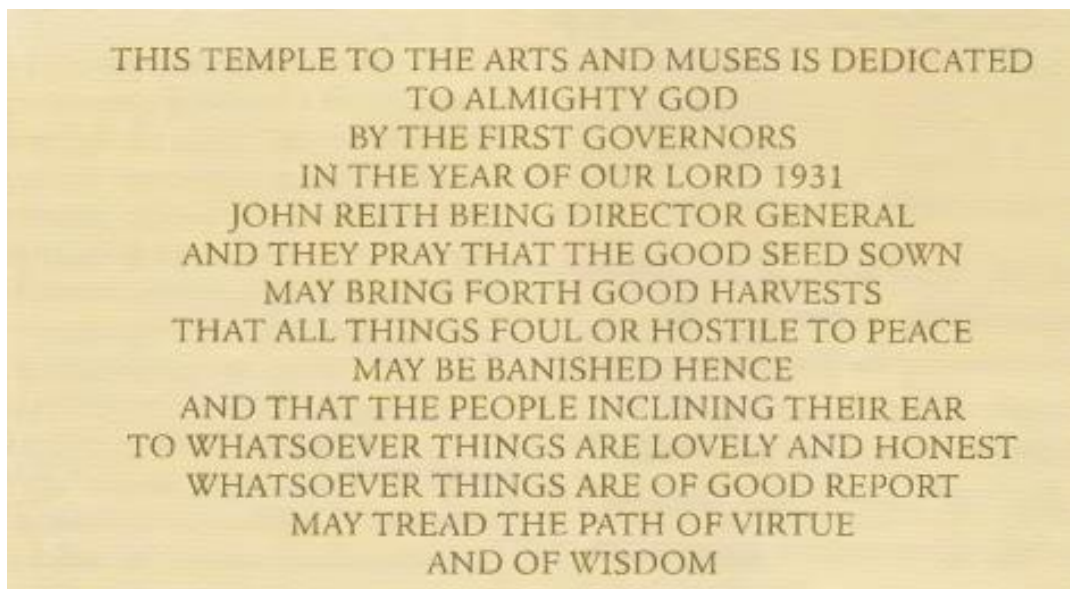
Interestingly, though, this independence is as much the result of habit and common agreement as it is the result of its legal status. It is true that it depends neither on advertising nor (directly) on the government on its income. It gets this from the licence fee which everybody who uses the television set has to pay. However, the government decides how much this fee is going to be, appoints its board of governors and its director-in-general, has the right to veto any BBC programme before it has been transmitted and even has the

right to take away the BBC's licence to broadcast. In theory, therefore, it would be easy for the government to influence what the BBC does.

Nevertheless, partly by historical accident, the BBC began, right from the start, to establish its effective independence and its reputation for impartiality. This first occurred through the medium of radio broadcast to people in Britain. Then, in 1932 The BBC World Service was set up, with a licence to broadcast first to the empire and then to other parts of the world. During the Second World War, it became identified with the principles of democracy and free speech. In this way, the BBC's fame became international. Today, The World Service still broadcasts around the globe, in English and several other languages. The BBC also runs some national radio stations inside Britain and several local ones.

(From 'Britain for learners of English')

- 37. Look at the following inscription to be found in the entrance to Broadcasting House which is the first BBC headquarters. Translate and explain it. Try to find more information about John Reith in the Internet.**



- 38. Visit the BBC homepage. Choose any 3 news and tell your group mate about them.**

PROJECT

- 39. In pairs, make 3 questions about mass media for a survey. In 10 minutes, interview your groupmates and then make a summary of what you have found.**

Useful phrases:

- *We have done a survey on (topic) and have asked ... questions to ... people.*
- *According to the survey, nowadays...*
- *Some of our groupmates think...*
- *However, they... .*
- *On average,*
- *But they are certain that... .*

40. Give a 4-5 minute talk on one of the following topics

1. Press in the USA
2. Mass media in Russia
3. Famous news agencies and channels
4. History of radio and television
5. Description of any well-known newspaper or magazine.
6. Blogs and vlogs as new mass media.
7. Social networks: advantages and disadvantages.
8. Paper and electronic media.

UNIT 2 PAINTING

Vocabulary

1. Match the word-combinations and pictures.

play of colours
still-life
mural painting
pastel drawing
flowing line
full-length figure



2. Look through the useful vocabulary.

execution – мастерство исполнения

to execute – выполнить (*картину в какой-либо манере, в каком-либо стиле*)

to be executed – быть выполненной (*о картине*)

to paint – рисовать (*красками*)

to paint in oils – писать маслом

to draw (drew, drawn) – рисовать (*карандашом*)

to draw in pen, ink, pencil – рисовать ручкой, чернилами, карандашом

to draw/ paint from life – рисовать с натуры

grisaille [gri'zeil] – гризайль (*живопись или картина в серых или коричневых тонах*)

to paint/execute the picture in grisaille – писать картину в серых или коричневых тонах

pastel – пастель

to execute the picture in pastel – написать картину пастелью

a pastel drawing – рисунок, выполненный в пастели

riot of colours – богатство, буйство красок

the play of colours – игра цвета

to combine form and colour into harmonious unity – гармонично сочетать форму и цвет

to handle groupings – размещать фигуры

to place the figures against the landscape – поместить фигуры на фоне пейзажа

to depict/ to portray – изображать

to convey – передавать

to handle space – передавать пространство

to be a master of the brush – хорошо владеть кистью

to render/ to interpret personality – передать внутренний мир

to catch the sitter's nature – передать внутренний мир натурщика

to break with the tradition – отойти от традиций

to be in advance of one's time – опередить время

brushwork – манера художника

in a Van Dyck habit – в манере Ван Дейка

off centred figures – фигуры, смещенные в сторону

half-length figure – фигура по пояс

full-length figure – фигура в полный рост

3. Match the adjectives (nouns, verbs) with the definitions.

1) fake	a) the area against which a figure or scene is placed.
2) to execute	b) closely woven cloth used as a support for paintings
3) background	c) a wooden or metal stand for holding a canvas, a panel or a drawing-board.
4) masterpiece	d) a worthless imitation passed off as genuine
5) easel	e) a work done with extraordinary skill
6) canvas	f) to make or produce

4. Explain the meaning of the following words connected with painting and art in general.

- easel, crayon, brush, paintbox, palette, charcoal, water-colour, oil, stretcher, canvas, drapery
- art exhibitions, special exhibitions, permanent exhibitions, one-man exhibitions, travelling exhibitions
- graphic art, sculpture, applied art
- warm colours, cool colours, harsh colours, subdued colours, primary colours

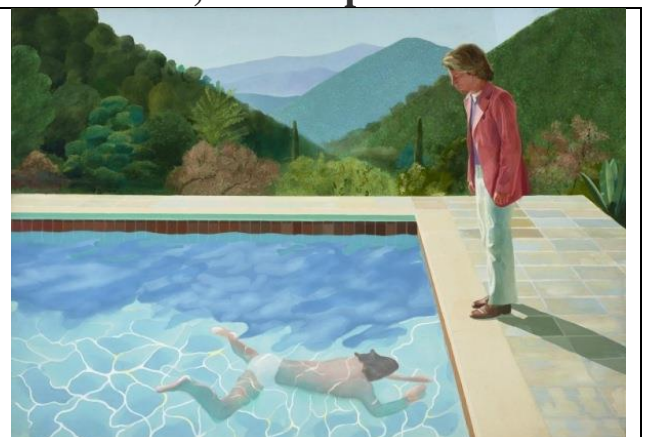
5. Read the article and choose the correct words or phrases in bold to fill in the gaps.

ONE OF THE MOST POPULAR AND INFLUENTIAL BRITISH ARTISTS OF THE TWENTIETH CENTURY RETURNS TO TATE BRITAIN FOR HIS MOST COMPREHENSIVE EXHIBITION YET.

Images, in public, achievements, once-in-a-lifetime, exhibition, collaboratively, change his style, new direction, landscapes.

This _____1_____ gathers together an extensive selection of David Hockney's most famous works celebrating his _____2_____ in painting, drawing, print, photography and video across six decades.

As he approaches his 80th birthday,



Hockney continues to _____3_____ and ways of working, embracing new technologies as he goes. From his portraits and _____4_____ of Los Angeles swimming pools, through to his drawings and photography, Yorkshire _____5_____ and most recent paintings – some of which have never been seen before _____6_____ – this exhibition shows how the roots of each _____7_____ lay in the work that came before. A _____8_____ chance to see these unforgettable works together.

This exhibition is organized _____9_____ by Tate Britain, the Centre Pompidou, Paris and The Metropolitan Museum of Art, New York



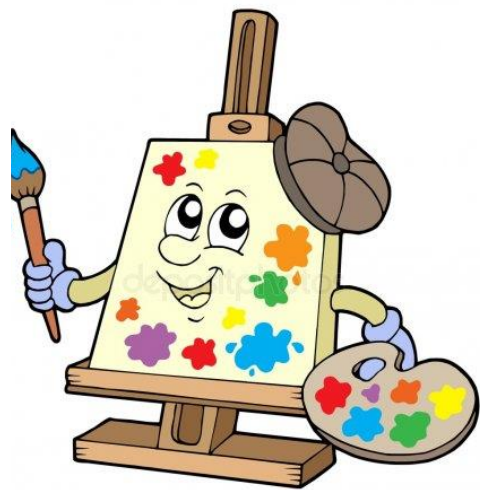
6. Match the idioms about art and definitions.

1) do something according to your own lights	a) become so involved that you don't notice anything else
2) all walks of life	b) concentrate on doing a project seriously for a long time
3) an end in itself	c) be normal, not interfere with other people
4) break new ground	d) soon to be famous, young talent becoming successful
5) do or die (used as an adjective)	e) create something without much care to detail
6) dribs and dabs	f) extremely clean
7) in your mind's eye	g) earn enough money to live on
8) by leaps and bounds	h) grow or improve very quickly

9) lose yourself in something	i) in your imagination
10) make ends meet	j) create something new, innovate
11) mind your p's and q's	k) from many different backgrounds, classes, etc.
12) sink your teeth into something	l) (used as an adjective) absolutely necessary
13) slap something together	m) something done only for the pleasure of doing it
14) spick-and-span	n) do something your own way, follow your own inspiration rather than that of others
15) up-and-coming	o) little by little, not happening continuously


7. Here is a discussion of what makes an artist. The focus is on personality characteristics and you'll find 15 new idioms in context in the story. Try reading to understand the gist.

What makes an artist an artist? Well, there probably isn't any easy answer to that question. However, there are some personality characteristics that many artists seem to have in common. First of all, artists come from all walks of life. They may have been born rich or poor, but they are all dedicated to realizing what only they can see in their minds' eyes.



Another common trait of artists is that they do things according to their own lights. In fact, for many of them, creating art is do or die. Of course, that also means that they are often perfectionists. They'll lose themselves in a new creation and you might not see them for the next few weeks. Often, you might drop by to check up on how they are doing and you'll discover that their apartment is



<p>anything but spick-and-span. It's no wonder because they've sunk their teeth into their latest work and completely lost all track of time. Housework is certainly the last thing on their mind!</p>	
<p>Of course, this lifestyle often means that they can barely make ends meet. Jobs are few and far between and money comes in dribs and dabs. This is true even for up-and-coming superstars whose reputation is growing by leaps and bounds. Finally, artists see art as an end in itself. It's not about the money to them. They're different from normal people who mind their p's and q's. Artists challenge us with their vision. They'd never slap something together that just looks pretty.</p>	

8. Take the quiz to practice the idioms and expressions you've learned.

1. I'm afraid I can't follow your suggestion. I prefer to paint _____.
2. Can you see that picture _____?
3. Our son is very good at the piano. In fact, he's improving _____.
4. Unfortunately, money is very tight at the moment. I don't have a steady job so the money is coming in _____.
5. I'd love to _____ my _____ a new project.
6. It's important that your house is _____ if you want to sell it.
7. Peter is an _____ musician. He'll soon be famous.
8. I think this work of art _____. It's completely different from anything before.
9. Please be quiet and _____. I don't want to be bothered.
10. _____ Students attending the academy come from _____. You'll find people from all over the world with different backgrounds.

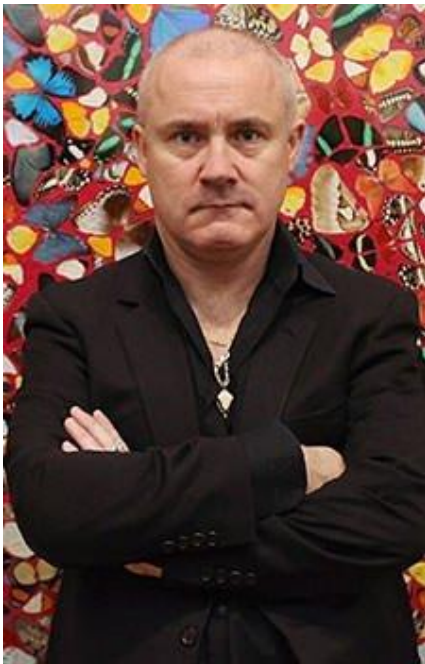
Additional exercises

- Write your own short stories using the idioms in context.
- Write dialogues using the idioms to act out in class.
- Group together to create your own gap fill quizzes for other groups.

