

Учреждение образования
«Брестский государственный университет имени А.С. Пушкина»

И.Н. Бахур

Английский язык
English for Students of Philology

Учебно-методический комплекс
для студентов филологического факультета
специальностей 1-21 05 01 «Белорусская филология»
и 1-21 05 02 «Русская филология»

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Комплекс содержит профессиональную лексику, задания на формирование и совершенствование лексических навыков, аутентичные тексты по темам, предусмотренным учебной программой, а также систему упражнений, направленных на развитие умений устной и письменной речи. УМК адресован студентам 1 курса филологического факультета.

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ВВЕДЕНИЕ

Учебно-методический комплекс (УМК) «English for Students of Philology» составлен в соответствии с Образовательным стандартом высшего образования (ОСВО) первой ступени и учебной программой для специальностей 1-21 05 01 «Белорусская филология» и 1-21 05 02 «Русская филология». Комплекс адресуется студентам 1 курса филологического факультета и обеспечивает учебно-методическое сопровождение дисциплины «Иностранный язык». Данный комплекс может быть использован как для аудиторных занятий, так и для самостоятельной работы студентов.

Цель УМК – способствовать формированию коммуникативной компетенции будущего специалиста. Комплекс решает задачу совершенствования навыков и умений устной и письменной речи по следующим темам социальной направленности: «Студенческая жизнь», «Система образования в стране изучаемого языка», «Республика Беларусь», «Страна изучаемого языка». Темы профессиональной направленности, включенные в комплекс, – «Предмет филологии как научной теории и дисциплины», «Черты морфологической системы», «Язык и общество», «Белорусские писатели», «Зарубежная литература XX века: периодизация», «Творчество крупнейших писателей», «Основы журналистской деятельности», «Особенности журналистского труда».

Практическая часть УМК состоит из 10 разделов, включая темы социальной и профессиональной направленности. Каждый раздел содержит тексты для чтения и задания на формирование и совершенствование лексических навыков, а также упражнения, направленные на развитие навыков владения профессиональной терминологией. Каждый раздел завершается тестами текущего контроля по изученным темам, которые дают возможность проверить качество усвоения студентами учебного материала, а также повторить пройденные темы. Также в УМК включен примерный перечень ситуаций для итогового контроля, который позволит студентам заблаговременно продумать содержание монологических высказываний к зачету и экзамену.

В результате изучения учебной дисциплины «Иностранный язык» по специальностям «Русская филология», «Белорусская филология» студент должен закрепить и развить академические, социально-личностные и профессиональные компетенции, определенные ОСВО 1-24 01 02-2013:

Академические компетенции включают умение применять базовые научно-теоретические знания для решения теоретических и практических задач; владение системным и сравнительным анализом, владение исследовательскими навыками, умение работать самостоятельно,

овладение навыками устной и письменной коммуникации, умение учиться, повышать свою квалификацию в течение всей жизни.

К социально-личностным компетенциям относятся обладание качествами гражданственности, способность к социальному взаимодействию, способность к межличностным коммуникациям, умение работать в команде.

Среди профессиональных компетенций выделяются взаимодействие со специалистами смежных профилей, подготовка докладов, материалов к презентациям.

В результате изучения дисциплины *Иностранный язык* студент должен овладеть следующими умениями:

Аудирование. Студент должен воспринимать на слух иноязычную речь в естественном темпе в объеме программной тематики. Продолжительность аудиотекста не должна превышать 5 минут при темпе речи 200–250 слогов в минуту; воспроизводить услышанное при помощи повторения, перефразирования, пересказа.

Чтение. Студент должен владеть всеми видами чтения (изучающее, ознакомительное, просмотровое, поисковое), предполагающими разную степень понимания прочитанного; полно и точно понимать содержание профессионально ориентированных аутентичных текстов, используя двуязычный словарь (изучающее чтение); понимать общее содержание текста (70 %), определять не только круг затрагиваемых вопросов, но и то, как они решаются (ознакомительное чтение); получать общее представление о теме, круге вопросов, которые затрагиваются в тексте (просмотровое чтение); найти конкретную информацию (определение, правило, цифровые и другие данные), о которой заранее известно, что она содержится в данном тексте (поисковое чтение).

Говорение. В монологической речи (примерный объем высказывания – 15 фраз) студент должен уметь продуцировать развернутое подготовленное и неподготовленное высказывание по проблемам социокультурного и профессионального общения; резюмировать полученную информацию. В диалогической речи (примерное количество реплик – 8–10 с каждой стороны) студент должен уметь вступать в контакт с собеседником, поддерживать и завершать беседу, используя адекватные речевые формулы и правила речевого этикета; обмениваться профессиональной и непрофессиональной информацией с собеседником, выражая согласие/несогласие, сомнение, удивление, просьбу, совет, предложение и т. п.; участвовать в дискуссии по теме/проблеме, аргументированно отстаивать свою точку зрения; сочетать диалогическую и монологическую формы речи.

Письмо. Студент должен уметь выполнять письменное задание к прослушанному, увиденному, прочитанному, логично и аргументированно

излагать свои мысли, соблюдая стилистические и жанровые особенности; уметь реферировать и аннотировать профессионально ориентированные и общенаучные тексты с учетом разной степени смысловой компрессии; уметь заполнить документы (анкеты, бланки, формуляры); написать личное и деловое письмо (сообщение, приглашение, подтверждение, запрос и т. д.); написать свою профессиональную биографию (CV); уметь письменно оформить результаты исследования; написать статью в периодическое, научно-популярное, специализированное издания.

СОДЕРЖАНИЕ УЧЕБНОГО МАТЕРИАЛА

I. Социальное общение

Тема 1. Студенческая жизнь. Рабочий день студента. Социальная и научная деятельность студента.

Тема 2. Система высшего образования. Система образования в стране изучаемого языка.

Тема 3. Республика Беларусь: природа, культурные обычаи. Великие люди Беларуси: искусство, политика, наука, спорт.

Тема 4. Страна изучаемого языка: история, культурные обычаи.

II. Профессиональное общение

Тема 1. Предмет филологии как научной теории и дисциплины.

Тема 2. Определение филологии и объекты филологического творчества.

Тема 3. Общегерманские черты морфологической системы. Направления в языкознании.

Тема 4. Понятие системы и структуры языка. Парадигматические, синтагматические и иерархические отношения между единицами языка.

Тема 5. Язык и общество. Язык как часть культуры народа. Условия развития языка в обществе. Типы соотношений языка и нации.

Тема 6. Концепция обучения русскому языку в общеобразовательных учреждениях: стратегия обучения, подходы к обучению, цель и задачи обучения русскому языку.

Тема 7. Зарубежная литература XX века: периодизация; социально-культурные, идеологические и типологические черты эволюции литературы, формирование новой эстетики, художественные открытия.

Тема 8. Творчество крупнейших писателей, анализ основных произведений. Проблема художественных методов. Стилиевые направления. Особенности поэтики.

Тема 9. История зарубежной и белорусской журналистики. Основы журналистской деятельности. Редакционно-издательская деятельность.

Тема 10. Особенности журналистского труда.

Структура курса

Семестр	Общее количество часов	аудиторные	практические
I	136	68	68
II	164	82	82
Итого	300	150	150

Примерный тематический план

№	Тема	Кол-во часов
1	Студенческая жизнь	4
2	Система высшего образования	4
3	Республика Беларусь	4
4	Страна изучаемого языка	4
5	Предмет филологии как научной теории и дисциплины	6
6	Определение филологии	6
7	Общегерманские черты морфологической системы	6
8	Понятие системы и структуры языка	6
9	Язык и общество	6
10	Концепция обучения русскому языку	6
11	Зарубежная литература XX века	6
12	Творчество крупнейших писателей	6
13	Основы журналистской деятельности	6
14	Особенности журналистского труда	6

Chapter I STUDENT'S LIFE

1. Match the question words and answers. Then make your own questions.

What...?	Because I liked it.
Who...?	Last year.
Where...?	\$16.
When...?	An apple.
Why...?	On foot.
How many...?	In Brest.
How much...?	Jane.
How often ...?	The black one.
How...?	It's hers.
Whose...?	Five days.
Which...?	Every week.

2. Using given options be ready to make questions and ask your group mate about...:

His/her family

- How large family is
- His/her siblings
- What parents are
- How old parents/siblings are

His/her native town/village

- Where he/she comes from
- How far his/her town/village from Brest is
- How much time it takes him/her to get to Brest

His/her studies at school

- School he/she studied
- His/her favourite subjects
- His/her school mates
- His/her favourite teachers

His/her friends

- How many friends he has
- Who his/her friends are
- What his/her friends are

His/her free time/hobbies

- Where/how he/she likes to spend his/her free time
- What his/her hobbies are
- How much time he/she spends on his/her hobby
- What pets he/she has at home

3. Using questions from exercise 2 ask your group mate about his/her life. Get his/her answers and write them down.

4. Introduce your group mate to the group, using his/her answers.

Unit 1

1. Read the following text and be ready to tell about the choice of Julia Severtseva.

A First-Year Student

Choosing an establishment of Higher Education is not an easy thing. It is one of the most difficult problems a young person faces after finishing school. Moreover, it is one of the most important decisions a person has to make in his or her life. Your future will depend on your choice. There are individuals, of course, who from the time they are six years old “know” that they want to be doctors, or pilots, or fire fighters, but the majority of us do not get around to making a decision about an occupation or career until somebody or something forces us to face the problem.

Choosing takes time and if you do it in a hurry, without considering all pros and cons it will be like trying to build a house without a plan. Some young people may succeed, but many are bound to fail since you cannot expect ‘much good’ by making a blind choice. Some people have a passion and they know exactly what they want to do.

We can say this about Julia Severtseva who was born in Pruzhany. At school she made up her mind to enter Brest State University because she always liked to help people. So after leaving school she took three centralized tests in Russian, Biology and the History of Belarus to the Department of Psychology and Pedagogics.

Now she is a first-year student. Julia likes her studies at the University. She learns various subjects, such as history, psychology, philosophy and English. She also has classes in introduction to the specialty and other subjects which are necessary for her future profession. Usually students have three or four classes a day. They attend lectures and have practical hours.

Besides her studies Julia has joined the Volunteer group to help people who have difficulties in their life.

Like many students of the University Julia is going to take part in the scientific work. She is planning to write term papers and take part in different scientific conferences organized at the University.

In summer she will take part in the psychological practice. Together with other students of her group they will be attending the centre for disabled children. There students will play with children and help them to cope with their problems. Julia hopes that her assistance will be useful and make the life of disabled children easier and happier.

2. Put in **up, with, in**. Leave an empty space if the preposition is not necessary.

1. When my father studied at college he made ... his mind to continue his education.

2. To enter any Establishment of Higher Education every pupil has to take a centralized test ... a language.

3. You can't do anything perfectly if you do it ... a hurry.

4. To reach her aim she will have to cope ... her nervousness.

5. When I studied at school we usually had 5-6 lessons ... a day.

6. She plays the piano very well so she would like to take part ... a concert.

7. After reading the articles of two students the teacher faced ... the problem which one to choose for the scientific conference.

3. Match the English word combinations with their Russian equivalents.

an establishment of Higher Education

писать курсовую работу

to take a decision

изучать различные предметы

occupation

учреждение высшего образования

pros and cons

дети с особенностями развития

to learn various subjects

плюсы и минусы

to attend lectures

принять решение

to join the Volunteer group

ходить на лекции

to write term paper

профессия

scientific conference

научная конференция

disabled children

стать членом волонтерской группы

4. Summarize the main ideas of the text. Be ready to tell about your choice of the University and the way you passed entrance examinations / centralized tests.

5. Annotate the text in English. The following list of words will help you.

The title of the article is...

The text shows...

The text is taken from ...

The second part studies...

The main idea of the text is...

The article analyses...

The article gives information on...

The author describes...

The article discusses...

The author points out...

The article contains...

At the end the author...

The work is divided into...

In summing up the author...

The first part deals with...

The conclusion can be drawn that ...

The second part presents...

6. *Read the annotation. Define its structure.*

The title of the article is “Child Abuse”. The author of the article is Helen Yavlenskaya. The article was published in the newspaper “English. The First September”. The author of the article wants to attract our attention to the problem of child’s abuse in the family and to show the ways out of the situation. The text can be divided into several parts. In the first part the author introduces the forms of child abuse. The article regards the role of social workers in solving the problem. From the second part we learn that some high schools and colleges introduce programs on family planning for future parents. Helen Yavlenskaya concentrates on the fact that day-care centres can help in solving the problem. The article analyses the role of improved public recreation areas in child’s development. In summing up the author asks us to be ready to invest all necessary resources in solving this grave social problem.

7. *Match the beginning and the end of the sentences.*

1. The text is taken from...	A. Some facts about teachers’ profession
2. The main idea of the text is...	B. Several parts
3. The article discusses...	C. The problem of choosing a career of a teacher
4. The article contains...	D. The ways of teaching
5. The work is divided into...	E. The book “For future teachers”
6. The first part deals with...	F. The process of education at school
7. The second part studies...	G. To tell about teachers profession
8. The article analyses...	H. To become a good teacher is a hard task
9. The author describes...	I. The problem of Higher Education
10. The conclusion can be drawn that	J. New methods of teaching

Unit 2

1. *Read the following text and tell about the types of dorms.*

Coping with Dorm Life

As the time approaches for college, you may face choosing a dormitory. The most common types of dorms are the suite style, which consists of two or three double rooms in which four to six students share a common bathroom and lounge area, and the corridor style, which houses two people to a room in a double-loaded corridor with a common bathroom.