Reading

1. Read the text and find information on what Damien Hirst is best known for.

DAMIEN HIRST



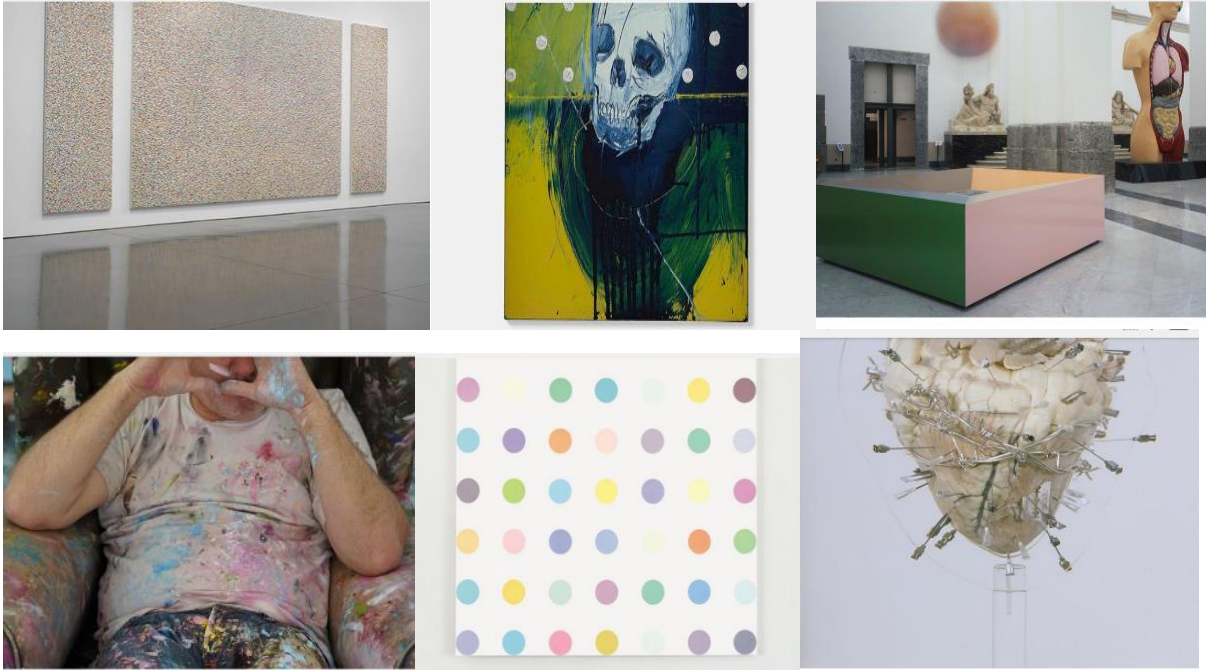
Born: June 7, 1965

Movement: Young British Artists (YBAs)

YBAs dominated the art scene in the UK during the 1990s. The most successful of them became highly rich, none more so than Damien Hirst. Internationally renowned, Hirst is reportedly the richest living artist in the United Kingdom, with his wealth valued at £215M in 2010. From the beginning of his career, Hirst concentrated on grabbing the attention of the public and the critics. He was highly successful in this and rose to become the art superstar of the 1990s. He is best known for his series of artworks in which dead animals are preserved

in formaldehyde. The most famous among these is *The Physical Impossibility of Death in the Mind of Someone Living*, an artwork depicting a dead 14-foot (4.3 m) tiger shark immersed in formaldehyde. In 2008, Hirst solo show raised £111 million (\$198 million), breaking the record for a one-artist auction. Though there is much discussion on the merit of his art, Damien Hirst is without doubt one of the most renowned British artists.

2. Read Damien Hirst's posts on Instagram and match them with the photos. Do you know other contemporary artists?



damienhirst The first museum show I ever did was in Naples at the Archaeological Museum in 2004. Before that show I hated the idea of looking back, I wasn't ready to do it, wasn't ready to be a dead artist was how I saw it, but because this museum had these 4 mega beautiful rooms and it was in the context of all this mind blowing ancient art I went for it and was really pleased with how it turned out. I'd seen an amazing Jeff Koons show there too so was flattered to be asked because I was mad into Jeff's work since I was a student.

damienhirst In these paintings that came after the *After Beautiful Paintings*, I'm back to my Francis Bacon bollox, I only used three colours - a chrome yellow, prussian blue and white and I made the green colour by wiping off the blue with rags in differing amounts with white spirit too. I kept the white dots made with the paint tube lids. They work like a grid to hold the picture together. To me they always look like pills, paracetamol or aspirin. And with the skull it's like an overdose or a suicide attempt. But pretty too in a dark way. Maybe that's me wishing it was pretty?

damienhirst All the Colour Space paintings are named after commercial paint colours. This triptych is one of the biggest in the series, I made 3 triptychs with 10mm dots called *Adventurer*, *Attic* and *Bauble*. No two dots on any one painting are the same colour. Hard to believe but true! Love the way these paintings look like interference on an old TV screen, I've always tried to make paintings that look like interference, like the opening shot on HBO.

1. This show was called 'The Agony and the Ecstasy'.

damienhirst More paint on my chair than on my painting!

Посмотреть все комментарии (394)

nils.bhrns Hey Damien, since you seem to be answering questions in your story here is another one for you. Do you have any advice for aspiring artists on how to succeed in today's art world/market?

damienhirst @nils.bhrns Never give up, make big paintings even if you paint on paper or old bedsheets and Andy Warhol said a great line if people don't like what you do do more

2. This is from 2009 and it's called *Greeny Yellow Skull*

damienhirst I went to a Catholic primary school in Leeds called *The Immaculate Heart School*. I was a Catholic til I was 12 years old when my parents divorced. I took it all literally and I believed that Christ did miracles literally. I was well and truly indoctrinated and now I make works like this. It's funny I know Santa doesn't exist but I can't shake this shit.

5. This is from 2005 and it's called *'The Sacred Heart of Jesus'*.

3. This is *'Adventurer'* from 2016

damienhirst I started adding white to the colours in spot paintings and they started to get paler and paler and I thought a good way to end the spots was to just let them fade away. All these pale spot paintings I named after *Venoms* that are used medicinally.

I first showed them in my *Gagosian* show in 2000 called *Theories, Models, Methods, Approaches, Assumptions, Results and Findings*. *Naja Haje* is a venom.

6. This painting's called *'Naja Haje'* and it's from 2000.

4.

3. Look up and memorize the pronunciation of the names of the following famous artists.

Blake, William Constable, John Gainsborough, Thomas Gauguin, Paul Goya, Francisco Jose de Hogarth, William Holbein, Hans Hopper, John Leonardo da Vinci Manet, Edouard Michelangelo Buonarotti Monet, Claude	Raeburn, Henry Raphael Rembrandt Renoir, August Reynolds, Joshua Riley, Bridget Romney, George Rubens Turner, Joseph Van Dyck Van Gogh
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Speaking



The Hay Wain (1821) – John Constable



32 Campbell's Soup Cans – Andy Warhol



The Expulsion from No 8 Eden Close – Grayson Perry

1. Look at the three photos above. Which of the words in the box could you use to describe the artworks? When do you think they might have been painted? Do you like these paintings?

<p> e can see the foreground the right (left) foreground see e painting conveys the idea of e artwork is executed in </p>	<p> bright (dark) tones marvelous (fascinating) if you look closely you can </p>
--	--

2. Conversation questions. Work with your partner or in groups and discuss the questions.

Do you like paintings?

What are some famous paintings that you like? You don't like?

Can you paint?

What type of painting do you do?

Have you ever sold one of your paintings?

Are you impressed with people who know how to paint?

Do you have a painting of yourself?

Would you like to pose for a painting of yourself?

Do you like to watch a person painting?

What's the most expensive and most beautiful painting you have ever seen?

How much are you willing to pay for a beautiful painting?

Do you know Leonardo da Vinci and his paintings?

Can you name some of his paintings?

Do you have paintings at home for decoration?

If you could be given the talent to paint, what would you paint?

Would you sell your paintings?

3. Work in small groups. Discuss your answers to the following questions. Use the words from the box if necessary.

- a) Can you think of a famous example for any of the six kinds of art listed in the box below?
- b) Do you have a favourite work in any of these categories, or a favourite artist?
- c) Do you go to museums or art galleries? Do you have a favourite one? Are there any in your town?
- d) What do you have as decoration...?
 - on the walls of your bedroom or living room
 - for the screensaver on your computer, phone or tablet?

portrait landscape still life self-portrait abstract painting sculpture	makes me feel the artist captures the allure of nature perception favourite style of art the painter was inspired by the genius was appreciated in his own time
--	---

4. Would you describe these three (four) paintings? Work with a partner and discuss what you think might be the story behind each picture.



The Starry Night – Van Gogh



*The persistence of memory
– Salvador Dali*



The Guernica – Pablo Picasso



The Two Fridas – Frida Kahlo

5. Quiz “Are you an expert in painting?”

You are going to have a short quiz on painting to test your knowledge in this field. Your task is to read the question and to choose the right answer. Let's start.

- 1) A famous English artist who painted “The Blue Boy”
A Sir Joshua Reynolds
B Thomas Gainsborough
C J.M.W. Turner
- 2) What is the title of this painting by John Singer Sargent?



- A “Madame Montpelier”
- B “Mrs. Smith”

C “Madame X”

3) Where can you see “Mona Lisa” by Leonardo da Vinci?”

A in the Tretyakov Gallery

B in the Louvre

C in the British Museum

4) Who painted “Girl on a Ball”?

A Pablo Picasso

B Vincent Van Gogh

C Titian



5) What is represented in the picture?

A the Pushkin Museum of Fine Art

B the National Galley

C Freer Gallery of Arts

6) Where is Tate Gallery?



A in London

B in Paris

C In New York

7) What is the title of this painting by Brulov?

A “The End of the World”

B “Judgement Day”

C “The Last Day of Pompeii”

8) How do we call a picture representing an arrangement of objects, especially flowers and fruit?



A portrait

B landscape

C still life

9) What is the title of this painting by Peter Paul Rubens?

A “The Union of Earth and Water”

B “The Harmony of Earth and Water”

C “The Beauty of Earth and Water”

10) Where can you see “Madonna and Child” by Leonardo da Vinci?

A in the Hermitage

B in the British Museum

C in the Louvre

6. Work with your partner. Click the links, choose one interview and render it into English.

- Интервью с нью-йоркским художником

<https://daily.afisha.ru/cities/12733-ya-ros-s-myslyu-hto-rossiya-staryy-vrag-intervyu-s-nyu-yorkskim-hudozhnikom-krink/>

Стрит-арт

«Я рос с мыслью, что Россия — старый враг»: интервью с нью-йоркским художником Krink

Алёна Кожевникова 16 августа 2019 20:13



Фотография: Пресс-служба проекта Faces&Laces Nike Off Script

- Интервью с художником – пейзажистом Ярославом Зябловым

<http://gallery-izmailovo.ru/docs/210>

выставочный зал
Галерея Измайлово

О галерее • Новости • "Паровоз" • Студии • Выставки • Художники • Концерты • Экскурсии • Контакты • Притяжение • Гостевая • реализма • книга

Главная страница → интервью с художником

30 октября в Государственной Галерее "Измайлово" состоялась выставка художника – пейзажиста Ярослава Зяблова. Чтобы лучше понять творчество художника, мы обратились с вопросами к самому мастеру.

Ярослав, не секрет, что Ваши родители художники, скажите, это повлияло на Ваш выбор профессии?

- **Интервью с иллюстратором Тони Россом**
<https://eksmo.ru/interview/intervyu-s-toni-rossom-ID15482242/>



Интервью с иллюстратором Тони Россом

Графический дизайнер с мировым именем о том, как
он иллюстрировал «Алису в Стране чудес»

15 февраля, 2019

Тони Росс — всемирно известный иллюстратор британского происхождения, на счету которого более 800 книг, обладатель престижной премии — медали Кейт Гринуэй.

7. Make up dialogues about your impressions on the visit to the art gallery using the word-combinations below.

be in advance of one's time
become famous overnight
break with the tradition
capture the sitter's vitality, transient expression
depict a person, a scene of common life, the mood of...
mature artist
portray people, emotions with moving sincerity/restraint
render/ interpret the personality of...
specialize in portraiture, still life

8. Compose dialogues using the situations given below.

a) Two friends visit the art gallery. Discuss the paintings you see there.

- b) Does painting have any advantages over photography in portraying people? Give for and against arguments.
- c) Many famous artists from the past were considered strange and revolutionary in their time. Think of Pablo Picasso or Salvador Dali. Do you think Damien Hirst will be famous 100 years from now?
- d) Are the fakes as good as the originals? If they are worse, in what way?

9. Give a brief talk about an outstanding portrait painter. Choose one you really have a liking for.

10. Select a reproduction of a portrait painting and discuss it according to the following outline.

- The general effect. (The title and the name of the artist. The period or trend represented. Does it appear natural and spontaneous or contrived and artificial?)
- The contents of the picture. (Place, time and setting. The age and physical appearance of the sitter. The accessories, the dress and environment.)
- The composition and coloring. (How is the sitter represented? Against what background? What tints predominate in the color scheme? Are the brushstrokes left visible?)
- Interpretation and evaluation. (Does it exemplify a high degree of artistic skill? What feelings, moods or ideas does it evoke in the viewer?)

11. Explain the following.

- “A picture is a poem without words.” (Horatio)
- “Art is long and life is fleeting.” (Longfellow)
- “All art is but imitation of nature.” (Seneca)

12. Give a talk about a painting.


Remember to say about:

- the subject of a painting (what is depicted in it)
- your overall impression of the colours and their effect
- the composition
- the mood or atmosphere of the painting, emotions
- interpretation and evaluation

You have to talk about 4-5 minutes. The teacher will listen until you have finished. Then she/he will ask you some questions

Writing

1. Read these comments about Dulwich picture gallery from website <https://www.yelp.co.uk/biz/dulwich-picture-gallery-london>. What do they have in common?



Megan S.
London
39 friends
164 reviews
121 photos

[Share review](#)
[Embed review](#)
[Compliment](#)
[Send message](#)
[Follow Megan S.](#)

★ ★ ★ ★ ★ 19/7/2015
1 check-in


A small gallery in pretty surroundings. The building itself is lovely and the collection is interesting, if not extensive. The Ravilious exhibition that was on when we visited was not my cup of tea but I still think it's good to have exhibitions that are a bit off the well-trodden path. Although I picked up a kid's activity pack (hey, young at heart) and I think it would have been pretty confusing and not very helpful for a child!

They recently put up a fake commissioned from China in the gallery and had people try to spot it. I enjoyed reading about this and it makes me think it's worth signing up to their newsletter to catch fun things like this.

The cafe was a tad disappointing. We sat outside in the attractive garden, which was pleasant, but the cakes themselves were a bit meh.

Was this review ...?

Useful Funny Cool



David J.
London
74 friends
2058 reviews
9994 photos
Elite '19

[Share review](#)
[Embed review](#)
[Compliment](#)
[Send message](#)
[Follow David J.](#)

★ ★ ★ ★ ★ 2/11/2019

Dulwich Picture Gallery opened in 1811 and was the world's first purpose-built public art gallery, designed by Sir John Soane, to house a collection formerly at Dulwich College.

The bulk of the collection was assembled by two London-based art dealers on a commission from the King of Poland, but the King's abdication in 1795 and their failure to find another buyer resulted in this astonishing collection of Old Masters being bequeathed to Dulwich College instead.

Visitors can now enjoy an astonishing collection of Old Masters from the 17th and 18th Centuries set in the perfection of Soane's gallery: his deceptively sophisticated yet simple design became the model for galleries around the world since. Curation is simple and clear, and audio guides are also available.