Psychologists have found that corridor residents reported feeling more crowded and had impaired social relationships. They frequently avoided other people on their floor. Suite residents, in contrast, reported that most of their friends lived on the same floor. Corridor residents more often avoided eye contact with others. In addition, corridor residents were more competitive; suite

dwellers were more cooperative. If you have a choice, it appears to be better to live in a suite-style dorm.

2. *Find in the text the words that correspond to the following definitions:*

- a building where a certain group of people can live and eat away from home;
- a person who lives or stays in a place, not a visitor;
- a set of rooms;
- belonging to or shared equally by two or more people;
- a comfortable room for sitting in;
- completely full, filled with a large number of people;
- looking into somebody's eyes;
- to try to win something;
- to work together for a shared purpose.

3. *Answer the following questions:*

1. How do we call the people who live in the dorm?
2. What types of dorm do you know?
3. What are the main traits of a corridor dorm?
4. What facilities can you find in a suite dorm?
5. What problems do corridor residents have?
6. What are the advantages of suite style?

4. *Prepare a conversation with your partner. You live at home and your group mate lives at a dorm. Ask him/her about the life at the dorm. You can discuss the following aspects of dorm life:*

- food;
- living conditions;
- neighbours;
- money matters;
- parents' control.

Test 1. Student's Life

1. How many centralized tests does an applicant take to enter University in Belarus?

- 1) 1 2) 2 3) 3

2. A suite style room consists of ...

- 1) 1 or 2 double rooms 2) 2 or 3 double rooms 3) 3 or 4 double rooms

3. A corridor style room houses ...

- 1) 6 students 2) 4 students 3) 2 students

4. Corridor residents reported feeling ...

- 1) crowded 2) lonely 3) friendly

5. Corridor residents ... other people on their floor.
 1) welcome 2) avoid 3) invite
6. Suite residents report that most of the people living on their floor are their ...
 1) relatives 2) group-mates 3) friends
7. Corridor residents more often avoided ...
 1) to share things 2) eye contact 3) to chat
8. Corridor residents are more ...
 1) collaborating 2) cooperative 3) competitive

Chapter II

STUDYING AT THE UNIVERSITY

1. If you got a chance to study abroad what country would you choose and why? Give your reasons.

2. Compare your and your partner's ideas. Make a list of the benefits of studying abroad beginning from the most important one.

Unit 1

1. Read the text about international students who are going to study abroad. Be ready to tell about their choice.

Why to Study Abroad

The study carried out by the British Council gathers responses in more than 200 countries from students who are interested in either an overseas education or pursuing a foreign qualification in their home countries.

The key findings state that the main benefits of studying in the UK are perceived to be the quality of education, the opportunity of an internationally recognised degree, and the strong reputation of its universities.

Those who had the UK as their top choice were most likely to consider quality of education as a key priority – 59 % considered this an important factor in choosing their study destination.

Despite the global recession, the cost of studying abroad continues to be a relatively minor consideration for most prospective international students when deciding where to study. Just 1 in 10 cites low tuition fees as a major consideration when deciding this, and only 1 in 13 sees the cost of living in a particular country as an important factor. Those seeking low tuition fees are more inclined to have Germany down as a top choice (25 %).

About 8.5 % hope to use studying abroad as a stepping-stone to permanent residency overseas. Students from the United States are by far the most likely to be motivated by this factor.

Asked to identify the three factors that most influenced their decision, quality is cited by 54.2 % of students; career improvement by 53.8 %; and the

chance to live overseas and experience a different culture by 51.5 %. A very low proportion (1.8 %) of prospective international students consider “ease of obtaining a visa” as a main consideration when deciding where to study. Prospective students who would most like to study in the US are most likely to be focused on enhancing their career prospects (38 %).

Those aiming for Australia or Canada are more inclined to see the opportunity for employment while studying as a main consideration (24 %).

The findings of this survey show that international students are attracted to quality institutions and qualifications.

2. Fill in the following table.

Foreign country	Benefit/priority	% of students

3. Compare your priority list with the table. Tell about the benefits of studying abroad.

Unit 2

1. Read the text and tell about the admission process.

Cambridge University The Admission Process

Cambridge is considered to be the best university in the world. It is one of the most privileged educational and research centres – being the second-oldest university in England, and the seventh in the world. There are eighty-eight Nobel Prize winners. University has thirty-one colleges; three of them are for women only. But let’s concentrate on the admission process only. Here is an interesting fact: in 2006 there were 5228 students who were rejected by University, but all still had received three As. This means that they could easily go to any other university in the country. But the rejection by Cambridge does not mean that you are less able. All the candidates are exceptional in terms of academic results. They all have brilliant references from teachers, and very often have played a vital part in their schools’ social lives. Most of the applicants are invited to interviews, which are held in mid-December. Usually there are two interviews: one is about the main academic subject, and the other is on general knowledge.

The application interviews are not dramatically difficult; they ask you about your life, academic interests, give some problems to solve right during the interview, etc.

Cambridge is a privilege you have to deserve. It is also some luck. It is definitely about very hard work. But mainly it is about the creativity, the ability to think independently and originally and the desire for thinking.

2. *Answer the questions.*

1. How many As should an applicant receive to get an opportunity to apply for Cambridge university?
2. Do high academic results always mean that you will become a student of Cambridge University?
3. What are the candidates' qualities?
4. When does the application procedure take place?
5. How many stages does the application procedure include?
6. What tasks does an applicant face during an interview?

3. *With your partner prepare a conversation. You study at Brest State University. Your partner is a Cambridge University student. Ask him/her about the admission process. Share your own experience.*

Just for fun

The Interview Process

There are different rumours about the interview process in the University. Here are two of them. Once a young student went into the room, where the interviewer was waiting for him. He quietly sat down on the chair and started waiting. The interviewer was reading his paper for half an hour, and for this time the young man was sitting quietly on his chair. After half an hour the interviewer said: "My congratulations. You are offered a place in the University of Cambridge!"

The second story is even stranger. Another young man was given a tennis ball and was asked to eat it. It took him only twenty seconds to give probably the most brilliant answer: he threw the ball back and asked to peel it first.

These two stories probably happened ages ago, or even did not take place, but they show pretty well what kind of candidate is needed in Cambridge. And that is why Cambridge produced in 2005 more PhD students than any other university.

Unit 3

1. *Do you remember your first week at the university? Read the text about the first week of study at British Universities. What is the main purpose of the first week?*

Freshers' Week

Do you remember your first week at the university? British universities have a special way to guide their students through this difficult time and help them to adapt. It is called Freshers' Week. All students in the UK usually call it one of the highlights of their first year. The main purpose of Freshers' Week as the first week of the autumn term is to get newcomers started with university life in all possible ways. First, all students get access to services the university provides. Freshers get their ID cards, passwords for IT services and a university

mailbox. They can also attend tours to libraries, the health centre, career service, counselling, financial support, and a lot of other offices they will probably need during their study.

Another important part of Freshers' Week is induction. Each department has its own induction process. Generally, it includes introductory talks about main and optional modules, general information about registration, and meetings with personal tutors. Most students are allowed to choose at least one module at the beginning of their first year. The choice is not limited in any way, you can take Philosophy if your major is Maths and vice versa.

The amount of information students receive during Freshers' Week is so enormous that it is almost impossible to remember everything. Luckily, freshers absorb information quickly because they are excited about their new life, subjects and study process. The thrill of a new start is not the only thing people love about the Freshers' Week.

Another purpose of this week is to help newcomers to meet new people and there are two ways to do that quickly: parties and societies. An average fresher attends at least five parties or mixers during the Freshers' Week. Parties are everywhere: the halls of residence organize mixers so that people meet their neighbours, departments put people from the same course together so that everybody has a familiar face in a lecture room, the student union arranges welcoming parties of all sorts. Films are screened, wine is drunk, and pizza is eaten, all for one purpose – so that people socialize and find friends. It works great! Everybody is in the same boat, excited, and looking for new people to add on Facebook. Moreover, they surely need several companions to go to the main Freshers' Week events. These may vary from pyjamas parties to comedy club performances. As a rule, there are several big parties – including a traditional Freshers' ball – and several smaller events in local theatres and pubs.

The end of Freshers' Week is celebrated with Freshers' Fair. This is an opportunity to learn about societies that students can join. An average UK university has at least 150 student clubs. Freshers' Fair offers every society a stall where its representatives may stand and speak about activities they offer. There are clubs for everything: sport, arts, cooking, business, political parties and advocacy groups, comic books, debating, singing.

Freshers' Fair is the easiest way to find similar-thinking individuals! Some people find their best friends during the Freshers' Week; others never see anybody they met at Freshers' parties. Still, everybody agrees that it was a great time, which helped them to feel as a part of the university community right from the start.

2. Answer the questions.

1. What do students get first?
2. What places at the university can students attend?

3. What does the induction process include?
4. What are the ways to meet new people?
5. What is the main Freshers' week event?
6. What event ends the Freshers' week?
7. What are the clubs devoted to?

3. *Do you remember your first weeks at the University? Be ready to share your experience. What events offered by British universities would you like to have in Belarus and why?*

MINI GRAMMAR

Passive Voice

1. *Make sentences using the chart.*

The ID cards	are is	organised
The library		chosen
The module		given
Parties		attended
Pizza		screened
Films		eaten

2. *Transform the sentences from the text from Active into Passive voice.*

1. The halls of residence organize mixers.
2. The induction process includes introductory talks.
3. At the end of Freshers' Week they celebrated Freshers' Fair.
4. Freshers' Fair offers every society a stall.
5. The representatives stood and spoke about activities.
6. Some people find their best friends during the Freshers' Week.

3. *Match these words to make word combinations*

similar-thinking	face
find	parties
welcoming	individuals
familiar	fresher
halls	new people
get access	modules
personal	friends
average	cards
tours	tutors
optional	talks
induction	to services
ID	centre

health	of libraries
to meet	process
introductory	of residence

4. *Make your own sentences with word combinations.*
 5. *Be ready to tell about your first week at the University.*

Test 2. Studying at the University

1. The main benefit of studying in the UK is ...
 1) the low cost 2) the quality of education 3) the shortest period of study
2. Germany is the country with ...
 1) the lowest cost of living 2) the lowest tuition 3) the lowest level of crime
3. Students choose the US for study because of ...
 1) experiencing a different culture 2) obtaining a visa 3) career prospects
4. Cambridge is ... university in England.
 1) the second-oldest 2) the first-oldest 3) the seventh-oldest
5. At Cambridge the applicants are invited to interviews ...
 1) in mid-April 2) in mid-June 3) in mid-December
6. Usually there are ... interview(s) at Cambridge.
 1) 1 2) 2 3) 3
7. Freshers' Week at the university is ...
 1) a couple of weeks 2) the first week 3) the second week
8. The main purpose of Freshers' Week is ...
 1) to welcome new students 2) to involve new students in university life
 3) to give ID
9. Most students are allowed to choose at least ... module at the beginning of their first year.
 1) 3 2) 2 3) 1
10. Newcomers can meet new people in two ways.
 1) a password and a mailbox 2) parties and societies 3) lectures and library
11. An average fresher attends at least ... parties during the Freshers' Week.
 1) 3 2) 10 3) 5
12. Freshers' Fair is an opportunity to learn about ...
 1) IT services 2) societies 3) ID cards

Chapter III BELARUS

1. *Match the topics in A with the items in B.*

A	B
The Political system	Draniki
Cities	Presidential Republic

Cuisine	Belovezhskaya Pushcha
History	Slavianski Bazaar
People	Victoria Azarenka
Sport	Polotsk
Culture	Ice hockey
Nature	Tractors and trucks
Economy	World War II

2. Read 40 facts about Belarus. Didn't you know that ...

1. The official name of Belarus is the 'Republic of Belarus' and the people living here are called Belarusians.

2. The official languages of Belarus are Belarusian and Russian.

3. The primary religion in the country is Russian Orthodox Christianity and Catholicism.

4. The currency of Belarus is Belarusian Rouble.

5. The capital of Belarus is Minsk, which is also the largest city in the country.

6. Belarus follows the system of Presidential Republic.

7. Belarus declared itself a sovereign state on the 27th of July 1990.

8. More than 80 % of the population of Belarus are native Belarusians. Apart from that, there are sizable minorities of Russians, Ukrainians and Poles as well.

9. The literacy rate of the country is around 99 %.

10. The highest point in Belarus is Mount Dzyarzhynskaya (346 m), while the lowest point is Nyoman River (90 m).

11. The largest lake in Belarus is Lake Naroch.

12. Belovezhskaya Pushcha National Park, the remainder of primeval European forest, is a World Heritage Site. It is home to 800 European bison, Europe's heaviest land animal. The forest is also a UNESCO World Heritage Site and an EU Nature 2000 Special Area of Conservation.

13. The oldest city of Belarus is Polotsk, which has been in existence since 862 AD.

14. The oldest architectural monument in Belarus is St Sophia's Cathedral in Polotsk, built between 1044 and 1066.

15. The main industries of Belarus include metal-cutting machine tools, tractors and trucks.

16. Apart from Minsk, the other major cities of Belarus are Brest, Grodno, Gomel, Mogilev and Vitebsk.

17. Majority of Belarusians reside in the urban areas surrounding Minsk and other regional cities.

18. The building of National Library of Belarus is 72.6 meters high (20th floor). Total area – 112,6 thousand m². The library is one of the largest in the world.