It's worth a couple of hours of anyone's time and has an excellent cafe and a small shop.

The nearest railway station is West Dulwich: it's a 10 minute walk through Belair Park and along Gallery Road.

2. You have just visited a museum Dulwich picture gallery. Write a short comment for a website with your impressions and recommendations.

3. You received a letter (an email) from your friend. Reply it answering the questions. Don't forget to ask some questions, too.

Hi Daniel,

It's a great pleasure to receive a letter from you.
Sorry I haven't written for so long, but I was busy
with preparing for exams.

My fellow students and I go to museums about two
or three times a year, it's not too often. My favorite
museum is the Hermitage, which is located in St.
Petersburg. I'm sure that everyone should visit the
Hermitage at least once because this museum has a
long history connected with Russian imperial family.

The museum's collection is various - there are not
only paintings, graphics, sculptures and elements of
applied art, but also some ancient coins and
archaeologist's finds. It also has the largest collection
of paintings in the world. However, the pictures and
sculptures are not the only precious things of the
State Hermitage. It is unique because of interesting
architecture, precious gems and semiprecious stones
in decorations of rooms. Every year thousands of
tourists come here to get an unbelievable impression
and feeling of the magnificent and mysterious
Russian culture.

What museum are worth seeing in Great Britain?

Well, I'd better go because I need to attend my
lectures in Physics.

Hope to hear from you soon.

Best wishes,

Artem.

ons below.



Russian artist Ivan Ivanovich Shishkin is one of the greatest masters of landscape painting. The image of Russian forest became leading part of his creativity, but the most famous painting «Morning in a Pine Forest». . The «Morning in a Pine Forest» was painted by him in 1888, when the artist was 56 years old. One feels the depth of the forest and wilderness. In this picture we can see morning in pine forest, broken tree and bears who have fun on the tree. And one of them looks somewhere afar. In the middle of the picture, we can see mother bear, which is looking after the cubs. As well as centuries-old pine trees, which stretch up to the light. The morning in the picture is clear, because fog rises. Painting creates a sense of remoteness and wild forest voicelessness. This picture is exposed in the Tretyakov Gallery in Moscow.

Questions

- a) What museum this picture is located in?
- b) What is the name of the painting?
- c) In what year was the picture created?
- d) How does the author see the image of the forest?

5. Write your own review according to the plan.

Introduction:

- Art plays a big role...
- One of the wonders is...

Main part:

- Highlighting problems
- Discussion
- Identification of meaning

Conclusion:

- To summarize, I...
- Ending my thought, I...

Watching

1. Watch a short video.

https://www.ted.com/talks/jordana_moore_saggese_the_chaotic_brilliance_of_artist_jean_michel_basquiat#t-262700

What's your impressions of Jean-Michel Basquiat's paintings? Do you want to have such works of art in your house?

2. What does the word combinations below mean?

- untitled artwork
- to be auctioned off for
- to wander through New York galleries
- to draw inspiration from
- to scribble one's own versions
- to exert the most powerful influence on
- it ignited a lifelong fascination with anatomy
- he launched his first foray into the art world
- to reveal oneself as the artist
- to turn to painting full time
- calculated improvisation
- cut-up techniques
- oil stick
- inventive visual language
- legacy of artists
- won rapid acclaim and attention
- to increase in value
- flair of pieces
- to get under the skin



3. Imagine that you are at the auction. Student A is an auctioneer, Student B is a collector of the contemporary art, Student C is a collector of the traditional art. Deliver a discussion at the auction.

Discussion

Topic 1. Is the appreciation of pictures a special faculty, which only a few can possess?

Talking points:

1. The excellency of style is not on the surface, but lies deep. It is the florid style which strikes at once. There is no need to be ashamed of one's apparent dullness.

2. The habit of looking at good pictures is in itself a means by which taste can be formed and the scope of one's enjoyment widened and developed.

3. The acquisition of good taste is a matter of time. Painting in this respect does not differ from other arts (poetry, music).

Topic 2. A great painting enriches our experience of life, just as a great poem does or a great musical composition

Talking points:

1. The more we look at it the more it reveals and this is not necessarily because of the amount of detail and incident it contains.

2. Great painters make us see and think a great deal more than the objects before us, they teach us to look at a scene through their eyes, with something of their own imagination.

3.The masterpieces of painting, like the masterpieces of music and poetry transform experience; they are an inexhaustible source of beauty which derives from the originality of the artist's outlook, his capacity for combining form and colour into a harmonious unity.

Topic 3. "Aesthetic effects" make art especially engaging and illuminating.

Talking points:

1.Mood: Often works of art project powerful moods, the moods of people or animals, or even the moods of landscapes, buildings. The viewer who misses this paradoxical capturing of character in mere paint loses much of the value that art offers.

2.Motion: This includes not only renderings of objects in motion — the horse race, a hunting scene but also qualities of motion in a metaphorical sense. Novice viewers see the energy of depicted action in a Delacroix but not the equal energy in the brush strokes of a Van Gogh, or the up yearning of the elongated figures in an El Greco.

3.Symptoms and reinforcers: These are tactics that intensify an effect without really having anything to do with the effect. For instance, an artist might arrange the light in a painting so that shadows fall upon the face of a sad person; a bright background might intensify a figure's sadness by contrast, or a dark one intensify it by concordance.

Discussing and evaluating things often involves stating your preference. Here are some ways of expressing likes and dislikes. Notice that you need to be very polite when criticizing things in English — even speaking to someone you know quite well.

Expressing likes	Expressing dislikes
<p>I like ... very much indeed. I (really) enjoy... I've always liked/loved ... There's nothing I like/enjoy more than ... I'm (really) very fond of... ... is (really) terrific/great, etc. It's too lovely for words.</p>	<p>(I'm afraid) I don't like ... I've never liked ..., I'm afraid. ... is not one of my favourite ... I (really) hate... I think ... is pretty awful/really unpleasant. I'm not (really) very keen on is ghastly/rubbish. I can't say ... appeals to me very much. I must say I'm not too fond of...</p>

Find out each other's feelings about some famous paintings. Use the clichés of likes and dislikes. Report your partner's opinion to the students of your group.

Search the Internet, choose a painting you like and discuss the following.

- + Subject (famous person, event, narrative story)**
- + Colours (bright, muted, full or limited range)**
- + Texture (rough or smooth surface, brushstrokes)**
- + Size (large, medium, small)**
- + Personal reaction (happy, sad, amused, confused, irritated)**
 - I wonder what the artist is trying to say.
 - I've never seen anything like that before!
 - That's quite an interesting work of art.
 - That isn't really my cup of tea.
 - It's not my favourite style/ subject

UNIT 3 MUSIC





VOCABULARY

1. Study the words connected with MUSIC

composer — композитор	concerto — концерт
songwriter — автор песен	symphony — симфония
conductor — дирижер	overture — оркестровое вступление
performer — исполнитель	choir — хор
musician — музыкант; вокалист	voice — голос
band — группа	ear — слух
orchestra — оркестр	track — песня; композиция
soloist — солист	tune — мелодия; мотив
singer — певец	album — альбом
lead singer — солист; ведущий певец	single — сингл
backing group — сопровождение	cover version — ковер-версия; музыкальная композиция в исполнении другого музыканта
amplifier — электрогитара	venues — место проведения концерта
loudspeaker — динамик	

keyboard player — клавишник synthesizer — синтезатор saxophone player — саксофонист	recording company — компания звукозаписи live concert — прямая запись концерта
--	---

2. Match the words with corresponding strings instruments

STRINGS	
1. violin	a) 
2. harp	b) 

3. guitar

c)



4. violoncello (cello coll.)




d)




5. double bass, contrabass










e)

6. ukulele	f) 
7. lute	g) 
8. banjo	h) 



3. Match the words with corresponding brass and woodwind instruments.

Brass and woodwind instruments	
1. flute	a) 

2. trombone	b) 
3. bassoon	c) 
4. trumpet	d) 
5. tuba	e) 
6. piccolo	f) 

7. clarinet	g) 
8. bagpipes	h) 

4. Match the words with corresponding percussion and folk instruments.

Percussion and folk instruments	
1. kettle drum	a) 
2. rattle	b) 

3. bass drum



c)

4. xylophone



d)

5. cymbals



e)



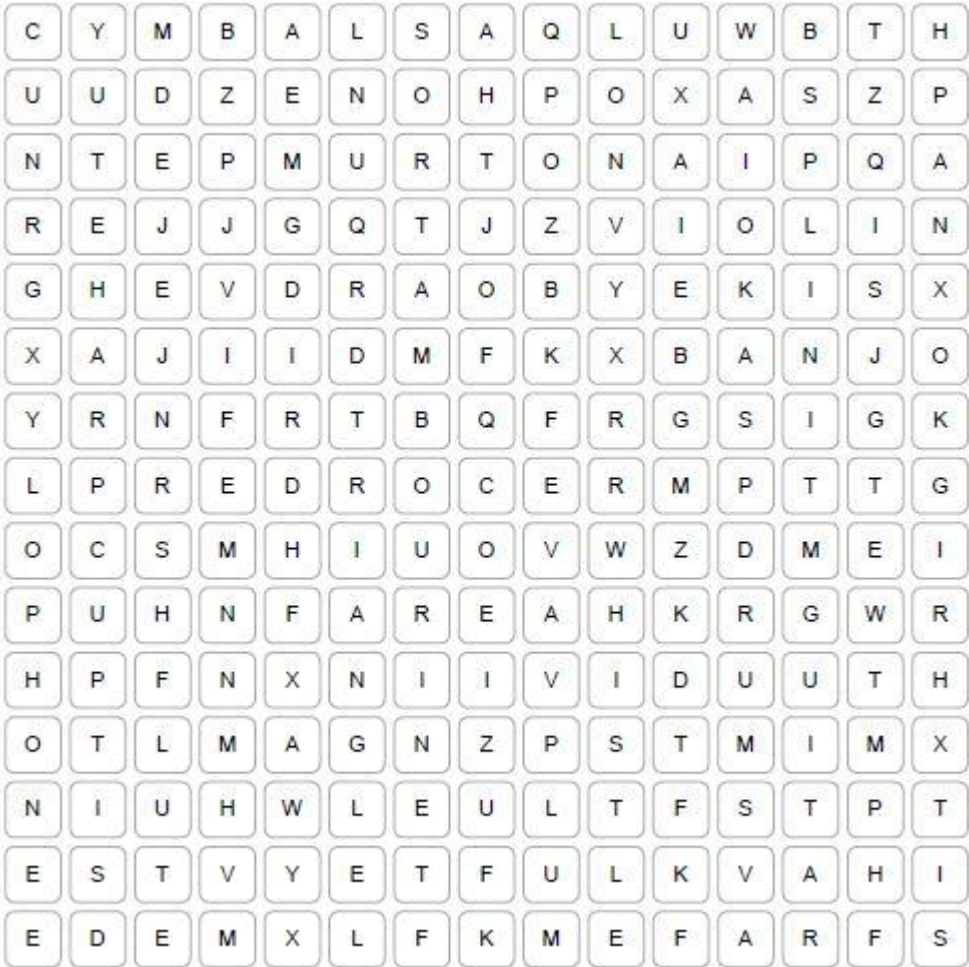
6. triangle

f)



7. toms	g) 
8. maraca	h) 

5. Can you find all the hidden words in this word search? Words can go in the following directions: ← ↓ →



6. Match music related idioms with the correct meaning

<ol style="list-style-type: none"> 1. Rings a bell 2. Chime in 3. Drum (something) into someone's head 4. As fit as a fiddle 5. Jazz something up 6. All that jazz 7. Music to my ears 8. Face the music 9. Fine tune 10. Clean as a whistle 11. Off-beat 12. Blow your own trumpet 	<ol style="list-style-type: none"> a. Very clean b. All that stuff c. Very healthy d. Unusual e. Sounds familiar f. Join a conversation g. To accept unpleasant consequences h. To have a high opinion of yourself i. To improve something j. To receive good news k. Constant repetition of something l. Make something more interesting
---	---

7. Describe a layout of the instruments for a modern (symphony) orchestra using an example below:



8. Listen to the two pieces of music and describe them using the adjectives below:

a) The Vienna Philharmonic Orchestra



<https://www.youtube.com/watch?v=4wypdBnfiZo>

b) St Petersburg Philharmonic Orchestra. Yuri Temirkanov, conductor



<https://www.youtube.com/watch?v=YbFOvPZxcCc>

		c6 bright cheerful gay happy joyous merry		
	c7 agitated dramatic exciting exhilarated impetuous passionate restless sensational soaring triumphant		c5 delicate fanciful graceful humorous light playful quaint sprightly whimsical	
c8 emphatic exalting majestic martial ponderous robust vigorous				c4 calm leisurely lyrical quiet satisfying serene soothing tranquil
	c1 awe-inspiring dignified lofty sacred serious sober solemn spiritual	c2 dark depressing doleful frustrated gloomy heavy melancholy mournful pathetic sad tragic	c3 dreamy longing plaintive sentimental tender yearning yielding	

9. Listen to the song and fill in gaps

We are the champions (by Queen)

I _____ (pay) my dues
Time after time
I _____ (do) my sentence
But committed no crime
And bad mistakes
I _____ (make) a few
I _____ (have) my share of sand
Kicked in my face

But I _____ (come) through
And I need to go on and on and on and on

We are the champions - my friend
And we'll keep on fighting till the end
We are the champions
We are the champions
No time for losers
'Cause we are the champions of the world

I _____ (take) my bows
And my curtain calls
You _____ (buy) me fame and fortune
And everything that goes with it
I thank you all
But it _____ (be) no bed of roses no pleasure cruise
I consider it a challenge before the whole human race
And I ain't gonna lose
And I need to go on and on and on and on

We are the champions - my friend
And we'll keep on fighting till the end
We are the champions
We are the champions
No time for losers
'Cause we are the champions of the world

We are the champions - my friend
And we'll keep on fighting till the end
We are the champions
We are the champions
No time for losers
'Cause we are the champions.

10. Conversation questions. Work with your partner or in groups and discuss the questions:

- What kind of music do you like?
- When do you usually listen to music?
- What kind of music is popular in your country?
- Do you play any musical instruments?
- Which is your favorite instrument?

Do you wish you could play any musical instruments?

11. What do the following music terms mean?

notes, a staff, pitch, a clef, ledger lines, beats, a whole note, a half note, a quarter note, a bar, time signature.