19. Birch sap is one of the favourite drinks of Belarusians. In the village people harvest birch sap every spring. The sap is still used to treat all manner of ailments including lung diseases and gout.

20. The average life expectancy in Belarus is 68.7 years.

21. Since 2004, Belarus has sent artists to compete in the Eurovision Song Contest.

22. Belarus celebrates its independence day on the 3rd of July.

23. The Belarusian economy is mainly dependent on the agriculture and manufacturing industries.

24. There are Five Nobel Prize winners from Belarus, including Simon Kuznets (Economics, 1971), Menachem Begin (Peace, 1978), Shimon Peres (Peace, 1994), Zhores Alferov (Physics, 2000), Svetlana Alexievich (Literature, 2015).

25. Athletics, football, gymnastics, skiing, biathlon, ice hockey, tennis, fencing, wrestling, volleyball, handball, swimming, chess and checkers are among the most popular sports in Belarus.

26. Ice hockey is one of the country's most popular sports.

27. The popular online game "World of Tanks" was developed by Belarusian-Cypriot company "Wargaming" and the famous Viber App originated from Belarus.

28. Belarus has four UNESCO World Heritage Sites: Belovezhskaya Pushcha (1979), Mir Castle Complex (2000), architectural, residential and cultural complex of the Radziwill Family at Nesvizh (2005), Struve Geodetic Arc (2005).

29. World War II took the lives of almost 25 % of the population of Belarus.

30. About 45 % of the country is covered by forest land.

31. Minsk botanical garden at 100 hectares is the third largest in Europe.

32. Around 43 % of Belarus is covered with forest, more than nearly every other European country.

33. At least 68 Olympic champions in the past 50 years have come from Belarus.

34. Belarusians can make at least 300 different recipes with potatoes. They can even make pancakes using potatoes.

35. Marc Chagall was born in Liozna, in present day Belarus.

36. Other famous Belarusians include Olga Korbut, Victoria Azarenka, Vasil Kiryienka and Louis Burt Mayer.

37. There are 11,000 lakes in Belarus, and three major rivers flow through it: the Neman, the Pripyat and the Dnieper.

38. Vitebsk is a site of the annual Slavianski Bazaar art festival.

39. The potato pancake – Draniki – is the national dish.

40. On the 15th of March 1994 the Constitution of Belarus was adopted.

3. Write the topic from A opposite each sentence you have read.

4. What else do you know about Belarus? Write one more fact about Belarus on each topic.

Unit 1

1. Read the description of the holidays celebrated in Belarus. Be ready to name the holiday.

Holidays in Belarus

1. On this day people decorate fir tree, visit their friends and relatives and give them presents, many people drink champagne, small children are waiting for Father the Frost to give them presents.

2. On this day our country pays tribute to past and present servicemen and recognizes all men too.

3. On this day men show their love and respect toward women.

4. On this spring day in many towns and cities of the country there are lots of concerts and public entertainments and many families spend this day going on picnics.

5. On this day people commemorate victory in the World War II known as the Great Patriotic War.

6. On this day our country celebrates its independence. On this day in 1944 our capital was liberated from fascists. A large military parade takes place in Minsk.

7. On this day the Orthodox Christians and the Catholics celebrate the birth of Jesus Christ and go to the church to sanctify eggs and bread.

8. On this day people in Belarus usually visit cemeteries to pay respect and lay flowers on the tombs of relatives and friends.

9. This holiday is accompanied by songs, dances and traditions such as fire-jumping and night swims.

2. Fill in the table.

The name of the holiday	The date of celebration
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

3. Be ready to tell about the holidays you celebrate in your family. What do you and your family members do on these holidays?

MINI GRAMMAR

Should/shouldn't

The sentences with *should* express suggestion. *Should* is a modal verb so you don't need to use "to" before the main verb. We can make a negative suggestion with *I don't think you should*.

1. Match the problems and suggestions. To connect sentences use *should/shouldn't*.

- | | |
|--|-------------------------------|
| 1. The Polesye marshland is drained. | |
| 2. Bison is a large wild animal that can be rather dangerous. | A. Don't approach it. |
| 3. The lakes of Braslav Lakes National Park are really marvellous. | B. Protect it. |
| 4. Wild animals are afraid of loud noise. | C. Don't shout in the forest. |
| | D. Come to see them. |

2. Complete the advice. Use *should/shouldn't*.

1. To see wild animals you speak loud in the forest.
2. Braslav lakes are so beautiful that you come and see them.
3. I think you ... come close to a bison because it a rather dangerous wild animal.
4. Marshland is a part of Belarusian unique nature so we Take care of it.

Unit 2

1. Read the text. What pieces of advice will you give to a person who is going to visit *Belavezhskaya Pushcha* and other national parks in Belarus?

The Nature of Belarus

Belarusian unique natural environment presents to the visitors a fascinating selection of rare plant and animal species, plus several National Parks and a range of significant conservation projects. There are many lakes in the northern regions of Belarus, and the Polesye marshland around the Pripyat River in the south. Several areas of land in Belarus which contain unique landscape, rare plants and animal species have been designated as National Parks and are protected by the State. Belarus is home to a huge number of wild animals and birds, many of them rare species. There are around 300 species of birds in Belarus. There are five National Parks in Belarus, protected by the State. Their work has been recognised and supported by UNESCO.

Belavezhskaya Pushcha park is in Brest region, 340 km to the south-west of Minsk. UNESCO granted the park World Heritage Site status in 1992, and Biosphere Reserve status in 1993. Belavezhskaya Pushcha park is home to many

ancient oak trees dating back more than 500 years, as well as ash-tree, pine and fir trees. There are also significant animal and bird populations here, including the world's largest population of the rare European bison and the greater spotted eagle.

Berezinsky Biosphere Reserve lies in the Vitebsk region of Belarus and was set up in 1925 to protect rare animal species in the north of the country. Just 120 km from Minsk, it forms part of UNESCO's Biosphere Reserves World Network. The reserve is made up of forests, bogs, reservoirs and meadows. More than half of the known species of Belarusian flora can be found here.

Braslav Lakes National Park was established in 1995 among the beautiful lakes of the Vitebsk region in the north-west of Belarus. The park hosts more than 800 species of plants, 20 of them close to extinction. The ancient town of Braslav, which dates back to the 11th century, is scenically sited in the middle of the park.

Narachansky National Park in the Minsk region of Belarus was established in 1999. More than a third of its 94,000 hectares are forest, home to the majority of the country's pine trees. The park is a recreational reserve, popular with fishermen for its large, well-stocked lakes. It's also famous for its natural springs and has a number of recreation centres.

Pripyatsky National Park lies in Gomel region in the south of the country, 250 km from Minsk. There has been a reserve on the flood plains of the Pripyat River since 1969 and the park today covers more than 85,000 hectares. In 1987 European bison were introduced to the park.

2. Do many people in your country go to the national parks on holiday or for a weekend? Where do they go? Would you like to go to a national park? Which one would you prefer and why?

MINI GRAMMAR

Countable/Uncountable nouns

1. Compare two lists of nouns. Which one has plural nouns? What is the difference between these two lists of nouns?

homemade sausages	meat
pancakes	fruit
ingredients	pork
recipes	beef
spices	fish
dishes	cheese
products	sugar

2. Look at the pairs of sentences. What is the difference?

Sugar is sweet.

Pancakes are delicious.

Apples are sweet.

The recipes are unusual.

Can we count sugar? Can we count pancakes?

Unit 3

1. Read the text about Belarusian Cuisine and be ready to tell about its peculiarities.

Cuisine

Belarusian national cuisine represents a mix of simple recipes and a sophisticated cuisine, an extensive use of local ingredients and unusual way of cooking. Old Belarusian recipes have survived to the present day, and the county's visitors show an increased interest in them.

Today's Belarusian most popular traditional dishes are pork stew (machanka) and vereshchaka, homemade sausages, draniki (thick potato pancakes), kolduny, kletski (dumplings), babka (baked grated potato pie), cold sorrel soup and mushroom soup.

Old Belarusian Cuisine was influenced by two main factors: active farming and extensive use of local products and influences from neighbouring countries and migrant settlers. Therefore, the Belarusian cuisine is one of the most diverse. It is similar to the Russian, Lithuanian, Ukrainian, Polish, Jewish, but is unique in its own way.

The Belarusian cuisine widely uses local products: vegetables and greens, beans, grains, mushrooms, fruit and berries, spices and dressings. Potatoes deserve a special mention: being introduced to the Belarusian cuisine in the 18th century they have formed the basis of many Belarusian dishes for hundreds of years. Among them are famous draniki, kolduny, pyzy, potato sausage, kletski, babka.

For centuries Belarusians consumed limited amounts of meat. Meat was usually served on festive occasions in the form of salted and sun-dried products. With time, the meat diet expanded. The most frequently used meat included: pork, mutton, beef, poultry and game.

The Belarusian cuisine is also rich in fish dishes. As a rule, it is river fish. Belarusians used to make yushka, dumplings, salt and smoked fish.

Common dairy products included curd cheese, sour cream, and butter. Milk is a regular ingredient in many Belarusian recipes, including all kinds of soups and porridges.

The diet of Belarusian villagers was always relatively simple in cooking but always fresh: chilled or warmed food was not served. Nobility cuisine was more exquisite, with a bigger variety of products and spices, including exotic ones with the use of more sophisticated cooking technologies. The nobles had an opportunity to indulge themselves in such dishes as elk lips in sugared vinegar, stuffed eel and rooster broth.

2. Answer the following questions.

1. What are the most popular traditional dishes in Belarus today?
2. What influenced the Belarusian cuisine?

3. What products are widely used in the Belarusian cuisine?
4. How was meat served in the Belarusian cuisine?
5. How did the cuisine of Belarusian villagers differ from nobility cuisine?

3. Give the description of the following dishes of Belarusian cuisine. The first one is given for you.

The name of the dish	The description of the dish
vereshchaka	pork stew
draniki	
babka	
pyzy	
yushka	

4. Annotate the text “**Cuisine**” in English.
5. Be ready to tell about your favourite dish and the dishes cooked in your family.

Unit 4

1. Read the text and be ready to tell about Belarusian athletes' achievements.

Sport in Belarus

Physical education and competitive sport have long been a priority for Belarus. The government policy is to make sports accessible to everyone in Belarus. It means that the country has excellent sporting facilities in pre-schools, schools and higher educational establishments.

There are 23,000 different sport centres in Belarus for people. They include 144 stadiums, 332 swimming pools, 4,588 gymnasiums, 52 athletics centres, 35 ice rinks. The National Winter Olympic Training Centre “Raubichi” is considered one of the best biathlon centres in the world.

Many sports are played in Belarus. Among the most popular are track and field athletics, football, gymnastics, skiing, hockey, tennis, fencing, wrestling, volleyball, handball, swimming, chess and checkers.

Belarus has extensive training facilities for professional sportsmen. Belarus has already produced 280 World and European champions in a wide range of sporting disciplines. The country has an excellent record at the Olympic Games. 76 Belarusians have so far claimed Olympic champion titles. Belarusians first took part in the Olympics in the 1952 Helsinki games, as part of a combined USSR team. The first independent Belarus Olympic team took part in the 1994 Winter Olympic Games in Lillehammer and won two silver medals. In the Beijing 2008 games, Belarus won 19 medals. The team was most successful in athletics, canoeing and weightlifting. Belarus also joined the list of champions at the 2010 Vancouver Winter Games with a gold medal in freestyle,

silver and bronze medals in biathlon. At the London 2012 Summer Olympics Belarusian athletes won 12 medals. At the 2014 Winter Olympics in Sochi Belarusian athletes won six medals. At the 31st Summer Olympic Games in Rio de Janeiro Belarus was represented in 75 disciplines and occupied 40th place in the overall standings. Our sportsmen won 9 medals. There are 3 Olympic training centres in Belarus – in Stayki, Raubichi and Ratomka.

Belarus also has a strong Paralympics team. At the 2008 Beijing Paralympics Belarus won a total of 13 medals. At the 10th Winter Paralympics in Canada in 2010 Belarusian athletes took 9 medals, repeating their success in Turin in 2006. 14th Summer Paralympics Belarus finished with ten medals. Six medals were brought to Belarus by swimmer Igor Boki. At the Winter Paralympic Games in 2014 in Sochi Belarusian team won 3 bronze medals. Our sportsmen Vasily Shapteboi and Jadwiga Skorobogataya won bronze medals in biathlon and cross-country skiing.

2. Answer the following questions.

1. What sport facilities does Belarus have?
2. What sport do Belarusian people go in for?
3. How many champions do we have in Belarus?
4. When did Belarusian sportsmen take part in the Olympic Games for the first time? Where did it happen?
5. What year did Belarus participate in the Olympic Games as an independent state?
6. In what sports did our sportsmen achieve the best results during the Olympic Games in 2008?
7. What are the best places for training for the Olympic Games in Belarus?
8. What are the achievements of our Paralympics team?

3. Here you'll find the descriptions of some kinds of sport. Read them and tell what sport it is.

1. A game played between two people who use rackets to hit a small ball backwards and forwards across a low net on a special marked area.
2. An athletic contest combining two events, especially cross-country skiing and rifle shooting
3. The sport of lifting specially shaped weights above the head.
4. A ball game between two teams of eleven players, using a round ball which is kicked but not handled.
5. A fight between two people by holding and throwing the body.
6. A fast contact sport played on an ice rink between two teams of six skaters, who attempt to drive a small rubber disk (the puck) into the opposing goal with hooked or angled sticks. It developed in Canada in the 19th century.

7. A game in which a ball is stuck by hand across a net without being allowed to touch the ground.

8. The movement through water by moving hands and legs.

9. A sport of fighting with a long thin pointed sword.

4. *Do you go in for any sport? What is your favourite sport? Describe it. Why do you like it?*

Unit 5

1. *Read about famous people from Belarus and tell what sphere of life they are famous in.*

Outstanding People

Lev Sapiega was a political and military figure, the Hetman of the Grand Duchy of Lithuania, a diplomat, a philosopher. He was one of the main founders of the Statute of the Grand Duchy of Lithuania (1588), which was actually the first European Constitution.

Ignat Domejko was born in Belarus in 1802. Domejko was a well-known geologist who spent most of his life in Chile where he became a national hero. He is officially recognised by UNESCO for his achievements.

Sofia Kovalevskaya was the first female Professor of Mathematics, descended from the Belarusian noble family. She spent her childhood in the Palibino Estate, Vitebsk Province. She moved abroad to do science. Sofia Kovalevskaya is the author of numerous papers on mathematical analysis, mechanics and astronomy.

Zhores Alferov was born in Vitebsk in 1930. Alferov won the Nobel Prize for Physics in 2000.

Petr Klimuk was the first Belarusian cosmonaut; a researcher in technical sciences; twice Hero of the Soviet Union. Petr Klimuk was born in Komarovka village, Brest region, in 1942. He made three space flights as a member of a spaceship and orbital space station missions. He spent a total of 78.76 days in space.

Oleg Novitsky was the first Belarusian cosmonaut to lead the crew of the 34th international expedition. Oleg Novitsky was born in the town of Cherven, Minsk region in 1971. Before becoming a cosmonaut he was an Air Force pilot.

Marc Chagall is known around the world as a master of classic avant-garde art.

Leon Bakst was a stage designer, decorator, dress designer, portrait painter, master of easel painting, and one of the founders of the World of Art group. He was born in a middle-class Jewish family in Grodno in 1866 as Leib Chaim Rosenberg. Later he took a pseudonym derived from his grandmother's family name Baxter. Leon Bakst gained worldwide recognition thanks to his

collaboration with Sergei Diaghilev and Ballets Russes for which he designed exotic, richly coloured sets and costumes.

Napoleon Orda was a painter, a composer who was born in the village of Vorocevichi, Pinsk District. Napoleon Orda made more than 1,000 sketches of the buildings in Belarus, Lithuania, Poland and France. They have become a priceless source of information for architects and restorers in Europe. In 2007, Napoleon Orda's 200th anniversary was added to the UNESCO Memorial Calendar List.

Vincent Dunin-Martsinkevich was a writer, founder of the new Belarusian literature and professional playwriting, creator of the first Belarusian theatre group, actor. The 200th anniversary of the birth of Vincent Dunin-Martsinkevich was included in the UNESCO Memorable Dates Calendar in 2008.

Mikhail Savitsky is People's Artist of Belarus, author of about 200 pictures. Many works by Mikhail Savitsky are internationally recognized. He was born in the village of Zvenyachi in Vitebsk District in 1922. He is the Hero of Belarus (2006).

Vasil Bykov is a Belarusian novelist, playwright and essayist. He was born in 1924 in Bychki village in the Vitebsk region. He is People's Writer of Belarus (1980).

Svetlana Alexievich is a Belarusian writer and journalist. She was awarded the 2015 Nobel Prize in Literature "for her polyphonic writings, a monument to suffering and courage in our time".

Vladimir Mulyavin was a brilliant musician, composer, collector of Belarusian folklore, and the founder of the legendary band "Pesnyary" (1970) which was one of the most popular bands in the USSR for many years. He was People's Artist of the BSSR and USSR. He was a Belarusian in spirit but not by birth.

Andrei Gromyko was a diplomat, the USSR Minister of Foreign Affairs (1957–1985), head of the Soviet delegation at a UN founding conference which worked out the UN Charter. He was born in the village of Starye Gromyki in Vetka District Gomel Region.

Julia Nesterenko won the 100 meters gold medal at the 2004 Athens Olympic Games.

Maxim Mirnyi is the most famous Belarusian tennis player. He has won a series of international doubles titles and has led the Belarus national team to the best result in the Davis Cup.

Victoria Azarenka is a Belarusian professional tennis player, winner of major WTA tournaments, the Olympic champion. In January 2012 Victoria Azarenka became WTA World No. 1 for the first time in her career. At the 2012 London Olympic Games she won the gold medal in the mixed doubles together with Max Mirny and the bronze medal in the women's singles.

Darya Domracheva is 2014 Sochi Olympic champion in the women's 10 km pursuit, the women's 15 km individual race and the 12.5 km mass start, the bronze medallist in the women's 15 km individual race at the 2010 Winter Olympic Games in Vancouver. She is the winner of the Biathlon Award 2010 (Female Athlete of the Year).

2. Fill in the table using information from the text.

Sphere of activity	The name of a famous person	Main achievements
history		
art		
literature		
sport		
science		
astronautics		
politics		

3. Who is your favourite person? Why? Can you tell some more facts about this person?

Test 3. Belarus

- The oldest city of Belarus is ...
1) Grodno 2) Turov 3) Polotsk
- There are ... Nobel Prize winners from Belarus.
1) 5 2) 3 3) 8
- Belarusians can make at least ... different recipes with potatoes.
1) 120 2) 300 3) 1000
- The Polesye region is ...
1) mountainous terrain 2) forests 3) marshland
- This National Park was established in 1999.
1) Braslav Lakes National Park 2) Prip'yatsky National Park
3) Narachansky National Park
- Babka is ...
1) old country lady 2) baked grated potato pie 3) a mushroom
- Common Belarusian dairy products included ...
1) sour milk 2) yogurt 3) sour cream
- The Belarusian villagers' food was simple in cooking but always ...
1) chilled 2) warmed 3) fresh
- "Raubichi" is the National ... Olympic Training Centre.
1) summer 2) all year round 3) winter
- The first independent Belarusian Olympic team took part in the Olympic Games in ...
1) 2008 2) 1994 3) 1952

11. There are ... Olympic training centres in Belarus.
 1) 4 2) 8 3) 3
12. Lev Sapiega was ...
 1) a writer 2) a priest 3) a political and military figure
13. Ignat Domejko spent most of his life ...
 1) in Chile 2) in Belarus 3) in Poland
14. The real surname of Leon Bakst is ...
 1) Richter 2) Rosenberg 3) Rosenblat
15. In 2015 Svetlana Alexievich was awarded ...
 1) Arthur C. Clarke Award 2) Pulitzer Prize 3) Nobel Prize

Chapter IV THE UNITED KINGDOM

Unit 1

1. Read the text and be ready to tell the difference between the following notions: Great Britain, the United Kingdom and the British Isles. Summarize each paragraph in one sentence.

Can the British be called English?

Many foreigners say “England” and “English” when they mean “Britain”, or the UK, or “British”. This is very annoying for the five million people that live in Scotland, the 2.8 million in Northern Ireland who are certainly not English (46 million people live in England). However, the people from Scotland, Wales, Northern Ireland and England are all British. So what is the difference between the names “Great Britain” and “the United Kingdom” – and what about “the British Isles”?

The United Kingdom is an abbreviation of “the United Kingdom of Great Britain and Northern Ireland”. It is often further abbreviated to “UK”, the political name of the country which is made up of England, Scotland, Wales and Northern Ireland (sometimes known as Ulster). Several islands off the British coast are also part of the United Kingdom (for example the Orkneys, Hebrides, Shetlands and the Isles of Scilly), although the Channel Islands and the Isle of Man are not. However all these islands do recognise the Queen.

Great Britain is the name of the island which is made up of England, Scotland and Wales – and so, strictly speaking, it does not include Northern Ireland. The origin of the word “Great” is a reference to size, because in many European languages the words for Britain and Brittany in France are the same. In fact, it was the French who first talked about Grande Bretagne! In everyday speech “Britain” is used to mean the United Kingdom.

The British Isles are the geographical name that refers to all the islands off the north-west coast of the European continent: Great Britain, the whole of

Ireland (Northern and Southern), the Channel Islands and the Isle of Man. But it is important to remember that Southern Ireland – that is the Republic of Ireland (also called “Eire”) – is completely independent.

So you can see that “the United Kingdom” is the correct name to use if you are referring to the country in a political, rather than in a geographical way. “British” refers to people from the UK, Great Britain or the British Isles in general.

2. *Be ready to annotate the text in English.*

3. *Be ready to explain how the notions marked in the text differ.*

MINI GRAMMAR

The + nationality

When you tell about nationality you can use article *the* with these adjectives to denote the people living in this country. *For example: the French, the English.* Remember that these words are plural in meaning. To make them singular you should add “a” + “man”/ “woman”. *For example: a Frenchman / an English woman.* You can also use the + nationality words ending in *-ese*. *For example: the Chinese, the Japanese.* These words can also be singular. *For example: a Chinese, a Japanese.* With other nationalities the plural noun ends in *-s*. *For example: an Italian – the Italians, a Mexican – the Mexicans.*

Fill in empty spaces and check yourself

1. She comes from Italy. She is
2. He comes from Sweden. He is
3. They came from the Netherlands. They are
4. He was born in China. He is
5. Mr and Mrs Catler come from the USA. They are
6. He comes from Scotland. He is
7. He was born in Poland. He is
8. My girlfriend is She was born in France.
9. He comes from India. He is
10. They come from Norway. They are
11. He was born in Russia. He is
12. She comes from Spain. She is
13. They came from Switzerland. They are

Unit 2

1. *Read the text and be ready to tell about the main symbols of the UK.*

National Emblems of the United Kingdom

The flag of the United Kingdom, known as the Union Jack, is made up of three crosses. The upright red cross on a white background is the cross of George I,

the patron saint of England. The white diagonal cross on a blue background is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross on a white background is the cross of St. Patrick, the patron saint of Ireland. The Welsh flag, called the Welsh dragon, represents a red dragon on a white and green background.

St. George's Day falls on 23 April and is regarded as England's national day. On this day some patriotic Englishmen wear a rose pinned to their jackets. A **red rose** is the national emblem of England from the time of the Wars of the Roses (15th century).

St. Andrew's Day (30 November) is regarded as Scotland's national day. On his day some Scotsmen wear a thistle in their buttonhole. **Thistle** as a national emblem of Scotland apparently first was used in the 15th century as a symbol of defence. The Order of the Thistle is one of the highest orders of knighthood. It was founded in 1687, and is mainly given to Scottish noblemen.

St. Patrick's Day (17 March) is considered as a national day in Northern Ireland and an official bank holiday there. The national emblem of Ireland is **shamrock**. According to legend, it was the plant chosen by St. Patrick to illustrate the Christian doctrine of the Trinity to the Irish.

St. David's Day (1 March) is the church festival of St. David, a 6th-century monk and bishop, the patron saint of Wales. The day is regarded as the national holiday of Wales, although it is not an official bank holiday. On this day, however, many Welshmen wear either a **yellow daffodil** or a **leek** pinned to their jackets, as both plants are traditionally regarded as national emblems of Wales.

In the Royal Arms three lions symbolize England, a lion rampant – Scotland, and a harp – Ireland. The whole is encircled with the Garter and is supported by a lion and a unicorn. The lion has been used as a symbol of national strength and of the British monarchy for many centuries. The unicorn, a mythical animal that looks like a horse with a long straight horn, has appeared on the Scottish and British royal coats of arms for many centuries, and is a symbol of purity.

2. Match the name of the emblem and the part of the country it symbolizes.

England	yellow daffodil
Scotland	shamrock
Ireland	thistle
Wales	red rose

3. Describe the emblems of the UK and tell about their meaning.

Test 4. The United Kingdom

1. Northern Ireland is sometimes known as ...

- 1) Lowlands 2) Ulster 3) Wales

2. Great Britain is ...

- 1) a nation 2) a region 3) an island

3. The word “Great” in “Great Britain” is a reference to ...
 1) power 2) nobility 3) size
4. Southern Ireland is called ...
 1) Ulster 2) Eire 3) Dependent
5. The flag of the United Kingdom is known as ...
 1) the Union Andrew 2) the Union George 3) the Union Jack
6. St. Patrick is the patron of ...
 1) England 2) Ireland 3) Scotland
7. Some patriotic Englishmen wear a rose pinned to their jackets on ...
 1) St. George’s Day 2) St. Patrick’s Day 3) St. Andrew’s Day
8. On St. Andrew’s Day some Scotsmen wear ... in their buttonhole.
 1) a thistle 2) a rose 3) a daffodil
9. Thistle as a national emblem of Scotland is a symbol of ...
 1) freedom 2) power 3) defence
10. What does a harp symbolize in the Royal Arms?
 1) Scotland 2) England 3) Ireland

Chapter V

BRANCHES OF LINGUISTICS

Unit 1

1. Read the text and be ready to tell about Linguistics and its branches.

Linguistics

Linguistics is the scientific study of language. The word was first used in the middle of the 19th century to emphasize the difference between a newer approach to the study of language and the more traditional approach of philology. The differences are largely matters of attitude, emphasis, and purpose. The philologist is concerned primarily with the historical development of language as it is manifested in written texts and in the context of the associated literature and culture. The linguist, though he may be interested in written texts and in the development of languages through time, tends to give priority to spoken languages and to the problems of analysing them as they operate at a given point in time.