Watch the TedEd video and explain:

<https://ed.ted.com/lessons/how-to-read-music-tim-hansen>

12. What are the top iconic pieces of classical music? Make a list and explain your choice.

Listen to the video *Top 10 Iconic Pieces of Classical Music* and compare it with your list.

<https://www.youtube.com/watch?v=fDsAdl8nJm0>

READING and WATCHING

13. Explain the meaning of the following words:

Neuroscientists, breakthroughs, fMRI and PET scanners, split second, jubilee, motor cortices, hemispheres, corpus callosum, randomized studies

14. Read the title of the text. Do you know benefits of playing musical instruments? Share your ideas.

15. Put parts of the text into the correct order. The first and the last ones are already in the correct places.

How Playing an Instrument Benefits Your Brain

1.	a) Did you know that every time musicians pick up their instruments, there are fireworks going off all over their brain? On the outside, they may look calm and focused, reading the music and making the precise and practiced movements required. But inside their brains, there's a party going on.
2.	b) But what is it about making music that sets the brain alight? The research is still fairly new, but neuroscientists have a pretty good idea. Playing a musical instrument engages practically every area of the brain at once, especially the visual, auditory, and motor cortices. As with any other workout, disciplined, structured practice in playing music strengthens those brain functions, allowing us to apply that strength to other activities.
3.	c) Because making music also involves crafting and understanding its emotional content and message, musicians often have higher levels of executive function, a category of interlinked tasks that includes planning, strategizing, and attention to detail and

	<p>requires simultaneous analysis of both cognitive and emotional aspects. This ability also has an impact on how our memory systems work. And, indeed, musicians exhibit enhanced memory functions, creating, storing, and retrieving memories more quickly and efficiently. Studies have found that musicians appear to use their highly connected brains to give each memory multiple tags, such as a conceptual tag, an emotional tag, an audio tag, and a contextual tag, like a good Internet search engine.</p>
<p>4.</p>	<p>d) How do we know this? Well, in the last few decades, neuroscientists have made enormous breakthroughs in understanding how our brains work by monitoring them in real time with instruments like fMRI and PET scanners. When people are hooked up to these machines, tasks, such as reading or doing math problems, each have corresponding areas of the brain where activity can be observed. But when researchers got the participants to listen to music, they saw fireworks. Multiple areas of their brains were lighting up at once, as they processed the sound, took it apart to understand elements like melody and rhythm, and then put it all back together into unified musical experience. And our brains do all this work in the split second between when we first hear the music and when our foot starts to tap along.</p>
<p>5.</p>	<p>e) The most obvious difference between listening to music and playing it is that the latter requires fine motor skills, which are controlled in both hemispheres of the brain. It also combines the linguistic and mathematical precision, in which the left hemisphere is more involved, with the novel and creative content that the right excels in. For these reasons, playing music has been found to increase the volume and activity in the brain's corpus callosum, the bridge between the two hemispheres, allowing messages to get across the brain faster and through more diverse routes. This may allow musicians to solve problems more effectively and creatively, in both academic and social settings.</p>
<p>6.</p>	<p>f) Because making music also involves crafting and understanding its emotional content and message, musicians often have higher levels of executive function, a category of interlinked tasks that includes planning, strategizing, and attention to detail and requires simultaneous analysis of both cognitive and emotional</p>

	<p>aspects. This ability also has an impact on how our memory systems work. And, indeed, musicians exhibit enhanced memory functions, creating, storing, and retrieving memories more quickly and efficiently. Studies have found that musicians appear to use their highly connected brains to give each memory multiple tags, such as a conceptual tag, an emotional tag, an audio tag, and a contextual tag, like a good Internet search engine.</p>
7.	<p>g) But when scientists turned from observing the brains of music listeners to those of musicians, the little backyard fireworks became a jubilee. It turns out that while listening to music engages the brain in some pretty interesting activities, playing music is the brain's equivalent of a full-body workout. The neuroscientists saw multiple areas of the brain light up, simultaneously processing different information in intricate, interrelated, and astonishingly fast sequences.</p>
8.	<p>h) How do we know that all these benefits are unique to music, as opposed to, say, sports or painting? Or could it be that people who go into music were already smarter to begin with? Neuroscientists have explored these issues, but so far, they have found that the artistic and aesthetic aspects of learning to play a musical instrument are different from any other activity studied, including other arts. And several randomized studies of participants, who showed the same levels of cognitive function and neural processing at the start, found that those who were exposed to a period of music learning showed enhancement in multiple brain areas, compared to the others.</p>
9.	<p>i) This recent research about the mental benefits of playing music has advanced our understanding of mental function, revealing the inner rhythms and complex interplay that make up the amazing orchestra of our brain.</p>

https://www.ted.com/talks/anita_collins_how_playing_an_instrument_benefits_your_brain

16. Watch the video and check your answers.
17. Are the statements true or false according to the text?

- a. The advances in understanding how our brains work are due to the development of such instruments as PET scanners.
 - b. Listening to music is equal to a full-body workout for the brains.
 - c. Playing a musical instrument engages almost half of the brain.
 - d. We need motor skills to play a musical instrument.
 - e. Playing music increase the volume and activity in the brain's corpus callosum.
 - f. Musicians demonstrate enhanced memory functions but less cognitive skills.
- 18.** Choose the correct answer to the questions.
1. When musicians pick up their instruments,
 - a. they can't stay calm.
 - b. there is enormous mental activity in their brains.
 - c. their brains are equal to listening to music at the party.
 - d. Their movements resemble a full-body workout.
 2. When you play an instrument,
 - a. you experience a full-body workout.
 - b. you develop the same skills as in listening to music.
 - c. the visual, auditory, and motor cortices are engaged.
 - d. you feel the same as in watching fireworks.
 3. Motor skills we need to play a musical instrument are controlled by
 - a. in both hemispheres of the brain.
 - b. in visual cortices.
 - c. in auditory cortices.
 - d. in the left hemisphere
 4. Musicians often have higher levels of executive function because
 - a. making music engages social setting.
 - b. playing a musical instrument helps to solve mathematical tasks.
 - c. being a musician means high intelligence.
 - d. playing an instrument involves understanding the emotional side of the composition.
 5. All the advantages of music, compared to sports and art, are
 - a. the same
 - b. individual
 - c. are difficult to obtain
 - d. exceptional
- 19.** Discuss the benefits of playing a musical instrument? How can music influence your life?
- 20.** What positive and negative effects on society do music have? Read the text and check your answers.

Effects of Music on Society

“Music is an important and extremely useful tool in the way we learn and to deny its power is a waste of a truly wonderful resource” (Kristian D. Olson). Though some would look at music as a small addition in the progression of humanity, it is in fact a much greater force; for some, it defines their very existence. The fact is, music is a driving force in society; it has been present since the beginning of man. The average person spends several hours a day listening to music, whether they see it as a main activity or just as something to take up space in the background. It is not surprising, then, that music has a great effect on how humans think and act, possibly even affecting intelligence. Several studies have been conducted on this theory and the agreement seems to be that music has the capacity for both positive and negative effects.

As a background activity, listening to music has been shown to positively affect mood, productivity, and even intelligence; “simply listening to music in the background while doing an arduous task can make it seem much easier, or in some cases ease the strain of an activity” (Olson). Whether it is merely a distraction from the stress of a situation or genuinely lifts the mood of the listener, music has been shown in several studies to increase productivity in this manner. In both cases, the listener often finishes the activity in a shorter period of time and with less residual stress. If implemented into the classroom or workplace, this effect could improve test scores and increase productivity of the working class.

Besides improving mood, listening to music has even been shown to encourage intellectual growth, particularly among children. It has been widely observed that “children, teens, and even babies potentially benefit from listening to music, as music can be a stimulant to intellectual and rational development” (“Psychology of Music”). It is a possibility that this intellectual growth may grow from the extra motivation that music grants, providing room for further exploration and growth. It is also possible that the mental activity of memorization and counting beats may bring brain development; however, these effects would be minimal in the average listener, it seems that a more productive and intelligent society may develop surrounded by an inspiring musical environment.

Though the effects of merely listening to music are somewhat significant, the effects of musical education are even greater. Many experts agree that “with music lessons, because there are so many different aspects involved, such as memorizing, expressing emotion, and learning about musical interval and chords, the multidimensional nature of the experience may be motivating to the IQ effect” (“Effect of Music on Children’s Intelligence”). A child taking music

lessons greatly improves their comprehension of proportional math, which is of great importance in higher level mathematics. Besides the more obvious mathematical effect, the child will explore the lyrical rhythm and content of the music; understanding the vocabulary and rhythm of the musical language may allow them to improve both their reading and writing skills. So, in conclusion, an education in music will aid the child in what are considered to be the two most important and fundamental areas of study. On this same note, concerning failing students, music education has been shown to pull children from even the lowest pints of academic failure. Through music, the student may now be able to express thoughts and emotions, make bonds with other musicians, and feel the need for self-improvement. With these types of changes, the student will seek improvement both consciously and unconsciously in the classroom and in other areas of life. Through the observations and studies presented, it seems that the implementation of music education into the school system could solve many of the problems that test preparation classes and greater focus on core areas of education cannot.

Despite the advantages music may offer to students, there is a possibility that music may also have negative effects upon impressionable young minds, exploring both the positive and negative effects music can have, it has been said “Certain types of music or more specifically, music with violent lyrics, are believed to have a negative impact on teenagers” (“Effects of Music on Children and Adolescents”). With the experience of music being so close to the human mind, the listener naturally experiences both emotional highs and lows. While most would feel nothing more than a relieving liberating effect, in some cases troubled adolescents have been pushed over the edge while listening to music, or encouraged in their self-destructive habits. Many documented suicides have taken place while music played in the background, and there is some speculation that extended listening could lead to anti-social behavior. However, cases of this are few and far between; often it seems that the subject was previously troubled, before music could have been held as the primary cause. In other words, music is not really the cause of the problem, though it clearly affects the mind and actions of the troubled adolescent.

Additionally, excessive profanity in modern music (hip hop is specifically mentioned) have also been said to affect the young mind. Though there is no well-publicized study as to the truth of this theory, mere observation might be evidence enough. To the casual observer, it may seem clear that both music and society as a whole have become more corrupt as time passes. The prominent theory is that the explicit nature of some modern music has made today’s youth insensible to immoral thoughts and actions. Though not studied extensively,

there is clearly a connection between the subject matter of music and the actions of the listener; therefore, this theory cannot be entirely dismissed.

Using the resources provided and careful observation, it is clear that music is a powerful force in human society. Listening to certain music has been shown to improve mood, increase productivity, and even encourage intellectual growth, while music education can have an even greater effect. On the negative side, there are also associations between violent music and destructive behavior; though some of these correlations can be attributed to a previously troubled youth, others are not so easy to dismiss. However wonderful or terrible it may be, music is a keystone of human culture; it is a learning tool, a method of communication, and, for some, a way of life. As such, it should be treated with respect.

https://www.teenink.com/college_guide/college_essays/article/300582/Effects-Of-Music-On-Society

- 21.** Identify the main ideas of the reading. Put a checkmark if the statement states the main idea or key point in the reading.

Paragraph 1:

_____ Music could have positive and negative effects on how humans think and act.

_____ Music could cause people to do bad things.

_____ Music is everywhere.

Paragraphs 2 and 3:

_____ Listening to music encourage intellectual growth

_____ Music improves test scores and increase productivity of the working class.

_____ Listening to music has positive effects on our mood, productivity, and even intelligence.

Paragraph 4:

_____ Musical education has many advantages for students.

_____ Musical education can help failing students.

_____ A child taking music lessons greatly improves their comprehension of math.

Paragraphs 5 and 6:

_____ Music could lead you to self-destruction.

_____ Certain types of music are believed to have a negative impact on teenagers

_____ Music is causing people to be insensible immoral thoughts and actions.

22. Answer the following questions using complete sentences:

1. Do you think that we should have music as a background in the classroom? Look for arguments in the reading and try to convince the class to support your idea.
2. Is there any song or kind of music that makes you feel in a special way, either good or bad? Why do you think it happens, how is this song or music connected to your life and emotions?
3. "...the explicit nature of some modern music has made today's youth insensible to immoral thoughts and actions." Do you agree with this statement? Why? Why not?
4. Provide an example of both positive and negative effects that music may have on humans.

WATCHING

23. Explain the meaning of the following words and expressions

Chorus (of a song):

To rely on:

Mere:

Exposure:

Tapping to the beat:

Brute force:

Compelling:

Humming / to hum:

To shift:

Satiation:

Speech:

Loop:

To engage:

Musical earworms:

24. Discuss the questions:

1. What is your favorite song?
2. When did you first hear it?
3. Can you sing the chorus of the song?
4. How many times have you heard it?

25. Watch the video 'Why we love repetition in music' on Ed.Ted and explain the main idea:

<http://ed.ted.com/lessons/why-we-love-repetition-in-music-elizabeth-hellmuth-margulis>

26. Answer the multiple-choice questions:

1. When repetition was added to excerpts from challenging contemporary art music:
 - a. Listeners found the music more enjoyable, interesting, and artistic
 - b. Listeners found the music more unpleasant, boring, and random
 - c. Listeners found the music as enjoyable, interesting, and artistic as they had originally
 - d. Listeners noticed that repetition had been added

2. When people hear a segment of music repeated:
 - a. They're more likely to turn off the track
 - b. They're more likely to relax
 - c. They're more likely to turn up the track
 - d. They're more likely to move along while listening

3. The semantic satiation effect refers to:
 - a. The shift in feelings about a word's semantic meaning after it's been repeated many times
 - b. The shift in ability to pronounce a word after it's been repeated many times
 - c. The shift in attention from a word's meaning to a word's sounds after it's been repeated many times
 - d. The shift in attention from a word's sounds to a word's meaning after it's been repeated many times

4. After you've heard a piece repeated a lot:

- a. You're able to anticipate what note is coming next
- b. You're able to compose it yourself
- c. You're able to explain it to someone else
- d. You're able to title it accurately

27. Discussion:

- a. Have you ever disliked a song at first, and then come to like it? Why might that be?
- b. Do you think artists use repetition on purpose? How would they do it?
- c. What is the strangest thing you can make sound musical by repeating it?

WRITING AND SPEAKING

28. **Work in a group of 4 – 6. Your goal is to invent a new rock/pop band +/- 5 members). You should:**

- give it a name;
- make an album/CD cover;
- write a bio for each band member, including the background of the group;
- designed a gig poster (A3);
- recorded an interview with your band members;
- the title of 1st hit song and what it's about.

29. The title of the article is now the name of your band:
<http://en.wikipedia.org/wiki/Special:Random>

30. Go to the bottom of the page. The last four to five words of the last quote are the title of your first album:
<http://www.quotationspage.com/random.php>

Select the 3rd image. This is the picture for your album cover:
<http://www.flickr.com/explore/interesting/7days>

32. Biography should include names and historical information about all members of the band, how they got started in the music business, what musical training do they have.

33. Design a gig poster including the name of the group, location of the concert, date and time, fny highlights (who is supporting, what album are you promoting), ticket price. You can design your poster on an A3 paper or you can use www.postermywall.com

34. Prepare answers about your new hit song.

- What is the name of your new hit song
- What is it about?
- Why was it written?

- What sort of video are you going to make to go with it?

35. Make an interview between a journalist and your group members and video it on your smartphone. You can use the following questions or make your own ones. Upload your video to You Tube. If you want to shorten the video go to www.tubechop.com

- What first got you into music?
- Who inspired you to make music?
- How would you describe the music that you typically create?
- What is your creative process like?
- Who would you most like to collaborate with?
- If you could go open a show for any artist who would it be?
- What is one message you would give to your fans?
- What is the most useless talent you have?
- Do you sing in the shower? What songs?
- What would you be doing right now, if it wasn't for your music career?
- Where have you performed? What are your favourite and least favourite venues? Do you have any upcoming shows?
- How do you feel the Internet has impacted the music business?
- What is your favourite song to perform?
- Which famous musicians do you admire?
- What is the most trouble you've ever gotten into?
- What is the best advice you've been given?
- If you could change anything about the industry, what would it be?
- What's next for you?

36. Watch all the videos and posters. Vote for the rock/pop group package that you find the best (you can't vote for your group). You will give a mark out of 10 for each of the 4 parts of the project:

- Gig poster
- Album cover
- Interview film
- Biographies

Supplementary File

Appendix 1. Additional Exercises

British museums and galleries



The national museums and art galleries in London contain collections of objects of artistic, archeological, scientific, historical and general interest. The British Museum, the Science Museum, the National Gallery, the Tate Gallery, the National Portrait Gallery and many others. Most cities and towns have museums devoted to art, archeology and natural history. There are natural museums and art galleries in Edinburgh (Scotland), Cardiff (Wales), in Belfast (Northern Ireland). There are also many private art collections.

The British Museum contains the most important collections in Britain. It is officially described as being the national Library and Museum of History, Archeology, Art and Ethnography. One of the most interesting rooms is the one where the Elgin Marbles are exhibited. These marbles are parts of the Parthenon in Greece. Greek statues of men and horses are beautifully arranged in this room, and in a smaller room next to it is a model of the Parthenon as it was in its original beauty.

A room is devoted to Egypt and has enormous statues and sphinxes; in another room there are Egyptian mummies in painted cases. Then there are exhibits of Roman sculpture.

1. References. Read and translate into English.

the Science Museum – Музей истории науки, инженерного дела и промышленности. Открыт на основе коллекций Выставки 1851 г.; пользуется особой популярностью у детей.

the National Gallery – Национальная Галерея. Одна из известнейших картинных галерей Лондона, расположена на Трафальгарской площади. Содержит, в частности, крупнейшую за пределами Италии коллекцию картин итальянских мастеров.

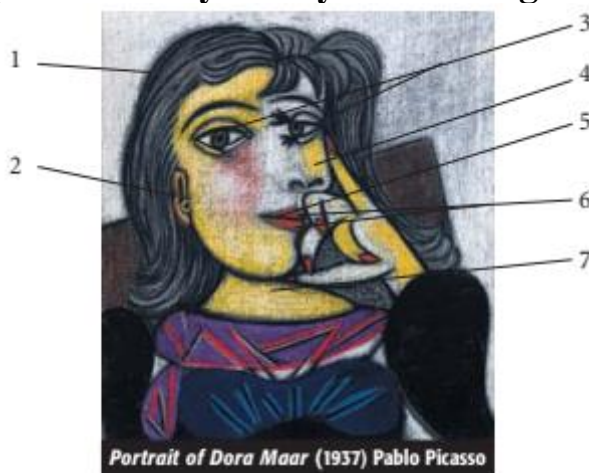
the Tate – галерея Тейта. Одна из известнейших галерей Лондона, открыта в 1897 г. на средства сэра Генри Тейта. Известна коллекциями картин Тернера и Блейка.

the National Portrait Gallery – национальная портретная галерея. Крупнейшая галерея такого рода в Великобритании; примыкает к Национальной галерее.

2. Answer the questions.

1. Tell your partner about the museums and galleries mentioned in the text. You can also use information from the Internet.
2. Name similar museums and art galleries in your country or any other countries.
3. Discuss what makes them different from or similar to the museums and art galleries described in the text.

3. Look at this painting. Do you like it? Why? Why not? Label the woman's face parts and say if they look strange for you.



Music

1. Read the following text paying attention to the new words.

To be a minority interest - представлять интерес для немногих

Opera and ballet productions – оперные и балетные постановки

The house is full - аншлаг

Chamber music – камерная музыка



CONCERTS IN LONDON

Though classical music is a minority interest in Great Britain, London is said to be a very musical capital. Every evening you can see or hear opera, or classical music, ballet or rock music. The Royal Opera House, also known, from its location, as Covent Garden, is internationally known for its opera and ballet productions, as well for its dancers and singers. During the performances the house is always full though seat prices are comparatively high. There are three concert halls near the national Theatre in the South Bank area of London: the Queen Elizabeth Hall, used chiefly for performances of classical music, Royal Festival Hall and the smaller Purcell Room, used mainly for performances of chamber music. In the summer, there are sometimes one or two free open-air rock concerts in Hyde Park where an audience of a quarter of a million people is a usual thing. Every summer, from July to September, concerts are held in the Royal Albert Hall, including the famous Promenade concerts where serious music-lovers stand in the arena or in the top gallery. In fact, you don't have to stand because there are plenty of seats but this is a kind

of tradition dating back to the first concerts held in 1895.

The largest provincial centres also have orchestras giving regular concerts in their home cities and sometimes visiting other places.

2. Answer the questions.

1. What is the Royal Opera House famous for?
2. What London concert halls can you name?
3. What are the Promenade concerts?

3. Read the text below and list the major dates in Britten's biography.

Benjamin BRITTEN



Benjamin Britten (1913-1976), a noted English composer, pianist and conductor, has won international fame for writing works that range from arrangements of folk songs for voice and piano to operas. He was born in the county of Suffolk, in 1913. Benjamin's father was a dentist, and a music lover; his mother played the piano and sang. Benjamin began to play the piano and composed his first musical piece when he was five. After leaving school he entered the Royal College of Music where he studied for three years.

At 19 Benjamin Britten began to work as a musician for a small film company writing music for films and later for radio plays, as well as children's songs. When the Second World war broke out, Britten gave concerts for the British army, never giving up composing music.

His greatest achievement, however, was creating operas; among the

most popular are “Peter Grimes” performed in many countries, and the children’s opera “Noyes Fludde”. Britten is famous for using children’s voices both in religious and circular music. Among his best works is the somber ‘War Requiem” expressing the composer’s hatred for war and death. Melodious and not difficult, Britten’s music can be enjoyed by music lovers of all ages.

Living in Aldeburgh, Suffolk, Britten started in 1948 the annual Aldeburgh music festival, a high-quality classical music festival still held in the town every June and known for its relatively informal atmosphere.

For his achievements in music Benjamin Britten was awarded the order of merit in 1956, and made a life peer in 1976.

Matching

<p>Match the type of music to the dictionary definitions. How do you pronounce them?</p> <p>rap opera jazz punk heavy metal blues</p> <hr/> <p>1 _____ <i>/pʌŋk/</i> n Rock music that is played in a fast, loud, and aggressive way. It was very popular in the late 1970s.</p> <p>2 _____ <i>/dʒæz/</i> n A style of music invented by black American musicians in the early part of the twentieth century. It has a strong rhythm and often involves improvisation. Famous musicians include Louis Armstrong, Billie Holliday, and Miles Davis.</p> <p>3 _____ <i>/ræp/</i> n A type of music in which singers don't sing but speak the words quickly, in a rhythmic way.</p> <p>4 _____ <i>/ɒprə/</i> It's like a play in the theatre, but people sing the words.</p> <p>5 _____ <i>/hevi metl/</i> A type of very loud rock music, with lots of guitars and a strong beat.</p> <p>6 _____ <i>/blu:z/</i> A type of music developed by black American musicians in the southern United States. It is slow, often sad, and with a strong rhythm.</p>	<p>Complete the questions with the following question words: <i>Why Which Where When How many Who What (2) Whose How long</i></p> <p>1 _____ <i>Where</i> was Queen's first concert? In London.</p> <p>2 _____ was it? In 1972.</p> <p>3 _____ was in the band? Freddie Mercury, Roger Taylor, John Deacon, and Brian May.</p> <p>4 _____ real name was Farrokh Bulsara? Freddie Mercury's.</p> <p>5 _____ member of the band was most famous? Freddie Mercury, the lead singer.</p> <p>6 _____ top ten hits did they have? Twenty-four.</p> <p>7 _____ did they stay together? Twenty years, from 1971 to 1991.</p> <p>8 _____ was their biggest hit? <i>Bohemian Rhapsody.</i></p> <p>9 _____ happened in 1991? Freddie Mercury died.</p> <p>10 _____ is their music still popular? Because Queen wrote good rock songs.</p>
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4. Listen to the song Imagine by John Lennon.

5. Read the article and mark the sentences as True or False Imagine was a hit three times.

1. Yoko Ono helped to write Imagine.
2. Ono wrote poems for John Lennon.
3. Lennon never said that Yoko helped him.
4. Imagine was written in two places.
5. John Lennon opened the new Liverpool Airport.

Read the article again and number the sentences in the order the things happened.

- a) John Lennon read Ono's poems
- b) John Lennon wrote Imagine
- c) Yoko Ono helped her brother
- d) John Lennon spoke about the song in an interview.
- e) Liverpool Airport was renamed John Lennon Airport.
- f) Yoko Ono spoke about the song on a TV programme.
- g) The song became a hit again when Lennon died.
- h) The song became popular again after September 11th 2001.



Who wrote *Imagine*?

Imagine, John Lennon's most famous song, was recently voted 'Britain's favourite song of all time'. It's an idealistic song about peace and the hope for a better world. 'Imagine all the people living life in peace.' The song was a big hit in 1971, and again in 1980 when Lennon was murdered in New York. It became a hit for a third time after the terrorist attacks of September 11th 2001.

But who really wrote the song? Until recently the answer to this question was always John Lennon. But on a TV programme this week Lennon's wife, Yoko Ono, spoke for the first time about how she, in fact, helped to write the song.

Ono said that the idea and inspiration for *Imagine* came from some of her poems that John Lennon was reading at that time. The poems began with the word 'Imagine': 'Imagine a raindrop, Imagine a goldfish.' Ono said, 'When I was a child in Japan during the Second World War my brother and I were terribly hungry. I imagined delicious menus for him and he began to smile. If you think something is impossible, you can imagine it and make it happen.'

In an interview just before he died, Lennon admitted that Yoko deserved credit for *Imagine*. He said, 'A lot of it – the lyrics and the concept – came from her, from her book of poems, imagine this, imagine that.' Lennon said that he was 'too macho' to share the credit with her at the time.

Ono said that some of the song was written when they were flying across the Atlantic and the rest was written on the piano in their bedroom at their home in England. Ono said, 'The song speaks about John's dream for the world. It was something he really wanted to say.' *Imagine* became a popular song for peace activists everywhere.

In March 2002 the airport in his home town of Liverpool was re-named John Lennon Airport. A sign above the main entrance has a line from *Imagine*: 'Above us only sky'.

Adapted from a British newspaper



Appendix 2. Additional articles

Constable, Turner, Gainsborough and the Making of Landscape



*A blood-and-soil approach ... John Constable's The Leaping Horse, 1825.
Photograph: John Hammond/Royal Academy of Arts, London*

According to traditional art history, before the mid-18th century the British simply couldn't paint. The best artists at work on these shores were all foreign, from Holbein and Dyck to Orazio Gentileschi and Peter Lely. In this account, the first original native painter was Hogarth, and the first genre to be distinctively British was landscape painting. Even in this we were no better than we ought to be: landscape was a lowly genre, some way below the salt, while history painting with its moral and didactic qualities lorded it at the head of the table. As Sir Joshua Reynolds, the man who sought above all others to put British painting on a par with the rest of Europe, said: "A mere copier of nature can never produce anything great."

Reynolds's fiefdom, the Royal Academy, is now putting on an exhibition that examines the origins and evolution of the British landscape tradition and why it took such a hold on the public imagination. The 120 works in *Constable, Turner, Gainsborough and the Making of Landscape* have all been drawn from the academy's own voluminous collection, making it the first fully home-grown show at Burlington House for 50 years.

There is nothing particularly new about either the theme or the participants. The birth of the Georgian landscape in art, literature and gardening has been minutely examined down the years. This exhibition's three big names are all familiar; indeed, after Turner and Claude at the National Gallery and Turner, Mont and Twombly at Tat Liverpool, this is the third show this year to present Turner in company with other artists – it's as if he is no longer safe to be let out on his own. Nor was the Royal Academy always so keen on its headline acts. While Turner, from child prodigy until his death, was an academician through

and through, both Gainsborough and Constable had fractious relationships with the institution. The latter once had to sit silently as a member of the RA rejected one of his paintings because it was "a nasty green thing". He was elected a full academician only aged 53 and even then by just one vote.

Where this exhibition seeks to differentiate itself is in looking at the role that prints played in popularising the genre and branding the painters. It also stresses how the taste for landscape was present before there were painters to satisfy it. Grand Tourists had brought home numerous works by the great practitioners of continental Europe Nicolas Poussin, his brother-in-law Gaspard Dughet, Salvator Rosa and Claude Lorrain. The poet James Thomson lauded their different styles – "What e'er Lorrain light-touched with softening hue, / Or savage Rosa dashed, or learned Poussin drew" – and their effect on British painters was profound. Constable, Turner and Gainsborough all studied Claude and his landscapes of the Roman campagna in particular; Constable, indeed, became so besotted that he once wrote to his wife: "I do not wonder at your being jealous of Claude – if anything could come between our love it is him." Turner, meanwhile, bequeathed numerous of his paintings to the nation on condition that two should be hung alongside a pair of Claudes in the National Gallery.