Linguistics as a science can be studied at a number of levels. A synchronic description of a language describes the language as it is at a given time; a diachronic description is concerned with the historical development of the language and the structural changes that have taken place in it. The goal of theoretical linguistics is the construction of a general theory of the structure of language or of a general theoretical framework for the description of languages; the aim of applied linguistics is the application of the findings and techniques of the scientific study of language to practical tasks, especially the development of

improved methods of language teaching. Microlinguistics refers to a narrower and macrolinguistics to a much broader view of the scope of linguistics. According to the microlinguistic view, languages should be analysed for their own sake and without reference to their social function. In contrast, macrolinguistics embraces many aspects of language. Various areas within macrolinguistics have been given terminological recognition: psycholinguistics, sociolinguistics, anthropological linguistics, dialectology, mathematical and computational linguistics, and stylistics. Macrolinguistics should not be identified with applied linguistics.

2. *Answer the questions.*

1. What does linguistics study?
2. Why did the word linguistic appear in the 19th century?
3. How do the interests of a philologist differ from the interests of a linguist?
4. What levels can linguistics be studied at?
5. What areas within macrolinguistics have got terminological recognition?
6. Are the terms “macrolinguistics” and “applied linguistics” identical?

3. *Match the following phrases with their Russian equivalents.*

1. Traditional approach	А. Проявляется в письменных текстах
2. Matter of attitude	В. Диахроническое описание
3. Manifested in written texts	С. Терминологическое признание
4. Diachronic description	Д. Прикладное языкознание
5. Theoretical linguistics	Е. Общая теория
6. General theory	Ф. Традиционный подход
7. Applied linguistics	Г. Вопрос отношения
8. Terminological recognition	Н. Теоретическое языкознание

4. *Match the following words with their definitions.*

1. Linguistics	A. A narrower view of the scope of linguistics stating that languages should be analyzed for their own sake and without reference to their social function
2. Dialectology	B. Embraces many aspects of language such as dialectology, mathematical and computational linguistics and stylistics
3. Linguist	C. Scientific study of language
4. Microlinguistics	D. The study of the distinctive styles found in particular literary genres and in the works of individual writers

5. Macrolinguistics	E. Someone who is good at speaking or learning foreign languages, who studies or teaches linguistics
6. Stylistics	F. The branch of linguistics concerned with the study of dialects

5. *Tell about Linguistics, its branches and levels of study.*

Unit 2

1. *Read the text and be ready to tell what morphology accounts for.*

Morphology

The grammatical description of many languages is conveniently divided into two complementary sections: morphology and syntax. The relationship between them is as follows: morphology accounts for the internal structure of words, and syntax describes how words are combined to form phrases, clauses, and sentences.

Many American Indian languages have a highly complex morphology; other languages, such as Vietnamese or Chinese, have very little or none. Morphology includes the grammatical processes of inflection and derivation. Inflection marks categories such as person, tense and case. Derivation is the formation of new words from existing words, e. g. “singer” from “sing” and “acceptable” from “accept”. Derived words can also be inflected: “singers” from “singer”.

Languages vary widely in the degree to which words can be analysed into word elements or morphemes. This term was offered by Bloomfield, who gave this name to minimal grammatical units. He defined them in terms of the “partial phonetic-semantic resemblance” holding within sets of words.

Bloomfield’s definition of the morpheme in terms of “partial phonetic-semantic resemblance” was considerably modified by some of his followers. Whereas Bloomfield took the morpheme to be an actual segment of a word, others defined it as being a purely abstract unit, and the term morph was introduced to refer to the actual word segments.

An important concept in grammar and, more particularly, in morphology is that of free and bound forms. A bound form is one that cannot occur alone as a complete utterance. For example, *-ing* is bound in this sense, whereas *wait* is not, nor is *waiting*. Any form that is not bound is free. Bloomfield based his definition of the word on this distinction between bound and free forms. Any free form consisting entirely of two or more smaller free forms was said to be a phrase (e. g. “poor John” or “ran away”), and phrases were to be handled within syntax. Any free form that was not a phrase was defined to be a word and to fall within the scope of morphology. One of the consequences of Bloomfield’s definition of the word was that morphology became the study of constructions

involving bound forms. The so-called isolating languages, which make no use of bound forms (e. g. Vietnamese), would have no morphology.

Bloomfield and most other linguists have discussed morphological constructions in terms of processes. The most widespread process throughout the languages of the world is affixation, i. e. the attachment of an affix to a base. If the affix is put in front of the base, it is a prefix; if it is put after the base, it is a suffix; and if it is inserted within the base, splitting it into two discontinuous parts, it is an infix.

2. *Answer the questions.*

1. What complementary sections is the grammatical description of many languages divided into?
2. What languages have a highly complex morphology?
3. What is derivation?
4. Who offered the term “morpheme”?
5. What do we call a bound form?
6. What do we call a phrase?
7. What languages are called isolating languages?
8. What is affixation?
9. What is a prefix?
10. What is an infix?

3. *Match the following phrases with their Russian equivalents.*

1. Complementary sections	A. Полностью абстрактная единица
2. Highly complex	В. Минимальная грамматическая единица
3. Minimal grammatical unit	С. Дополнительные разделы
4. Partial phonetic-semantic resemblance	Д. Очень сложный
5. Purely abstract unit	Е. Частичное фонетически-семантическое сходство
6. Free and bound forms	Ф. Широко распространенный процесс
7. Widespread process	Г. Свободные и связанные формы

4. *Match the following words with their definitions.*

1. Inflection	A. The attachment of an affix to a base
2. Derivation	B. A section of grammar that accounts for the internal structure of words
3. Utterance	C. A section of grammar that describes how words are combined to form phrases, clauses, and sentences
4. Affixation	D. An affix that is put after the base
5. Morphology	E. An affix that is put in front of the base

6. Syntax	F. An affix that is inserted within the base, splitting it into two discontinuous parts
7. Prefix	G. A change in the form of a word (typically the ending) to express a grammatical function or attribute such as tense, mood, person, number, case, and gender
8. Suffix	H. The process of forming words from bases by the addition of affixes other than inflectional morphemes, or by internal phonetic change
9. Infix	I. A spoken word, statement, or vocal sound

5. Tell how languages can vary in the degree to which words can be analysed into word elements.

Unit 3

1. Read the text and be ready to tell about the languages belonging to the Indo-European group.

Indo-European Languages

Indo-European languages are the family of languages spoken in most of Europe and areas of European settlement and in much of Southwest and South Asia. The well-attested languages of the Indo-European family fall fairly neatly into the 10 main branches that are arranged according to the age of their oldest sizable texts. Now extinct, **Anatolian** languages were spoken during the 1st and 2nd millennia BC in what is presently Asian Turkey and northern Syria. By far the best-known Anatolian language is Hittite, the official language of the Hittite empire, which flourished in the 2nd millennium. Very few Hittite texts were known before 1906.

Indo-Iranian group comprises two main sub branches, Indo-Aryan (Indic) and Iranian. Indo-Aryan languages have been spoken in what is now northern and central India and Pakistan since before 1000 BC. Examples of modern Indo-Aryan languages are Hindi and Bengali. Iranian languages were spoken in the 1st millennium BC in present-day Iran and Afghanistan. Among the modern Iranian languages are Persian (Farsi), Pashto (Afghan) and Kurdish.

Greek, despite its numerous dialects, has been a single language throughout its history. It has been spoken in Greece since at least 1600 BC. The earliest texts are the tablets that are very rare and difficult to interpret, they were not identified as Greek until 1952. The Homeric epics – the “Iliad” and the “Odyssey”, probably dating from the 8th century BC, – are the oldest texts.

The principal language of the **Italic** group is Latin, the ancestor of the modern Romance languages: Italian, Romanian, Spanish, Portuguese, French, and so on. The earliest Latin inscriptions apparently date from the

6th century BC. Scholars are not in agreement as to how many other ancient languages of Italy and Sicily belong to the same branch as Latin.

In the middle of the 1st millennium BC Germanic tribes lived in southern Scandinavia and northern Germany. Their expansions and migrations from the 2nd century BC onward are largely recorded in history. The oldest well-known **Germanic** language is Gothic. Other languages include English, German, Dutch, Danish, Swedish, Norwegian, and Icelandic.

Armenian, like Greek, is a single language. Speakers of Armenian are recorded as being in what now constitutes eastern Turkey and Armenia as early as the 6th century BC.

Celtic languages were spoken over a wide area of Europe, from Spain and Britain to the Balkans. Very little of the Celtic of that time and the ensuing centuries has survived, and this branch is known almost entirely from the Insular Celtic languages – Irish, Welsh and others – spoken in and near the British Isles, as recorded from the 8th century AD onward.

Baltic and Slavic tribes occupied a large area of Eastern Europe, east of the Germanic tribes and north of the Iranians, including much of present-day Poland and the states of Belarus, Ukraine, and western Russia. The Slavic area was relatively small, but in the 5th century AD the Slavs began expanding in all directions. By the end of the 20th century **Slavic** languages were spoken throughout much of Eastern Europe and northern Asia. The Baltic-speaking area, however, contracted, and by the end of the 20th century **Baltic** languages were confined to Lithuania and Latvia. The earliest Slavic texts, written in a dialect called Old Church Slavonic, date from the 9th century AD, the oldest substantial material in Baltic dates to the end of the 14th century, and the oldest connected texts to the 16th century.

Albanian, the language of the present-day republic of Albania, is known from the 15th century AD. It presumably continues one of the very poorly attested ancient Indo-European languages of the Balkan Peninsula, but which one is not clear.

In addition to the principal branches just listed, there are several poorly documented extinct languages of which enough is known to be sure that they were Indo-European and that they did not belong to any of the groups enumerated above (e. g., Phrygian, Macedonian).

The chief reason for grouping the Indo-European languages together is that they share a number of items of basic vocabulary, including grammatical affixes, whose shapes in the different languages can be related to one another by stable phonetic rules. Especially important are the shared patterns of alternation of sounds. Thus, the agreement of Sanskrit *ás-ti*, Latin *es-t*, and Gothic *is-t*, all meaning “is”, is greatly strengthened by the identical reduction of the root to *-s-* in the plural in all three languages: Sanskrit *s-ánti*, Latin *s-unt*, Gothic *s-ind* “they are”. Agreements in pure structure, totally divorced from

phonetic substance, are, at best, of dubious value in proving membership in the Indo-European family.

2. *Answer the questions.*

1. Where are Indo-European languages spoken?
2. When and where were Anatolian languages spoken?
3. What are the two main sub branches of Indo-Iranian group?
4. Which group does the Greek language belong to?
5. What language is the ancestor of the modern Romance languages?
6. What language is the oldest well-known Germanic language?
7. What languages helped us to learn about Celtic group of languages?
8. How did the Slavic area change?
9. Why were the Indo-European languages united into one group?

3. *Match the following phrases with their Russian equivalents.*

1. European settlement	A. Основные разделы
2. Main branches	B. Основной язык
3. To flourish	C. Европейское поселение
4. To occupy a large area	D. Процветать
5. Principal language	E. Распространяться во всех направлениях
6. Expanding in all directions	F. Вымершие языки
7. Extinct languages	G. Занимать большую территорию

4. *Match the following words with their definitions.*

1. Dialect	A. The body of words used in a particular language
2. Ancestors	B. A form of a language that is spoken in a particular area
3. Root	C. The people from whom you are descended
4. Vocabulary	D. Vibrations that travel through the air or another medium and can be heard when they reach a person's or animal's ear.
5. Phonetics	E. The fundamental element of a word or form, exclusive of all affixes and inflectional phonetic changes
6. Sound	F. The study and classification of speech sounds

5. *Tell about the places and people who spoke Indo-European Languages.*

Unit 4

1. *Read the text and be ready to tell about the peculiarities of Globish.*

Is Globish New English?

A French author and ex-vice president of IBM has come up with a new reduced form of English to help non English speakers get by when they are abroad. In his book “Don’t speak English, Parlez Globish” Jean Paul Nerriere advocates the use of Globish as the mother tongue of international communication.

Globish involves a vocabulary limited to 1500 words. Other features include short sentences, an absence of idiomatic expressions, and extensive hand gestures to get the point across. It is not aimed at cultural eloquence, Mr. Nerriere points out, but at “linguistic efficiency, always, everywhere, with everyone”.

Mr. Nerriere originally started his investigations into Globish in an effort to help other French men and women sitting in business meetings held in English. He advised them to content themselves with Globish instead of trying to master the intricacies of the Queen’s English. Now his globalized version of English is so common, he says, that Britons, Americans, and other English speakers should learn it too.

Mr. Nerriere says that Anglo-Saxons tend to stand out as strange in international business meetings. This is due to their refusal to use the elementary English adopted by colleagues from other countries. He suggests they should make an effort to speak like everybody else to appear less arrogant and more open to doing business. He warns that commercial ventures could depend upon the mastery of Globish: “If you lose a contract to a rival because you are speaking an English that no one apart from another Anglophone understands, then you have got a problem”.

Quick to dispel fears that Globish will mean the end of other languages, Mr. Nerriere recommends that it should only be used in international exchanges. It should not, he insists, be used as a vehicle of culture. In other words he believes we should carry on learning languages to read the great literary works of Moliere, Shakespeare and Cervantes. He claims, however, that the best language to talk about the price of steel in China is Globish.