So it was through emulation rather than a burgeoning of native spirit that what another poet, William Cowper, described as "Italian light on English walls" came to be painted. When it did, it appeared in several varieties. The birth of British landscape painting was heralded by an interest in aesthetic theory too. In 1757 Edmund Burke published *A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful*, which, in turn, towards the end of the century, led to the theory of the picturesque championed by William Gilpin. For landscape artists, the sublime was essentially the evocation of awe and terror, the beautiful meant soft and aesthetically pleasing, while the picturesque – literally "in the manner of a picture" – was defined as irregular, ragged and asymmetrical.

These categorisations helped to spread a new appreciation of the British countryside, and Wales, the Lake District and Scotland became crowded with tourists in search of picturesque views. The situation intensified when the advent of the revolutionary wars in France closed off mainland Europe. Early adopters who helped to reveal the potential of the British landscape included Richard Wilson, who had lived in Italy and brought his understanding of classical landscape painting to bear on his native land, and Thomas Smiths of Derby, whose pictures of the Peak District showed undreamed-of drama.



Detail from Thomas Gainsborough's Romantic Landscape, c1783. Photograph: Prudence Cuming Associates Ltd/Royal Academy of Arts, London

If there was one picture that was the fons et origo of the British school it was Wilson's *The Destruction of Niobe and her Children*, painted in 1760. It showed the daughter of Tantalus suffering the punishment of the gods for boasting about the beauty and number of her children. In a rocky coastal landscape with the sky split by lightning and under a storm-shaken tree, Apollo and Diana pick off their mortal victims with their arrows. The painting, and the print after it of extraordinary quality by William Woollett, caused a sensation: this was no topographical piece but a noble if fictitious landscape, which, when combined with a mythological scene that together had a moral, emotional and intellectual message. It was landscape painting with aspirations. Wilson was to die in drink and in poverty, but his example didn't. Neither did Woollett's; his technical experimentation won him both money and praise, even among the French. Like Wilson, he served as an inspiration to succeeding generations of engravers.

It was against this background that Gainsborough, Turner and Constable painted, and each took a different approach. Gainsborough (1727-88) painted the sedate countryside of his native Suffolk, treating it in more in the modest, naturalistic manner of 17th-century Dutch artists than that of the French and Italians. Although he painted real places, landscapes were a form of release. He wrote to a friend that: "I'm sick of Portraits and wish very much to take my Viol da Gam and walk off to some sweet Village where I can paint Landskips ..." And when he couldn't, he simply made them up using little *mises-en-scène* of mirrors for water, coal for rocks, moss for greenery and broccoli for trees and finessed them into woodland settings.

Constable (1776-1837), his fellow East Anglian, was more thoroughgoing. For all his admiration for Claude he refused to be always "running after pictures and seeking the truth at second hand". He painted the places he loved best and because he believed that no two leaves of a tree were ever "alike since the creation of the world" his method was one of minute observation. His blood-

and-soil approach did not endear him to the RA, which objected to his refusal to "elevate" his subject matter; but the work he submitted on eventually being elected, *Boat Passing a Lock*, shows not just his fidelity to the changing appearance of nature but his emotional attachment to the countryside of his birth.

Turner (1775-1851) too started as a topographer before picking up his Claudian inheritance. Where Gainsborough called figures in landscape paintings "a little business for the eye", Turner saw them as intrinsic to his pictures' meaning, whether it be Hannibal and his soldiers crossing the Alps in a snowstorm or, in his brooding diploma piece for the RA, Dolbadern Castle (1800), the medieval Welsh prince Owain Goch ap Gruffydd. While Constable never left England, Turner scoured Italy, France and Switzerland for grand landscapes that he could treat in the traditional classicising manner – a foreground tree framing some human figures and a middle distance with, say, a river or a castle for interest, and a distant blue horizon. Even at his most idealising, however, as he sought to impart nobility of sentiment to his scenes, he kept a real landscape at the heart of the picture.

It is one of the asides of this exhibition that Turner, the most technically radical of the three painters, was also the most traditional and that he was never the abstract expressionist avant la lettre he is often now made out to be. As if to prove the point about his establishment mentality, the exhibition also includes Turner's well-used fishing rod: revolution and angling don't seem natural bedfellows. The rivers that appear so often in his pictures he knew intimately from a bankside position, when he wasn't drawing them he was fishing them (his regular companion was the architect Sir John Soane).

The three men's attitudes towards the prints that advertised their names differed, too. Although Gainsborough never sold a print from his own hand he was technologically curious, happily experimenting with the differences between etching, soft-ground etching and aquatint as means of reproducing the effects of drawing or painting. Prints as a marketable commodity were of less interest to him.

Turner and Constable, on the other hand, took them very seriously. Constable struck up a close relationship with his chief printmaker, David Lucas, whose mezzotints of the painter's work were published as *Various Subjects of Landscape, Characteristic of English Scenery* (1830–32). So skilled was Lucas at translating colour into light and shade – the chiaroscuro that Constable called "that power which creates space; we find it everywhere and at all times in

nature" – that Constable claimed Lucas achieved the effects he himself wanted to but couldn't manage.



JMW Turner's etching and mezzotint Norham Castle on the Tweed, 1816
Photograph: Royal Academy of Arts, London

Turner's printmaking centred on his *Liber Studiorum* (1807-19), a book of a projected 100 plates to demonstrate the expressive power of landscape (Constable grumpily and jealously referred to it as the "Liber Stupidorum"); the title was inspired by Claude's similar project, the *Liber Veritatis*. He divided his plates into categories such as "Historical", "Pastoral" and "Marine" and micromanaged his engravers to such an extent that when dissatisfied with their work he both engraved and mezzotinted some of the plates himself. During the course of this and subsequent projects, he trained a cadre of British printmakers skilled in representing the effects of paint and watercolour in line and tone that was the envy of Europe.

This intense little exhibition may be devoid of blockbusters but it is rich: the birth of the artist entrepreneur, the end of the established method of patronage and the democratisation of the landscape are among the themes hiding among the more natural beauties of Gainsborough, Constable and Turner's woods, fields and hills.

English schools of painting: W.Hogarth, J.Reynolds, T.Gainsborough

English Painting has a long and rich history. It is believed that English painting had been influenced by the Celts; however some scholars affirm that real English painting started in the 18th century; this is because the most important painters who worked before in England were foreigners (Hans Holbein the Younger, Anthony van Dyck, etc.), from mainland Europe, and painting was essentially an aristocratic matter (Works from the masters of Italian Renaissance were in the collections of the Earl of Arundel and the Duke of Buckingham). Nineteenth Century, "The Great Century of British Painting", produced a variety of outstanding works. J.M.W. Turner and John Constable influenced not only subsequent generations of British painters, but American and European as well. Portraits and landscape painting have been the great English specialism. In late XIX century, Sir Lawrence Alma Tadema, a classical-subject Dutch painter, the most successful of the Victorian era, enriched English painting (in some list he appears as English painter).

William Hogarth (1697 – 1764) was one of the greatest innovators in English art. He was a professional rebel. He found English art sycophantic, and determined to make it independent. Instead of working for a few rich patrons, he evolved the idea of making his living out of popular engravings of his pictures. He believed that the lack of a native school of painting was largely due to the fashions imposed on a credulous public by connoisseurs and critics and he waged continual war on taste and the Old Masters.

Sir Joshua Reynolds (Plympton, Devon 1723- London 1792) was an English Rococo Painter and distinguished member of London's intellectual society. By 1760, Reynolds had become the most popular portrait painter in London. In 1768, he founded with Thomas Gainsborough the Royal Academy of Arts. In 1784, Reynolds was appointed principal royal portrait painter. He was already been knighted since 1769. Reynolds' works show an exceptional combination of emotions and technique. Often portraiture with subjects related to Greek and Roman deities, or men, children and women in a wonderful colorist style. Creativity, diversity and originality is present in his painting. Portrait of Nelly O'Brien (Wallace collection) is considered one of his masterpieces. Since 1912, an statue of him is in the courtyard of the Royal Academy.

Thomas Gainsborough (Sudbury, Suffolk, 1727 – London, 1788) was a landscape and portrait painter, considered one of the great English masters. In the aristocratic spa town of Bath and later in London, he became well-known for portraits like Mrs. Philip Thicknesse (1760), Mary, Countess Howe (about 1763-4), The Blue Boy (exhibited R.A. 1770), and the landscape The Harvest

Wagon (exhibited S.A. 1767). In 1768 he became one of the foundation members of the Royal Academy, at which he exhibited annually until 1784. In 1780, Gainsborough painted the King George III and Queen Charlotte, becoming the Royal Family's favorite painter. Before his death in 1788, he turned from portraiture to pictorial compositions, producing in all some 200 landscapes in addition to his prolific output of about 800 portraits of the English aristocracy. Gainsborough is the master of the English Rococo. Sir Joshua Reynolds, President of the Royal Academy, was in painting his most important rival.

British music

Much of English musical life is centered in London, but there is considerable activity outside the capital as well. Decentralization is encouraged by the Arts Council of Great Britain, which, since 1946, has been the agency that distributes government subsidies to the arts.

1. Opera.

The two principal opera companies in London are the Royal Opera at Covent Garden and the English National Opera (formerly Sadler's Wells*), which performs in English, at lower prices, and usually without the great international stars, at the Coliseum. There are also more modest companies, such as the English Music Theatre Company, some of which mostly tour outside London.

Opera is a feature of several English festivals, including Camden,* Aldeburgh,* and, most notably, Glyndebourne.* Occasional productions at English universities have helped awaken interest in works outside the standard repertory. Those at Cambridge in the 1920s and 1930s were of particular historical importance in this respect.

2. Performing groups.

Orchestras. London is remarkable for its four major symphony orchestras, the London Symphony (founded in 1904), London Philharmonic (1932), Philharmonia (1945), and Royal Philharmonic (1946). The London Philharmonic and Royal Philharmonic are the result of the activities of Sir Thomas Beecham (1879-1961). The BBC Symphony (1930) is based in London and gives public concerts. There are several excellent symphony orchestras outside London, including the Royal Liverpool Philharmonic (1840), and the Halle Orchestra of Manchester* (1858).

Chamber orchestras became an important part of London musical life through such groups as the London Chamber Orchestra (1921) and the Boyd Neel Orchestra (1932). The tradition they began has been carried on by several excellent newer ones, including the Academy of St. Martin-in-the-Fields (1959), the English Chamber Orchestra (1960), the London Sinfonietta (1968), which specializes in 20th-century music.

Choruses. Choral performance has been traditional in England for several centuries and remains popular today, although the tendency to have mammoth choruses singing Handel oratorios so much favored in the 19th century, has

been somewhat tempered by the changing taste and greater historical consciousness of the 20th. Amateur choral societies are common throughout the country. Among the many in London are the Royal Choral Society (1871), the Bach Choir (1875), and the London Bach Society (1946). London also has several excellent chamber choruses, including the Monteverdi Choir (1964). Cathedral choirs and such well-known bodies as the choir of King's College, Cambridge, are also important elements in English choral music.

Early music. An interest in performing and listening to old music is something of an English tradition, as evidenced by the concerts of the Academy of Ancient Music in 18th-century London, which had hardly a parallel elsewhere in Europe at the time. Arnold Dolmetsch* (1858-1940), the central figure in the beginning of the modern revival of early-music performance, spent most of his career in England and firmly planted the movement there. The work of English musicians, such as David Munrow (1942-76) and his Early Music Consort (1967), was important in arousing audience interest in early music beginning in the 1960s. English activity in this field flourishes at present, with many groups of varied scope, such as the Academy of Ancient Music (1973), which recreates the mid-18th-century orchestra with authentic instruments.

3. Festivals.

Music festivals have constituted a flourishing tradition in England since the 18th century, and they are at present almost innumerable. The Three Choirs Festival, begun around 1715 and almost certainly one of the oldest in Europe, represents the traditional type of choral festivals, of which several others also survive. Its site alternates among the homes of its choirs, Hereford, Gloucester, and Worcester. Among older English festivals, that at Haslemere was founded by Dolmetsch in 1925 to feature early music, and the Glyndebourne Festival, founded in 1934, early achieved and maintains an international reputation for its production of operas as integrated dramatic works.

Many British festivals began after World War II. They include the Alderburgh Festival (1948), long dominated by the personality of its founder, Benjamin Britten; the Bath Festival (1948), since 1959 similarly associated with Yehudi Menuhin; the English Bach Festival (1963); and the Tilford Bach Festival (1952) and others.

A festival of sorts and long a central feature of London summers are the Henry Wood* Promenade Concerts ("Proms") (1895), mostly given at the Royal Albert Hall.

American painting

Much art of the American colonial period consisted of portraits, as settlers sought to establish their identities in a new world. After the new nation achieved its independence, landscapes and scenes of native flora, fauna, and folk customs began to express its unique qualities and illustrate its untapped resources.

Portraiture formed the mainstay of subject matter in colonial and federal American art, as immigrants to the New World attempted to bring a semblance of Old World civilization to their wild or, at best, provincial surroundings. When Benjamin West arrived in Rome in 1760, he was the first American artist to study in Europe. Upon seeing the Vatican's famous classical statue, the Apollo Belvedere, West exclaimed, "My God! How like it is to a young Mohawk warrior!" His astute comparison between a "noble savage" and the "glory that was Greece" won hearty applause from the connoisseurs. West soon emerged as Europe's foremost history painter, dropping the allegorical trappings from classical antiquity that had been the norm and basing his work on historical research.

John Singleton Copley followed West's example in depicting past and present occurrences with believable accessories and settings. Gilbert Stuart, who studied with West in London, revitalized the concept of "Grand Manner" portraiture; his *Skater* is invigorated with a sense of immediacy and activity.

When the Revolutionary War ended in 1783, artists sought to create a distinctive environment for the ideals of liberty. The eighteenth century's classicizing concepts evolved seamlessly into the nineteenth century's neoclassical style of idealized anatomy, symmetrical composition, and pure colors. The large Peale family, several members of which were artists, bridges this transition toward a more scientific naturalism.

Romanticism, partly engendered by reactions to the American and French revolutions, sought to release the emotions in dynamic design, dramatic spotlighting, and virtuoso displays of palpable paint textures. Such emotional elements mark the later paintings of Benjamin West. Two of West's later pupils, Thomas Sully and John Trumbull, helped to introduce romanticism to the United States.