2. *Answer the questions.*

1. What is Globish?
2. Why did Jean Paul Nerriere develop Globish?
3. What are the main features of Globish?
4. What does Jean Paul Nerriere recommend the Anglo-Saxons to do?
5. How does the mastery of Globish influence commercial ventures?
6. In what cases can we use Globish?

3. Match the following phrases with their Russian equivalents.

1. Reduced form	A. Идиоматические выражения
2. Mother tongue	B. Культурное красноречие
3. Idiomatic expressions	C. Сокращенная форма
4. Cultural eloquence	D. Осваивать тонкости
5. To master the intricacies	E. Коммерческие предприятия
6. Commercial ventures	F. Родной язык

4. Match the following words with their definitions.

1. Gesture	A. A project or activity that is new, exciting, and difficult because it involves the risk of failure
2. Speaker	B. Fluent or persuasive speaking or writing
3. Eloquence	C. A movement that you make with a part of your body, especially your hands, to express emotion or information
4. Investigation	D. A person you work with, especially in a professional job
5. Colleague	E. A person who has spoken the language in question from earliest childhood
6. Venture	F. A careful search or examination

5. Be ready to tell why Jean Paul Nerriere created Globish.

Unit 5

1. Read the text and be ready to tell about the reasons for invention of Esperanto.

Esperanto

Esperanto is called a planned or artificial language. Today there are an estimated 1.6 million speakers of Esperanto in the world. The Esperanto language was developed at the end of the nineteenth century by a Polish eye doctor called Ludovic Lazarus Zamenhof. His idea was that people of different countries could communicate in a common language. He thought that would help to avoid conflicts between nations and prevent wars. Zamenhof didn't want to convert any of existing language to fulfil his purpose because he thought that the major languages of those days – French, Russian, German and English – were too difficult for people to learn. He also believed that a native speaker would always have the advantage in a discussion with non-native speakers. That is why he proposed a new language where everyone would be equal. That language was Esperanto. It is easier to learn than other languages because Esperanto is an artificial language made up of five vowels and 23 consonants with phonetic spelling, logical grammar rules, and regular verb endings. In Zamenhof's first

attempt to create a universal language, he tried to create a language that was as uncomplicated as possible. This first language included words such as *ab*, *ac*, *ba*, *eb*, *be* and *ce*. Next, Zamenhof tried a different way of constructing a simplified language. He made the words in his language sound like words that people already knew, but he simplified the grammar. One example of how he simplified the language can be seen in the suffixes: all nouns in this language end in *-o*, as in the noun *amiko*, which means “friend,” and all adjectives end in *-a*, as in the adjective *bela*, which means “pretty.” Experts say that for an English speaker, Esperanto is five times easier to learn than French or Spanish, ten times easier than Russian, and 20 times easier than Chinese or Arabic.

In 1887, Zamenhof wrote a description of this language and published it. He used a pen name, Dr. Esperanto, when signing the book. He selected the name Esperanto because this word means “a person who hopes” in his language. Esperanto clubs began popping up throughout Europe, and by 1905, Esperanto had spread from Europe to America and Asia. There was even talk of replacing Chinese with Esperanto after the 1911 revolution in China, but of course this never happened. In the beginning Esperanto was quite successful, especially in Central and Eastern Europe and in the former Soviet Union. Nevertheless Esperanto is still spoken as a second language in about 90 countries of the world, it’s on the school curriculum in China, Hungary, and Bulgaria, and it’s also being taught in some British schools as a way of helping students to learn other languages.

2. *Answer the questions.*

1. When was Esperanto developed?
2. Who created Esperanto?
3. What for was Esperanto created?
4. Why didn’t any of the existing languages suit the creator to fulfil his purpose?
5. What is the structure of Esperanto?
6. What does the word “Esperanto” mean?
7. What is the fate of Esperanto?

3. *Match the following phrases with their Russian equivalents.*

1. Artificial language	A. Носитель языка
2. To avoid conflicts	B. Искусственный язык
3. Native speaker	C. Упрощенный язык
4. To be uncomplicated	D. Школьная программа
5. A simplified language	E. Избегать конфликтов
6. Pen name	F. Быть несложным
7. School curriculum	G. Псевдоним

4. Match the following words with their definitions.

1. Vowel	A. All the different courses of study that are taught in school, college, or university
2. Consonant	B. An assumed name used by a writer instead of his/her real name
3. Pen name	C. People talk about something, often in order to reach a decision
4. Curriculum	D. Objects, materials, or processes that do not occur naturally and are created by human beings
5. Artificial	E. A sound such as <i>p</i> or <i>f</i> which you pronounce by stopping the air from flowing freely through your mouth
6. Discussion	F. A sound, such as the ones represented in writing by the letters <i>a</i> , <i>e</i> , <i>i</i> , <i>o</i> and <i>u</i> , that you pronounce with your mouth open, allowing the air to flow through it

5. Tell about the phases of the creation of Esperanto.

Unit 6

1. Read the text and be ready to tell how the words get into a dictionary.

Lexicography

Nobody knows how many new words are born in any particular year because thousands and thousands of new words are made up every second. In the 20th century about 900 000 new words went into the Oxford English Dictionary, which is the vast dictionary. Oxford Dictionary keeps going, constantly tracking current language and historical language, so it means that on average about 900 words each year made a significant enough way to get into the dictionary. New words and expressions get into the dictionary thanks to the job of lexicographers.

Normally dictionary makers wait for about five years to see whether or not a word will survive before they put it in. They have quite strict criteria. But there are some words that are the exceptions. One of them is the word “bling”. It went into the dictionary very soon. “Bling” is a wonderful word that is used by journalists particularly to sum up the sort of celebrity obsessed. It was a materialistic opening of the 21st century. It was coined in 1999 by a rapper. It’s a beautiful example of how US black slang particularly and hip hop and rap have had a major influence on British slang today. The word was used by the rapper Baby Gangsta or BG and it was probably suggestive of light flashing off jewellery so it was “bling” and that’s how it was taken up and it went into the mainstream incredibly quickly.

New words get into the dictionary in different ways. One of the main processes by which new words come about today is called “blending”, where you

put two words together to form a new one. And one of these words is “chofas” which is a cross between a chair and a sofa. Another word is “waparazzi” that is basically citizen journalists going around snapping celebrities with their WAP enabled phone. “Mandals” is one more word from this list. Male sandals or “man sandals” have been doing the rounds in Britain anyway.

Another process by which new words are born is by bringing older words back. So “cool” was around probably in the late nineteenth century, then it was popularized by jazz circles, Charlie Parker and people like that and now it is used by young people everywhere.

Another way in which new words are coined is when old words come back and take on a slightly different meaning. So they are not completely new at all but we have adapted them to our new environment. For example, the word “wirelesses”. In Great Britain old people certainly used to listen to the wireless and it meant a portable radio, today “wireless” has everything to do with broadband and the way we use our computers in a cable-free way.

The British people like to absorb words from other foreign languages and so the English language is made of so many different words from different cultures, right back from Latin and Greek to modern influences now. Food is a wonderful example of that where the British just take different cuisines from around the world. Here are some wonderful examples of this process such as “sushi” and “sashimi”. Another key way of generating new words is brand names. For example, Kleenex and Hoover, they used to be brand names, they are still brand names, but people have somehow imported them so that they know exactly what they are talking about and they mean anything generic. The example of a word that has appeared in the last few years is the ides of a “marmalade dropper”, which was basically a news item that made you drop your toast in the morning. In America it was called a “Muffin choker”.

2. Answer the questions.

1. Do we know the number of words created every year?
2. Who helps to collect the words for a dictionary?
3. How long do the makers of a dictionary wait before they allow a word to be put into a dictionary?
4. How did the word “bling” appear?
5. How do the words get into a dictionary?
6. What is “blending”?
7. Why do the words come from other languages?

3. Match the following phrases with their Russian equivalents.

1. Current language	A. Строгие критерии
2. Strict criteria	В. Образовывать новые слова
3. Exception	С. Современный язык
4. To be coined	Д. Смешивание
5. Blending	Е. Возвращать старые слова
6. To adapt to the new environment	Ф. Исключение
7. To bring older words back	Г. Быть придуманным
8. To generate new words	Н. Адаптировать к новой среде

4. Match the following words with their definitions.

1. Dictionary	A. The thing or idea that it refers to or represents and can be explained using other words
2. Lexicographer	B. To cause something to begin and develop, to produce something
3. Slang	C. A book in which the words and phrases of a language are listed alphabetically, together with their meanings or their translations in another language
4. Mainstream	D. A person who compiles dictionaries
5. Meaning	E. Words, expressions, and meanings that are very informal and are used by people who know each other very well or who have the same interests
6. To generate	F. People, activities, or ideas that are regarded as typical, normal, and conventional
7. To absorb	G. To soak something up or take it in

5. Tell about the ways new words get into a dictionary.

Unit 7

1. Read the text and be ready to tell about the origin of the words in the text.

Borrowings

Languages borrow words freely from one another. Usually this happens when a new object or institution is developed for which the borrowing language has no word of its own. For example, many words denoting financial institutions and operations were borrowed from Italian by the other western European languages at the time of the Renaissance. It testifies to the importance of the Italian bankers in that period. The word “bank” itself, in this sense, comes through French from the Italian “banca”. Words now pass from one language to another on a scale that is probably unprecedented, partly because of the enormous number of new inventions that have been made in the 20th and

21st centuries and partly because international communications are now so much more rapid and important. The vocabulary of modern science and technology is very largely international. In the following paragraphs you will learn about the history of borrowing of some words from other languages.

The word **“husband”** comes from two Old Norse words which mean “house” and “owner”. The word originally had nothing to do with marital status, except for the fact that home ownership made these men extremely desirable marriage partners. From a French word **“cabrioler”** comes English word “cab”. A French word means “jump like a goat”. The first carriages for public hire bounced up and down so much that they reminded people of goats jumping on a hillside. The word **“alarm”** comes from the Italian “To arms!” which was soldiers’ shout when they saw that the enemy was attacking. A very popular item of clothes such as jeans is connected with Genoa, called “Gene” by sixteenth-century Europeans, was the first city to make denim cloth. The trousers were named after the city. The word **“escape”** in Latin means “without your cape”. The ancient Romans would often avoid capture by throwing off their capes when fleeing so that they could run more quickly. It is believed that the word **“hooligan”** originated because of an Irishman called Patrick Hooligan, who, with his family, terrorized a section of London in the 1890s.

Many banks in post-Renaissance Europe issued small porcelain borrower’s tiles to their customers. Like credit cards, these tiles were imprinted with the owner’s name, his credit limit, and the name of the bank. Each time the customer wanted to borrow money, he had to present the tile to the bank clerk, who would compare the imprinted credit limit with how much the customer had already borrowed. If the borrower was over the limit, the clerk broke the tile on the spot. That was how the word **“broke”** appeared. From the Latin comes **“genuine”**, originally meant “placed on the knees”. In Ancient Rome, a father legally claimed his new-born child as being his by sitting in front of his family and placing the child on his knee. The popular explanation of the origin of the word **“tip”** is that it is an acronym meaning “To Insure Promptness”, that is to make sure the service in e. g. a restaurant is fast. This is incorrect. The word was underworld slang from the early 1600s meaning to pass on a small sum of money. **“Addict”** was the Latin name for a slave given to Roman soldiers to reward them for performance in battle. Eventually, this term was applied to anyone who was a slave to anything, e. g. a drug.

The Chinese invented a sauce called “ke-tsiap” in 1690s. It was made from fish and spices, but no tomatoes. By the early 18th century its popularity had spread to Malaysia, and British explorers first found it there and liked it very much. By 1740 the sauce had become a part of the English diet and very popular in American colonies. They renamed the sauce “ketchup” because it was easier to pronounce the

word this way. Fifty years later, in 1790, some American colonists mixed tomatoes into the sauce and it became known as “tomatoes **ketchup**”.

The English word “**orange**” comes from an ancient Sanskrit word “narangah”, which literary means “poison for elephants”. English have always had their own way of pronouncing foreign languages. Tennis is a sport that first developed in France. The name was “tenez” which is from the French verb “tenir” which means, in this case, something like “Here you are”. Players used to say “tenez” when they hit the ball meaning something like “there, try to get this one”. But the sport lost its popularity in France and gained popularity in England at the same time. So, English people were still using the word “tenez” each time they hit the ball, but they were saying it with the English accent which sounded more like “tennis”, and eventually it took this new spelling. Then the game gained popularity worldwide and was taken up by many nationalities, including the French, but they now had to call it “le tennis”.

2. *Answer the questions.*

1. Why do languages borrow words from other languages?
2. What does the borrowing of financial terms from Italian at the time of the Renaissance testify?
3. Why do the words from one language to another come on an unprecedented scale these days?
4. What does the word “husband” mean?
5. What does the French word “cabrioler” mean?
6. What language does the word “alarm” come from?
7. Why is the word “jeans” connected with Genoa?
8. How did the word “hooligan” appear?
9. What language does the word “genuine” come from?
10. How was a slave given to Roman soldiers to reward them for performance in battle called?
11. Who invented ketchup?
12. What does the word “orange” mean?
13. Where was tennis first developed?