When the Louisiana Purchase of 1803 instantly doubled the nation's area, artists such as John James Audubon and George Catlin began to investigate the native people, flora, and fauna. These academically educated artists were outnumbered

by unschooled artist-craftsmen, such as Edward Hicks, who painted for their own pleasure or on commission from rural patrons. After the War of 1812, landscape painting came to prominence, symbolizing America's unique natural resources and vast territory. And, with the introduction of photography to the United States in 1839, the cameraman soon usurped much of the clientele of the portrait painter.

As nineteenth-century Americans sought an appropriate vehicle to express their national zeal, artists turned to images of the land. Thomas Cole, the leader of the Hudson River School, portrayed a once-pristine environment threatened by the onslaught of civilization. Spurred on by his romantic idealism, some of Cole's followers created pastoral, idyllic views, while others carefully painted what they saw. During the 1850s, an intimate approach to landscape evolved in New England. The twilight marine paintings of Fitz Hugh Lane are paradigms of this elegiac style, which some scholars have termed "luminism." Artists seeking nature's more awesome aspects often traveled far afield: Frederic Church journeyed from the Arctic to below the equator, while other peripatetic painters explored the far western United States, giving tangible expression to America's dream of Manifest Destiny.

Lighthearted genre paintings depicting everyday life also gained popularity around mid-century. However, the mood of the nation quickly darkened following the Civil War. Thomas Eakins and Winslow Homer expressed a starkly realistic world view. Their mature art demonstrates an uncompromising commitment to truth.

As Americans traveled abroad in increasing numbers toward the century's end, a newfound cosmopolitanism emerged. Avant-garde movements such as impressionism were embraced by American painters who found the style's look, if not its underlying theory, consistent with their artistic aims. Familiarity with traditional European art also may have inspired a renewed interest in still-life painting and aristocratic portraiture; the popularity of such paeans to wealth and acquisition reflects the prevailing spirit of materialism.

Optimistic immigrants flocked to America, only to confront the sobering reality of urban blight and poverty. Robert Henri, an influential artist and teacher, urged his followers to address these pressing issues. Their ostensibly crude subject matter offended critics, who dubbed the New York group the Ash Can School.

As violence, anxiety, and alienation became dominant themes in the twentieth century, artists expressed dissatisfaction with the dehumanizing aspects of

modern life. Whether phrased in the representational idiom of George Bellows and Edward Hopper, or in the language of pure abstraction, these disturbing works seem a far cry from the idyllic aspirations of early nineteenth-century Americans, who—for a brief time—truly believed their country held the promise of paradise.

Appendix 3. Vocabulary

Mass Media

General Vocabulary	Newspapers
<p>mass media средства массовой информации</p> <p>medium (media pl) средство массовой информации</p> <p>publishing издание, публикация</p>	<p>popular\ tabloid newspaper бульварная (низкопробная) газета</p> <p>quality newspaper газета высокого качества</p> <p>journal журнал (научно-популярный, общественно-политический)</p> <p>magazine периодический журнал (глянцевый)</p> <p>colour supplement цветное приложение</p> <p>comic юмористическая газета</p>
<p>Types of programmes</p> <p>documentary документальный фильм</p> <p>news новости</p> <p>broadcast радио\телевизионная передача</p> <p>current affairs programmes программа о проблемах сегодняшнего дня</p> <p>soap opera мыльная опера, сериал</p> <p>quiz теле\ радиовикторина</p> <p>quizzee участник теле\ радиовикторины</p> <p>sitcom ситком (телесериал, построенный на смешных ситуациях, в которые попадают персонажи)</p> <p>drama драма, трагедия</p> <p>chat show интервью\ беседа со знаменитостью</p> <p>detective story детектив</p> <p>sports programme спортивная передача</p> <p>weather forecast прогноз погоды</p> <p>music programme музыкальная передача</p> <p>game show игра</p> <p>variety show эстрадный концерт</p> <p>commercial (advert, advertisement) рекламный ролик</p>	<p>Parts of the newspaper</p> <p>headline заголовок</p> <p>news report новости</p> <p>editorial колонка от редактора</p> <p>feature article основная статья</p> <p>horoscope гороскоп</p> <p>cartoons комиксы</p> <p>crossword кроссворд</p> <p>small ads реклама</p> <p>business news деловые новости</p> <p>sport report спортивный репортаж</p> <p>scandal скандал, сплетни</p> <p>the letters page страничка для писем читателей</p> <p>Verbs:</p> <p>to broadcast вещать по радио, передавать по телевидению</p> <p>to receive\ to pick up принимать</p> <p>to show показывать</p> <p>to publish издавать, опубликовать</p> <p>to print печатать</p> <p>to shot (shoot) снимать фильм</p>

	location местоположение to cut\ censure монтировать to edit редактировать
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Painting

<u>Art Trends</u>	drawing – рисунок (карандашом, углем) sketch – набросок, эскиз daub – мазня, плохая картина masterpiece – шедевр original – оригинал, подлинник fraud/ fake – подделка reproduction (copy) – репродукция caption – подпись под картиной
art – искусство painting – живопись sculpture – скульптура architecture – архитектура art brut [a:(t) bru:(t)] – “сырое”, непрофессиональное искусство <i>(рисунки, скульптура и т.п., сделанные детьми, заключенными, умалишенными, животными и т.д.)</i>	<p style="text-align: center;"><u>Genres of Painting</u></p> landscape – пейзаж seascape – морской пейзаж still-life – натюрморт portrait – портрет self portrait – автопортрет full length portrait – портрет в полный рост half length portrait – поясной портрет the nude – обнаженная натура genre painting – жанровая живопись mural painting – стенная роспись, фресковая живопись
<u>Museums and Galleries</u>	<p style="text-align: center;"><u>Execution of a Picture</u></p> execution – мастерство исполнения to execute – выполнить (<i>картину в какой-либо манере, в каком-либо стиле</i>) to be executed – быть выполненной (<i>о картине</i>)
museum – музей memorial flat – музей-квартира memorial estate/ estate museum – музей-усадьба culture preserve – музей заповедник gallery – галерея Fine Arts museum – музей изобразительных искусств waxworks museum – музей восковых фигур art gallery – художественная галерея picture gallery – картинная галерея exhibition – выставка exhibits – экспонаты museum piece – музейный экспонат, музейная редкость rarity – редкость, раритет statue – статуя statuette – статуэтка to exhibit/ to display – выставлять (<i>экспонаты</i>)	

<p>to be exhibited/ to be displayed – быть выставленными (об экспонатах)</p>	<p><i>a picture executed in oil</i> – картина, выполненная маслом</p>
Painting	
<p>painting – живопись easel – мольберт canvas – холст, полотно brush/ paintbrush – кисть palette – палитра oil – масло, масляная краска water colour – акварель crayon – цветной мелок, цветной карандаш, пастель gouache – гуашь</p>	<p>to paint – рисовать (красками) to paint in oils – писать маслом to draw (drew, drawn) – рисовать (карандашом) to draw in pen, ink, pencil – рисовать ручкой, чернилами, карандашом to draw/ paint from life – рисовать с натуры grisaille [gri'zeil] – гризайль (живопись или картина в серых или коричневых тонах) to paint/execute the picture in grisaille – писать картину в серых или коричневых тонах pastel – пастель to execute the picture in pastel – написать картину в пастели a pastel drawing – рисунок, выполненный в пастели</p>
Pictures	
<p>picture – картина painting – картина (маслом)</p>	

Describing a Picture	
Colours	
<p>colours – цвета, краски colouring – раскраска, цвета в совокупности <i>fresh colour(ing)</i> – свежий, яркий цвет <i>sombre colour(ing)</i> – темный, мрачный цвет <i>subtle colour(ing)</i> – тонкий, едва различимый цвет crude – кричащий (о красках) pure, vivid colours – чистые, яркие краски</p>	<p>Grouping Figures to handle groupings – размещать фигуры to place the figures against the landscape – поместить фигуры на фоне пейзажа in the foreground – на переднем плане in the background – на заднем плане on the top – наверху at the bottom – внизу in front – впереди</p>
Posing	
	<p>to pose – позировать sitter/ model – натурщик sitting – сеанс (позирования)</p>

gaudy colouring – кричащий, безвкусный

riot of colours – богатство, буйство красок

the play of colours – игра цвета

to combine form and colour into harmonious unity – гармонично сочетать форму и цвет

complete command of colours – великолепное

hue – цвет, оттенок

tint – краска, оттенок, тон

intensity – яркость, насыщенность владение цветом

Light and Shade

light-and-shade – светотень

in full shadow – в тени

patches of light – участки света

value – сочетание цвета и тени

Strokes and Lines

stroke (touch, dash, dab) – мазок

line – линия

a flowing line – плавная линия

a sweeping line – размашистая линия

a sure stroke (line) – уверенная линия

at one stroke – одной линией

Figures

full face – фас

half face – профиль

foreground figures (objects) – фигуры на переднем плане

background figures – фигуры на заднем плане

off centred figures – фигуры, смещенные в сторону

half-length figure – фигура по пояс

Artists/ Painters

artist/ painter – художник

self-taught artist – художник-самоучка

mature artist – зрелый художник

muralist – художник-мастер по стенной росписи, по фрескам

seascape painter – художник-маринист

landscape painter – пейзажист

portrait painter – портретист

dauber – плохой художник

art connoisseur – знаток искусства

Speaking of the Painters

to depict/ to portray – изображать

to convey – передавать

to handle space – передавать пространство

to be a master of the brush – хорошо владеть кистью

to render/ to interpret personality – передать внутренний мир

to catch the sitter's nature – передать внутренний мир натурщика

to break with the tradition – отойти от традиций

to be in advance of one's time – опередить время

brushwork – манера художника

in a Van Dyck habit – в манере Ван Дейка

full-length figure – фигура в полный рост	
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Music

Music Styles	WOODWIND INSTRUMENTS – ДЕРЕВЯННЫЕ ДУХОВЫЕ ИНСТРУМЕНТЫ
symphonic – симфоническая chamber – камерная classical – классическая spiritual – духовная instrumental – инструментальная vocal – вокальная folk [fouk] – народная country – кантри jazz – джазовая музыка, джаз symphonic jazz – симфоджаз pop – популярная, поп-музыка rock – рок, рок-музыка symphonic rock – симфорок punk – панк- музыка punk rock – панк-рок heavy metal – хэви-метал blues – блюз soul – соул reggae – регги ragtime – регтайм	clarinet – кларнет flute [flu:t] – флейта piccolo – пикколо, малая флейта recorder – блок-флейта oboe ['oubou] – гобой bassoon – фагот BRASS – МЕДНЫЕ ДУХОВЫЕ ИНСТРУМЕНТЫ tuba – туба, большая басовая труба trumpet – труба French horn – валторна English horn – английский рожок trombone – тромбон bugle – горн, охотничий рог saxophone – саксофон PERCUSSION – ПЕРКУССИЯ, УДАРНЫЕ ИНСТРУМЕНТЫ pulsatile instruments – ударн. инструменты drum – барабан bass drum – большой барабан side-drum – малый барабан kettle drum – литавра cymbals – тарелки xylophone ['zai-] – ксилофон triangle – треугольник RUSSIAN FOLK INSTRUMENTS – РУССКИЕ НАРОДНЫЕ ИНСТРУМЕНТЫ accordion – аккордеон, гармонь, гармошка concertina – концертино, -на (<i>вид гармошки</i>) balalaika – балалайка
MUSIC CAN BE ...	
... stirring – зажигательная ... vigorous – энергичная, бодрая ... dance – танцевальная ... light – легкая ... plaintive – грустная ... dismal – заунывная	
Musical Instruments	
<u>KEYBOARD INSTRUMENTS/ KEYBOARDS – КЛАВИШНЫЕ ИНСТРУМЕНТЫ</u>	
grand piano – рояль pianoforte (piano) – фортепьяно, пианино	

<p>upright piano – фортепьяно, пианино</p> <p>concert grand – концертный рояль</p> <p>STRINGS – СТРУННЫЕ ИНСТРУМЕНТЫ</p> <p>bow instruments – смычковые инструменты</p> <p>bow [бэу], fiddlestick – смычок</p> <p>violin/ fiddle (coll.) – скрипка</p> <p>viola – альт</p> <p>double bass, contrabass [-beis] – контрабас</p> <p>violoncello (cello coll.) – виолончель</p> <p>harp – арфа</p> <p>guitar – гитара</p>	<p>(wooden) spoons – ложки</p> <p>rattle – трещотка</p> <p>OTHER INSTRUMENTS – ДРУГИЕ ИНСТРУМЕНТЫ</p> <p>organ – орган</p> <p>mouth-organ (harmonica) – губная гармошка</p> <p>synthesizer – синтезатор</p> <p>harpsichord – клавесин</p> <p>bagpipes – волынка</p> <p>tambourine – бубен</p> <p>banjo – банджо</p> <p>lute – лютня</p> <p>mandolin – мандолина</p> <p>bongo–бонго(<i>небольшой сдвоенный барабан</i>)</p>
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<p>maraca – маракас (<i>ударный инструмент в эстрадном оркестре</i>)</p> <p>sitar – ситар (<i>струнный музыкальный инструмент</i>)</p> <p>kazoo – казу (<i>игрушечный духовой музыкальный инструмент</i>)</p> <p>ukelele/ ukulele [ju:kэ'leili]– гавайская гитара</p> <p>tom-tom – тамтам, гонг</p>	<p>movement – часть музыкального произведения: симфонии, концерта, сонаты и т. д.</p> <p>rhapsody – рапсодия (<i>a romantic piece of music, that is not regular in form, usu in one movement</i>)</p> <p>nocturne – ноктюрн (<i>a short piece of music in a romantic style, esp for the piano</i>)</p> <p>march – марш (<i>a piece of music written for marching to</i>)</p> <p>a funeral march – похоронный марш</p> <p>a wedding march – свадебный марш</p> <p>flourish (of trumpets) – туш</p> <p>theme and variations – тема с вариациями</p> <p>serenade – серенада</p> <p>ballad – баллада</p> <p>minuet – менуэт (<i>music for a graceful slow dance</i>)</p> <p>polonaise – полонез (<i>a piece of music for a slow dance of Polish origin</i>)</p> <p>waltz – вальс (<i>music for a slow graceful dance for couples, with three</i>)</p>
Playing Musical Instruments	
<p>to play the piano – играть на рояле</p> <p>to play the violin – играть на скрипке</p> <p>to play some music (on the piano) – исполнять музыкальное произведение (на рояле)</p> <p>to accompany smb on the piano – аккомпанировать кому-либо на рояле</p> <p>to tune one's instrument – настраивать инструмент</p>	
Musical Compositions	