3. *Match the following phrases with their Russian equivalents.*

1. Renaissance	A. Новые изобретения
2. New inventions	B. Семейное положение
3. International communications	C. Возрождение
4. To come from	D. Международные связи
5. Marital status	E. Происходить от
6. Denim cloth	F. Древние римляне
7. The ancient Romans	G. Распространяться
8. To spread	H. Джинсовая ткань

4. Match the following words with their definitions.

1. Renaissance	A. The correct order of the letters in a word
2. Science	B. The act or manner of pronouncing syllables, words and phrases with regard to the production of sounds and the placing of stress, intonation
3. Origin	C. The revival of art and literature under the influence of classical models in the 14th–16th centuries
4. Acronym	D. The study of the nature and behaviour of natural things and the knowledge that we obtain about them
5. Pronunciation	E. The beginning, cause, or source of something
6. Spelling	F. A word composed of the first letters of the words in a phrase, especially when this is used as a name. For example, NATO

5. Tell the history of borrowings that have appeared in the English language, using information from the text.

Unit 8

1. Read the text and be ready to tell how a language responds to changes.

How Do Words Change with Times?

Every year that passes throws up new ideas, experiences, and inventions for which no names have previously existed. However, the gap is soon filled and a name is allocated to the new concept. Words are a language's response to circumstances and nowhere can this be seen more clearly than in the field of technology. First we had "internet", then we had words like "download" and "online". Now, however, an increasing amount of "e-fraud" is committed over the Internet and a number of words have been coined. Apart from the "cybercops" out looking for "cybercriminals", a number of more specific terms are used to define the bad guys. "Crackers" (a cross between "computers" and "hackers") are people who break into a computer system for illegal purposes, whereas "scammers" try to trick people into disclosing their bank details (a "scam" means a trick). These are just a few of the multitude of new words in the world of e-crime.

Continuing on the theme of computing, the success of the "blog" has meant that a number of blog-related terms have entered the language. First of all, there's "blogfade" to illustrate how people may lose interest in their blog so it disappears. At some point bloggers will have to change and update the style of their blog in the form of a "blogover" that comes from the word "makeover" which means to update your image.

But it's not only in the world of Information Technology (IT) that new words are being coined. In the current debate on healthy eating and body weight,

one of the chief concerns is obviously the illness, anorexia. The suffix “rexia” has given rise to a number of new concepts related to appearance and the desire to be slim. The term “tanorexia” is used for an obsession with maintaining a suntan all year round, usually by using a sunbed, while “yogarexia” is an obsession with practicing yoga in order to stay fit.

Another area of strong debate is that of the future of the planet. One of the most serious effects of climate change is the number of species becoming extinct. A “baiji” is a Chinese freshwater dolphin which has now died out and, because of the publicity surrounding this word, has recently entered the English language, though five years ago nobody would have known what it was. And finally, something whose poor state of health is an indicator of imminent eco-disaster, for example glaciers or a species, has become known as a “climate canary”. This is because in the past canaries were used in mines to detect the presence of dangerous gases.

2. *Answer the questions.*

1. What words are connected with e-fraud?
2. What specific terms are used to define the bad guys?
3. What blog-related terms have entered the language?
4. What new concepts have appeared thank to the suffix “rexia”?
5. How is an obsession with practicing yoga in order to stay fit called?
6. What do we call “climate canary”?

3. *Match the following phrases with their Russian equivalents.*

1. New concept	A. Ответ на обстоятельства
2. Response to circumstances	B. Текущие дебаты
3. Specific terms	C. Новое понятие
4. To update the style	D. Определенные термины
5. Current debate	E. Одержимость
6. Obsession	F. Обновить стиль
7. To coin	G. Входить в язык
8. To enter the language	H. Создавать новые слова

4. *Match the following words with their definitions.*

1. Concept	A. Information or actions that are intended to attract the public’s attention to someone or something
2. Blog	B. A measurement or value that gives you an idea of what something is like
3. Term	C. An idea or abstract principle
4. Debate	D. A website containing a diary or journal on a particular subject
5. To die out	E. A word or expression with a specific meaning

6. Publicity	F. A discussion about a subject on which people have different views
7. Indicator	G. To go out of existence

5. Be ready to tell how new ideas, experiences, and inventions change the vocabulary of the English language.

Unit 9

1. Read the text and be ready to tell about the reasons for appearance of dialects.

Dialectology

Dialectology is the study of dialects. Variation most commonly occurs as a result of relative geographic or social isolation and may affect vocabulary, grammar, or pronunciation (accent). Dialectology as a discipline began in the 19th century with the development in Western Europe of dictionaries and grammars of regional dialects. Soon thereafter, dialect maps were developed; most often they depicted the division of a language's territory into regional dialects. The 19th-century rise of nationalism, coupled with the Romantic view of dialects and folklore as manifestations of the ethnic soul, furnished a great impetus for dialectology. Much of the work of dialectology has consisted of gathering information about the types of variation that occur in different dialects and the construction of linguistic atlases showing patterns of distribution for a series of varying features within a language. Such work on the geographic patterns of linguistic variation is also known as linguistic geography.

The first dialect dictionaries and grammars were most often written by scholars describing the dialect of their birthplace or by fieldworkers whose main method of investigation was free conversation with speakers of the dialect, usually older people and, preferably, those who showed the least degree of literacy and who had travelled as little as possible. Many of these grammars and dictionaries recorded dialectal traits that deviated from the standard language. In the second half of the 19th century, when historical and comparative linguistic study was flourishing, it became customary to focus attention on the fate of particular elements of the archaic language in a given dialect – e. g. the changes that Latin vowels and consonants underwent when used in different positions in a particular Romance dialect.

With the accumulation of dialectal data, investigators became increasingly conscious of the inadequacy of viewing dialects as internally consistent units that were sharply differentiated from neighbouring dialects. It became more and more clear that each dialectal element or phenomenon refused to stay neatly within the borders of a single dialect area. Consequently, maps of dialects would have to be replaced by maps showing the distribution of each particular feature.

While sound scientifically, the preparation and compilation of such maps, called linguistic atlases, is a difficult, costly, voluminous, and time-consuming job.

2. *Answer the questions.*

1. Why do the variations in a language occur?
2. When did dialectology as a discipline begin?
3. What did dialect maps depict?
4. What does the work of dialectology consist of?
5. What do we call linguistic geography?
6. What is the main method of investigation of dialectologists?
7. Who are the speakers of the dialect?
8. What became customary in the second half of the 19th century when historical and comparative linguistic study was flourishing?

3. *Match the following phrases with their Russian equivalents.*

1. Social isolation	A. Проявления
2. Manifestations	B. Модели распределения
3. To gather information	C. Социальная изоляция
4. Patterns of distribution	D. Географические модели
5. Linguistic variation	E. Собирать информацию
6. Geographic patterns	F. Языковая разновидность
7. Scholars	G. Уровень грамотности
8. Degree of literacy	H. Ученые

4. *Match the following words with their definitions.*

1. Dialectology	A. Information in the form of facts or statistics that you can analyse
2. Atlas	B. Something that is observed to happen or exist
3. Literacy	C. The study of dialects
4. Archaic	D. A book of maps
5. Data	E. The ability to read and write
6. Phenomenon	F. Extremely old or extremely old-fashioned

5. *Be ready to tell why dialects appear.*

Unit 10

1. *Read the text and be ready to tell about an application of Dialectology.*

The Value and Applications of Dialectology

The scientific interest of dialectology lies in the fact that dialects are a valuable source of information about popular culture. They reflect not only the history of a language but, to a great extent, the ethnic, cultural, and even

political history of a people as well. Knowledge of dialectal facts provides practical guidance to school systems that are trying to teach the standard language to an ever greater number of pupils.

In the 1930s the value of dialectology to the study of language types became apparent. Because dialects greatly outnumber standard languages, they provide a much greater variety of phenomena than languages and thus have become the main source of information about the types of phenomena possible in linguistic systems. Also, in some languages, but not in others, an extremely wide structural variation among dialects has been found. In the Balkan region, where two closely related Slavic languages, Serbo-Croatian and Slovene, are spoken, dialects are found with synthetic declension (case endings, as in Latin) and analytic declension (use of prepositions and word order, as in English). In addition, there are among these dialects complex systems of verbal tenses contrasting with simple ones, as well as dialects with or without the dual number or the neuter gender. The dialects of Serbo-Croatian and Slovene also exhibit almost every type of prosodic structure (e. g. tone, stress, length) found in European languages. Some dialects differentiate long and short vowels or rising and falling accents, while others do not; and in some, but not all, of them stress fulfils a grammatical function. Of the several dozen vowel and diphthong sounds that occur in these dialects, only five are common to all of them; all the rest are restricted to relatively small areas. All of this rich variety contrasts sharply with the relative structural uniformity of the English language – not only in the United States but wherever it is spoken.

2. Answer the questions.

1. What can we learn addressing to a dialect?
2. Are languages more numerous than dialects?
3. What do the dialects of Serbo-Croatian and Slovene show?
4. What is the function of stress in most dialects?
5. How many vowel and diphthong sounds are common to all of the dialects?
6. What is the characteristic feature of the English language?

3. Match the following phrases with their Russian equivalents.

1. Valuable source	A. Становиться очевидным
2. Practical guidance	В. Тесно связанный
3. Became apparent	С. Аналитическое склонение
4. Outnumber	Д. Ценный источник
5. Closely related	Е. Практическое руководство
6. Analytic declension	Ф. Сложная система времен
7. Complex systems of verbal tenses	Г. Численно превосходить
8. Structural uniformity	Н. Структурная однородность

4. Match the following words with their definitions.

1. Neuter gender	A. Connected with or relating to different racial or cultural groups of people
2. Accent	B. The variation of the form of a noun, pronoun, or adjective, by which its grammatical case, number, and gender are identified
3. Diphthong	C. Denoting a gender of nouns in some languages, typically contrasting with masculine and feminine or common
4. Uniformity	D. Pronunciation of the words of a language in a distinctive way that shows which country, region, or background they come from
5. Ethnic	E. A sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves toward another
6. Declension	F. The quality or state of being uniform

5. Be ready to tell why *Dialectology* is so valuable as a science.

Test 5. Branches of Linguistics

1. The philologist is concerned with the language as it is manifested in ...
1) written texts 2) oral conversation 3) dialects
2. The linguist gives priority to ...
1) literature of a certain country 2) written texts 3) spoken languages
3. Morphology accounts for ...
1) internal structure of words 2) spelling 3) how words are combined into sentences
4. Syntax describes how ...
1) words are spelled 2) words are pronounced 3) words form sentences
5. A bound form is one that ... as a complete utterance.
1) can occur alone 2) cannot occur alone 3) can vary extensive
6. The Persian language belongs to ...
1) Italic group 2) Greek group 3) Indo-Iranian group
7. The principal language of the Italic group is ...
1) Kurdish 2) Latin 3) Greek
8. The oldest well-known Germanic language is ...
1) Pashto 2) Latin 3) Gothic
9. Globish involves a vocabulary limited to 1500 words and ...
1) a lot of idiomatic expressions 2) extensive facial expressions 3) short sentences

10. Mr. Nerriere recommends using Globish only ...
- 1) to read the great literary works
 - 2) as a vehicle of culture
 - 3) in international exchanges
11. Esperanto is called ...
- 1) an extinct language
 - 2) an artificial language
 - 3) an ancient language
12. Esperanto has ...
- 1) no verb endings
 - 2) irregular verb endings
 - 3) regular verb endings
13. The word “Esperanto” means ...
- 1) a person who knows
 - 2) a person who smiles
 - 3) a person who hopes
14. Lexicographers wait for about ... years before they put a word in the dictionary.
- 1) five
 - 2) three
 - 3) ten
15. The word “bling” was created by ...
- 1) a lexicographer
 - 2) a rapper
 - 3) a journalist
16. The process when you put two words together to form a new one is called ...
- 1) joining
 - 2) mixing
 - 3) blending
17. The word “husband” comes from two Old Norse words which mean ...
- 1) “without” and “cape”
 - 2) “jump” and “goat”
 - 3) “house” and “owner”
18. Which one of these words is a disease?
- 1) yogarexia
 - 2) anorexia
 - 3) tanorexia

Chapter VI LANGUAGE LEARNING

Unit 1

1. Read the text and be ready to tell about the phenomenon of “first-language attrition”.

A New Language Barrier

(Why Learning a New Language May Make You Forget Your Old One)

Travelling abroad presents an ideal opportunity to master a foreign language. While the immersion process facilitates communication in a diverse world, people are often surprised to find they have difficulty returning to their native language. This phenomenon is referred to as “first-language attrition” and a psychologist Benjamin Levy of University of Oregon is wondering how it is possible to forget, even momentarily, words used fluently throughout one’s life.

In the study appearing in the January, 2007, Levy and his colleague Dr. Michael Anderson discovered that people do not forget their native language simply because of less use, but that such forgetfulness reflects active inhibition of native language words that distract us while we are speaking the new language. Therefore, this forgetfulness may actually be an adaptive strategy to better learn a second language.

In the study, native English speakers who had completed at least one year of college level Spanish were asked to repeatedly name objects in Spanish. The more the students were asked to repeat the Spanish words, the more difficulty they had generating the corresponding English labels for the objects. In other words, naming objects in another language inhibits the corresponding labels in the native language, making them more difficult to retrieve later.