<p>piece (of music) – музыкальное произведение</p> <p>piano pieces – музыкальные произведения для рояля</p> <p>concerto (Ital.) – концерт (как музыкальное произведение)</p> <p>capriccio – каприччио (музыкальная инструментальная пьеса свободного построения, изобилующая неожиданными оборотами)</p> <p>symphony – симфония (<i>a long complex musical composition for a large orchestra, usually in three or four parts /movements/</i>)</p> <p>oratorio – оратория (<i>a musical composition for solo voices, chorus and orchestra, dramatic in form</i>)</p> <p>cantata – кантата (<i>a piece of music to be sung by soloists and a chorus</i>)</p> <p>sonata – соната (<i>a piece of music composed for one instrument or two, one of each is usually the piano</i>)</p> <p>opera – опера (<i>a dramatic work in which all or most of the words are sung to music</i>)</p> <p>aria (Ital.) – ария (<i>a song for one voice, esp in an opera or oratorio</i>)</p> <p>overture (to...) – увертюра (к ...) (<i>a piece of music written as an introduction to an opera, a ballet, a musical play</i>)</p> <p>suite – сюита (<i>a piece of music consisting of three or four related parts</i>)</p>	<p><i>beats in each bar</i>)</p> <p>tune – мотив</p> <p>melody – мелодия</p> <p>rhythm – ритм</p> <p>bar – такт</p> <p>chord [ko:d] – аккорд</p> <tr> <th colspan="2" style="text-align: center;">Musicians</th> </tr> <p>conductor – дирижер</p> <p>composer – композитор</p> <p>~ + ER</p> <p>drummer – барабанщик</p> <p>~ + IST</p> <p>pianist – пианист(-ка)</p> <p>violinist – скрипач(-ка)</p> <p>cellist (<i>coll.</i>)/violoncellist – виолончелист(-ка)</p> <p>harpist – арфист(-ка)</p> <p>clarinettist – кларнетист(-ка)</p> <p>flutist – флейтист(-ка)</p> <p>organist – органист(-ка)</p> <p>guitarist – гитарист(-ка)</p> <p>accompanist – <i>one who plays a musical accompaniment</i> – аккомпаниатор</p> <p>~ + PLAYER</p> <p>balalaika player – балалаечник (-ница)</p> <p>accordion player – гармонист (-ка)</p> <p>viola player – альтист (-ка)</p> <p>tambourine player – исполнитель на бубне</p>	Musicians	
Musicians			

Singers & Singing	Some Other Words on the Topic
WOMEN'S VOICES – ЖЕНСКИЕ ГОЛОСА	notes – ноты
soprano – сопрано	stave – нотный стан, нотоносец
coloratura soprano – колоратурное	

сопрано mezzo-soprano — меццо-сопрано contralto – контральто	treble clef/ G clef – скрипичный ключ score – партитура music-stand – пюпитр tuning fork – камертон baton – дирижерская палочка bow – смычок music-stool – a seat without a back, used when playing the piano
MEN'S VOICES – МУЖСКИЕ ГОЛОСА	
baritone – баритон tenor – тенор bass [beis] – бас	
SINGING – ПЕНИЕ	
opera singers – оперные певцы to sing (sang, sung) – петь to sing to the accompaniment of ... – петь под аккомпанемент ... to have a sing-song – <i>to sing songs for which little or no preparation has been made</i> to croon – тихо, проникновенно, с чувством петь песни перед микрофоном	
Musical Teams	Some Useful Phrases to Speak on the Topic
solo ['soulou] – соло, сольный номер soloist – солист duet [dju(:)'et] – дуэт trio ['tri:ou] – трио quartet(te) – квартет quintet(te) – квинтет (pop-/ rock-)group – (поп-/ рок-) группа orchestra/ band – оркестр symphony orchestra – симфонический оркестр orchestra of folk instruments – оркестр народных инструментов string band (orchestra) – струнный оркестр brass band – духовой оркестр jazz band – джазовый оркестр, джаз-банд variety orchestra – эстрадный оркестр ensemble – ансамбль	to make a tour – гастролировать concert tour – концертное турне connoisseur (Fr.) – знаток master of ceremonies – конферансье (ведущий программу) to make one's debut – дебютировать to give a concert – давать концерт to perform at a concert – выступать на концерте to present, to give a recital – давать сольный концерт to attend concerts – посещать концерты to be on the programme – быть в программе <i>e. g. What is on the programme? – Что в программе?</i> to play under the baton of... – играть под управлением ... to win admiration – вызывать восхищение to captivate the audience – очаровывать слушателей to demand for encores – требовать исполнения на бис to play/to sing an encore – играть/петь на бис to give an encore – бисировать

<p>Song and Dance Ensemble — Ансамбль песни и пляски</p> <p>choir ['kwaɪə] — хор, вокальный ансамбль</p> <p>State Academic Russian Folksong Choir — Государственный Академический русский народный хор</p> <p>Russian Folksong Choir — хор русской народной песни</p>	<p>to get encores — получать вызовы исполнения на бис</p> <p><i>e. g. What items got encores? — Что было исполнено на бис?</i></p> <p>to applaud — аплодировать</p> <p>to give a grand (stormy) ovation — наградить бурными аплодисментами</p> <p>to get an ovation — заслужить оваацию</p> <p>beauty of tone and phrasing — красота звука и фразировки</p>
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<p>to communicate (the) music ... to the hearers through masterly technique — передавать музыку ... слушателям с помощью совершенной техники</p> <p>to give living shape and vitality to every phrase — вдохнуть жизнь в каждую фразу</p> <p>to show control from pianissimo to fortissimo — обладать способностью передачи всех музыкальных оттенков, начиная от пианиссимо и кончая фортиссимо</p> <p>perfect control in the purity of high notes (in the tremolo passages, etc.) — превосходная передача чистоты верхних нот (в колоратуре и т.д.)</p> <p>to play (to sing) with supreme confidence — играть (петь) танцевать с большой уверенностью</p>	<p>a truly creative pianist (violinist, singer) — по-настоящему творческий пианист (скрипач, певец)</p> <p>the conductor (pianist) of outstanding talent — выдающийся дирижер (пианист)</p> <p>musical genius — музыкальный гений</p> <p>operatic tenor (soprano, etc.) in the very top class — оперный тенор (сопрано и т. д.) самого высшего класса</p> <p>to be an unforgettable and happy experience — соотв. незабываемое и радостное впечатление</p> <p>wonderful experience (for ...) — соотв. изумительное впечатление</p> <p>amateur talent activities/ amateur performances — художественная самодеятельность</p>
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Some Idioms

<p>Cat's /Dutch/ concert — кошачий концерт, кто в лес, кто по дрова</p> <p>To have an ear for music — иметь музыкальный слух</p> <p>To have no ear for music — не иметь слуха, = медведь на ухо наступил</p>

Phonetic Difficulties

bass [beɪs]	chord [kɔ:d]	encore ['ɔŋkɔ:]	orchestra ['ɔkɪstrə]
cello ['tʃeləʊ]	chorus ['kɔ:rəs]	ensemble [ɔn'sɔmbəl]	viola [vɪ'əʊlə]
choir ['kwaɪə]	concerto [kən'tʃə:təʊ]	folk [fəʊk]	violin ['vaɪ-]
			xylophone ['zaɪ-]

Grammar Difficulties

the	the
To play <u>the</u> piano to play some music <u>on the</u> piano	to play __ piano and violin Miles Davis played __ trumpet

Vocabulary Difficulties

I. Концерт – Concerto, Concert, Recital

• **Concerto** – концерт (как музыкальное произведение) e.g. *Chopin's Piano Concerto # 1*

• **Concert** – концерт (как представление) e.g. *a pop concert/ a Bach concert*

• **Recital** [ri'saɪtl] – концерт одного исполнителя, сольный концерт; концерт, состоящий из произведений одного композитора

e.g. *a Chopin recital* – концерт музыки Шопена/ *a violin recital* – скрипичный концерт

a piano recital – фортепианный концерт

II. Хор – Choir, Chorus

• **Choir** ['kwaɪə] – хор (как группа вокалистов)

• **Chorus** ['kɔrəs] – хор (в опере, оперетте, в симфоническом произведении)

III. Симфонический – Symphony, Symphonic

• **Symphony concert** – симфонический концерт

• **Symphony orchestra** – симфонический оркестр

• **But! Symphonic music** – симфоническая музыка

Appendix 4.

Fillers and Linkers for Speaking and Writing

Colloquial fillers and linkers	Academic fillers and linkers
INTRODUCTION	
To begin with, / First of all/ I'd like to start with	To begin with / First of all/ I'd like to start with
ADDING	
Besides, / Next, /First, second, third / What's more	Besides, / Next, /First, second, third / What is more
Also	Besides
Besides	as well as
Too	Another important is.....
As well as	In addition to
	Furthermore
	Moreover
CONTRAST	
But	But
Yet	However
Though	Yet
anyway	Although
in spite of ...	Nevertheless
but,	in spite of ...
	nonetheless

	but
--	-----

	despite
--	--------------

EXPRESSING OPINION

I believe	I believe
-----------	-----------

When it comes to me, I believe	In my view
--------------------------------	------------

I can only guess that	I have mixed views about this issue
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I have mixed views about this issue	Actually
-------------------------------------	----------

Oh, that's an interesting question.	As a matter of fact
-------------------------------------	---------------------

Actually	I'm inclined to believe that...
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You know, I am not an expert in art, but I suppose that...	It is my belief that...
--	-------------------------

I'm not really sure what I think about that, but...	This essay will argue that...
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As a matter of fact	In this essay, I will state...
---------------------	--------------------------------

	This essay will examine...
--	----------------------------

	... will be covered in this essay.
--	------------------------------------

	It could be argued that...
--	----------------------------

	One explanation might be that...
--	----------------------------------

	This suggests that...
--	-----------------------

GIVING ALTERNATIVES

the one the other	the one the other
------------------------	------------------------

either... or	either... or
--------------	--------------

neither....nor	neither....nor
----------------	----------------

not only ... but also	not only ... but also
in the same way	equally
another possibility	similarly
	in the same way
	there are two possibilities
	alternatively
	another possibility

GENERALISING

	as a general rule
as a rule	as a rule
in general	in general
generally	generally
normally	normally
on the whole	on the whole
usually	as a general rule

REASONS AND CONSEQUENCES

This happens because	The main reason why this happens is /
The main reason is...	There can be several explanations /
	given this
	Therefore, thus
	On this basis

SOLUTIONS

It would be good if

I would suggest.... (a step-by-step approach)

I would suggest

There can be several approaches suggested

There is no simple remedy for this problem.

PROS AND CONS

I believe, there are both pros and cons

I believe, there are both benefits and drawbacks

On the one hand..... on the other hand

On the one hand..... on the other hand

There are many advantages of

There are many advantages of

COMPARISON

In comparison with

In comparison with

.... while

Compared with,

The same is true about...

Similarly,

In contrast

The same holds true about...

completely / totally different

In contrast

almost / exactly the same

absolutely identical

basically the same

completely / totally different

don't have much in common

almost / exactly the same

have a lot in common

basically the same

have little in common	complete opposites
have much in common	have a lot in common
have nothing in common	have little in common
have some things in common	have much in common
nearly the same	have nothing in common
The main difference is	have one similarity
	have some similarities
	nearly the same
	slightly different
	rather similar
	virtually identical
	The main (noticeable) difference is

PREDICTIONS

I guess that	I suppose that
More people will probably	More people will probably
In fact,	Based on past experience, I would predict that
Well, on the whole I think that...	It is likely that
probably	In fact,
	Well, on the whole I tend to think that...
	it is probable that
	probably

SUMMARISING

On the whole,	On the whole,
In short,	To sum up,
To sum up,	In conclusion,
Altogether,	To conclude,
To conclude,	It can be concluded / deduced / inferred that

EXAMPLIFICATION

The first idea that springs to my mind is...	such as
There are several ... I can think of	...one of which is....
For example,	For example,
For instance,	For instance,
such as	To illustrate my point, I would like to tell you about...
One example of	One example of
Let's take the case of	This can be illustrated by....
.. one of which is... is well illustrated by....
	This can be exemplified by....

UNSURE

The key thing is,	could possibly/
Now, let me think how I can put this...	perhaps
I've never thought about it, but I could say that...	almost certainly

That really depends on the situation...	could possibly/ could potentially
there's a little / high chance	most possibly
the odds are	
there is absolutely no chance/ really can't	
maybe	

SURE

obviously	I am confident that,
certainly/ definitely/ clearly	certainly/ definitely/ clearly
there's next to no chance	Undoubtedly
clearly	undeniably
no doubt that	there is no doubt that
there's little doubt that	convincing argument
	there is little doubt that
	it is certain that
	presumably
	evidently
	obviously
	it can be safely assumed that

RELATION

Concerning	Concerning
With the help of	With the help of
In order to	In order to

According to	According to
if	if
Instead of	Instead of
Thanks to	As regards
For the sake of	In respect of something
In accordance with something	With respect to
In case	With regard to/In regard to
In place of somebody/something	By means of
	For the sake of
	With the purpose of
	In accordance with something
	In case
	In lieu of
	In place of somebody/something
REFORMULATING	
in other words,	in other words,
to put it simply,	it would be better to say
to put it differently,	

ЗАКЛЮЧЕНИЕ

Настоящее пособие ориентировано на реализацию компетентностного подхода в развитии межкультурной коммуникации. Изучение иностранного языка неразрывно связано с изучением культуры, и искусство может выступать как один из наиболее ярких вариантов ее проявления. Культура, являясь достаточно широким и глубоким по своей сути понятием, включает в себя, прежде всего, воспитание, образование, развитие и просвещение. Кроме того, культура охватывает всю систему ценностей, норм и традиций, принадлежа, таким образом, определенной социальной группе, этносу и, в конечном итоге, личности. Основной задачей межкультурного образования является не просто и не только обучение иностранному языку, а в большей степени воспитание культурной личности.

Межкультурный компонент является важным фактором успешного межкультурного общения, владение социокультурными знаниями решает проблемы взаимопонимания и точной интерпретации носителей иной культуры, так как национальная и культурная специфика языка развивается в системе ценностей, обычаев и традиций конкретного культурного общества. Следовательно, межкультурный компонент необходим для лучшего понимания иноязычной культуры.

Пособие позволяет осуществить формирование навыков межкультурной коммуникации в сфере искусства, осуществить целенаправленную языковую подготовку в развитии навыков чтения, письма, аудирования, устной речи, а также расширить словарный запас по представленным темам.

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