Interestingly, the study also showed that the more fluent bilingual students were far less prone to experience these inhibitory effects. These findings suggest that native language inhibition plays a crucial role during the initial stages of second language learning. That is, when first learning a new language, we have to actively ignore our easily accessible native language words while struggling to express our thoughts in a novel tongue. As a speaker achieves bilingual fluency, native-language inhibition becomes less necessary, accounting for the better performances of fluent bilingual speakers in the study.

Although the value of suppressing previously learned knowledge to learn new concepts may appear counterintuitive, Levy explains that “first-language attrition provides a striking example of how it can be adaptive to, at least temporarily, forget things one has learned.”

2. Answer the questions.

1. What gives us an opportunity to improve foreign language skills?
2. What does “first-language attrition” mean?
3. Why do people experience forgetfulness of their native language while they are learning a second language?
4. What experiment was carried out on native English speakers who had completed at least one year of college level Spanish?
5. What results did the more fluent bilingual students show?
6. At what stage of learning a new language does inhibition occur?

3. Match the following phrases with their Russian equivalents.

1. An ideal opportunity	A. Процесс погружения
2. To master a foreign language	B. На протяжении жизни
3. Immersion process	C. Идеальная возможность
4. Native language	D. Овладеть иностранным языком
5. Throughout life	E. Активное торможение
6. Active inhibition	F. Родной язык
7. An adaptive strategy	G. Начальная стадия
8. Initial stage	H. Стратегия приспособления

4. Match the following words with their definitions.

1. To inhibit	A. Similar in character, form, or function
2. Attrition	B. To get something back from the place where it was left
3. Bilingual	C. To restrain, prevent or low down an action or process
4. Fluency	D. The action or process of gradually reducing the strength or effectiveness of something through sustained attack or pressure
5. Corresponding	E. Involving or using two languages
6. To retrieve	F. An ability to express oneself easily and articulately.

5. Be ready to tell about such phenomenon as “first-language attrition”.

Chapter VII WORLD LITERATURE

Unit 1

1. Read the text and be ready to tell how English Literature appeared.

The Birth of English Literature

Since “English literature” is basically seen as “literature, written in English and by people living in Britain”, the best question to ask is: “When did the English-speaking people come to the British Isles?”

Before the 5th century AD, Great Britain had long been part of the Roman Empire, inhabited by Romans and Celts. However, the empire went into decline and could not resist the Migration – the coming of Germanic tribes who sought new territories. Some of these invaded the British Isles and conquered a large part of Great Britain. Now we call them Anglo-Saxons, but in fact there were at least three tribes – Angles, Saxons and Jutes.

The Anglo-Saxons were pagans, but in the late 6th and early 7th centuries they converted to Christianity, baptised by Irish monks. With the new religion, books and learning came to them, but everything was in Latin, still thought to be the more “learned” language. Even the first English historian Bede the Honourable (673–735) wrote his works in Latin.

How, then, do we know that the Anglo-Saxons spoke English? There are indeed some short inscriptions made in runes, the native Germanic alphabet. But for our general knowledge of early English literature we have to thank the Viking pirates of the 9th century. They robbed Anglo-Saxon monasteries, and Latin learning declined. So King Alfred the Great decided to promote writing and education in English.

Several collections of excellent poetic works survived. Some of them are Christian in content, but others present a mixture of Christian and pagan ideas. From this poetry, we know that even the seemingly Christian Anglo-Saxons were often warlike and preferred gold, feasts and heroic actions rather than prayers. The most brilliant and the most complete piece of such poetry is the epic poem “Beowulf” telling the story of a hero who fought monsters. What is interesting about “Beowulf” is that it is not about Anglo-Saxons at all – its story takes place in Denmark and Sweden. This might be due to the fact that some of the newcomers to Britain – Jutes, most notably – were of Scandinavian origin.

The language of the Anglo-Saxon records is now called Old English. Technically, it is the language spoken between the 5th and 11th centuries AD until the Norman invasion of 1066. Today, it is very difficult to read even for an English person. So most people read Old English poetry in modern translations.

2. Answer the questions.

1. Who inhabited Great Britain before the 5th century AD?
2. What tribes invaded the British Isles? How do we call these tribes now?
3. What was the language of education in ancient time?
4. What are runes?
5. Why did Latin learning decline?
6. What can we learn from several survived collections of poetic works?
7. What is “Beowulf” poem about?
8. Where does the action take place in “Beowulf” poem?
9. Why do people read Old English poetry in modern translations?

3. Match the following phrases with their Russian equivalents.

1. To go into decline	A. Вторгаться
2. Invade	В. Новообращенный
3. To conquer	С. Прийти в упадок
4. To be converted	Д. Завоевывать
5. To promote writing	Е. Молитвы
6. Prayers	Ф. Распространять письменность
7. Origin	Г. Завершенное произведение
8. Complete piece	Н. Происхождение

4. Match the following words with their definitions.

1. Pagan	A. Literary work in which special intensity is given to the expression of feelings and ideas by the use of distinctive style and rhythm; poems collectively or as a genre of literature
2. To baptize	B. An act of a foreign army entering a country by force

3. Rune	C. A person who does not belong to any of the main religions of the world, often ancient that existed before these religions developed
4. Epic	D. To put water on the head or to be covered with water as a sign that a person has become a member of the Christian church
5. Poetry	E. A letter of an ancient Germanic alphabet, related to the Roman alphabet
6. Invasion	F. A long book, poem, or movie whose story extends over a long period of time or tells about great events

5. Be ready to tell how English Literature appeared.

Unit 2

1. Read the text and be ready to tell about the traits of American Literature.

Periods of American Literature The Colonial and Early National Period (17th century to 1830)

The first European settlers of North America wrote about their experiences starting in the 1600s. This was the earliest American literature: practical, straightforward, often derivative of literature in Great Britain, and focused on the future. In its earliest days, during the 1600s, American literature consisted mostly of practical nonfiction written by British settlers who populated the colonies that would become the United States.

John Smith wrote histories of Virginia based on his experiences as an English explorer and a president of the Jamestown Colony. These histories, published in 1608 and 1624, are among the earliest works of American literature. Nathaniel Ward and John Winthrop wrote books on religion, a topic of central concern in colonial America. Anne Bradstreet's "The Tenth Muse Lately Sprung Up in America" (1650) may be the earliest collection of poetry written in and about America, although it was published in England.

A new era began when the United States declared its independence in 1776, and much new writing addressed the country's future. American poetry and fiction were largely modelled on what was being published overseas in Great Britain, and much of what American readers consumed also came from Great Britain. Benjamin Franklin's "Autobiography", which he wrote during the 1770–80s, told a quintessentially American life story. Phillis Wheatley, an African woman enslaved in Boston, wrote the first African American book, "Poems on Various Subjects, Religious and Moral" (1773). Philip Freneau was another notable poet of the era. The first American novel, "The Power of

Sympathy” by William Hill Brown, was published in 1789. Olaudah Equiano’s autobiography, “The Interesting Narrative” (1789), was among the earliest slave narratives and a forceful argument for abolition.

By the first decades of the 19th century, a truly American literature began to emerge. Though still derived from British literary tradition, the short stories and novels published from 1800 through the 1820s began to depict American society and explore the American landscape in an unprecedented manner.

Washington Irving published the collection of short stories and essays “The Sketch Book of Geoffrey Crayon, Gent” in 1819–1820. It included “The Legend of Sleepy Hollow” and “Rip Van Winkle”, two of the earliest American short stories.

James Fenimore Cooper wrote novels of adventure about the frontiersman Natty Bumppo. These novels, called the Leatherstocking Tales (1823–1841), depicted his experiences in the American wilderness in both realistic and highly romanticized ways.

2. *Answer the questions.*

1. What is considered the earliest American literature?
2. What was the earliest American literature concentrated on?
3. What kind of literature did the British settlers populated the colonies write?
4. What was John Smith?
5. What did Nathaniel Ward write about?
6. What is the earliest collection of poetry written in and about America?
7. Who wrote the first African American book?
8. When did a truly American literature begin to emerge?
9. How were the earliest American short stories called?
10. What kind of fiction did James Fenimore Cooper write?

3. *Match the following phrases with their Russian equivalents.*

1. European settlers	A. Быть поработанным
2. To populate	В. Исследователь
3. Explorer	С. Европейские поселенцы
4. To declare independence	Д. Происходить от
5. To be enslaved	Е. Населять
6. Notable poet	Ф. Провозглашать независимость
7. Abolition	Г. Известный поэт
8. To derive from	Н. Отмена рабства

4. *Match the following words with their definitions.*

1. Nonfiction	A. An account of person’s life, which he writes himself
2. Slave narrative	B. A person who explores an unfamiliar area

3. Short story	C. Prose writing that is based on facts, real events, and real people, such as biography or history
4. Frontiersman	D. A story that was told by a slave and written down by a literary person
5. Explorer	E. A story with a fully developed theme but significantly shorter and less elaborate than a novel
6. Autobiography	F. A person, especially a man, living in the region of a frontier, especially that between settled and unsettled country

5. Be ready to tell about the peculiarities of the literature of the Colonial and Early National Period.

Unit 3

1. Read the text and be ready to tell about the values of the period.

Periods of American Literature

Romanticism

(1830 to 1870)

The Romantic Period lasted from 1830 to 1870. It is a way of thinking that values the individual over the group, the subjective over the objective and a person's emotional experience over reason. It also values the wildness of nature over human-made order. Romanticism as a worldview took hold in Western Europe in the late 18th century, and American writers embraced it in the early 19th century. Edgar Allan Poe most vividly depicted, and inhabited, the role of the Romantic individual – a genius, often tormented and always struggling against convention – during the 1830s and up to his mysterious death in 1849. Poe invented the modern detective story with “The Murders in the Rue Morgue” (1841). The poem “The Raven” (1845) is a gloomy depiction of lost love. Its eeriness is intensified by its meter and rhyme scheme. The short stories “The Fall of the House of Usher” (1839) and “The Cask of Amontillado” (1846) are gripping tales of horror.

In New England, several different groups of writers and thinkers emerged after 1830, each exploring the experiences of individuals in different segments of American society. James Russell Lowell was among those who used humour and dialect in verse and prose to depict everyday life in the Northeast. Henry Wadsworth Longfellow and Oliver Wendell Holmes were the most prominent of the upper-class Brahmins, who filtered their depiction of America through European models and sensibilities. The Transcendentalists developed an elaborate philosophy that saw in all of creation a unified whole. Ralph Waldo Emerson wrote influential essays, while Henry David Thoreau wrote “Walden” (1854), an account of his life alone by Walden Pond. Margaret Fuller was editor of “The Dial”, an important Transcendentalist magazine.

Three men – Nathaniel Hawthorne, Herman Melville, and Walt Whitman – began publishing novels, short stories, and poetry during the Romantic period that became some of the most-enduring works of American literature. As a young man, Nathaniel Hawthorne published short stories, most notable among them the allegorical “Young Goodman Brown” (1835). In the 1840s he crossed paths with the Transcendentalists before he started writing his two most significant novels – “The Scarlet Letter” (1850) and “The House of the Seven Gables” (1851). Herman Melville was one of Hawthorne’s friends and neighbours. Hawthorne was also a strong influence on Melville’s “Moby Dick” (1851), which was the culmination of Melville’s early life of traveling and writing. Walt Whitman wrote poetry that described his home, New York City. He refused the traditional constraints of rhyme and meter in favour of free verse in “Leaves of Grass” (1855), and his frankness in subject matter and tone repelled some critics. But the book, which went through many subsequent editions, became a landmark in American poetry, and it epitomized the ethos of the Romantic period.

During the 1850s, as the United States headed toward civil war, more and more stories by and about enslaved and free African Americans were written. William Wells Brown published what is considered the first black American novel, “Clotel”, in 1853. He also wrote the first African American play to be published, “The Escape” (1858).

In 1859 Frances Ellen Watkins Harper and Harriet E. Wilson became the first black women to publish fiction in the United States.

Harriet Beecher Stowe’s “Uncle Tom’s Cabin”, first published serially 1851–1852, was credited with raising opposition in the North to slavery.

Emily Dickinson lived a life quite unlike other writers of the Romantic period: she lived largely in seclusion; only a handful of her poems were published before her death in 1886; and she was a woman working at a time when men dominated the literary scene. Yet her poems express a Romantic vision as clearly as Walt Whitman’s or Edgar Allan Poe’s. They are sharp-edged and emotionally intense.

2. *Answer the questions.*

1. How long did the Romantic Period last?
2. What did the literature of this period value?
3. What kind of fiction did Poe invent?
4. What literary methods did James Russell Lowell use?
5. Whose works are considered the most-enduring in American literature of that period?
6. What became the culmination of Melville’s early life of traveling and writing?
7. What sort of verse did Walt Whitman use in his “Leaves of Grass”?

8. What is considered the first black American novel?
 9. Who was the first black woman to publish fiction in the United States?

3. Match the following phrases with their Russian equivalents.

1. To value	A. Мировоззрение
2. Human-made order	B. Мыслители
3. Worldview	C. Веха, ориентир
4. Thinkers	D. Ценить
5. Prominent	E. Созданный человеком порядок
6. Elaborate philosophy	F. Выдающийся
7. Landmark	G. Гражданская война
8. Civil war	H. Сложная философия

4. Match the following words with their definitions.

1. Detective	A. A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one
2. Rhyme	B. Poetry that does not rhyme or have a regular meter
3. Horror	C. A story whose plot revolves around the investigation and solving of a crime
4. Transcendentalism	D. The use of rhyming words as a technique in poetry
5. Allegory	E. A story that is intended to be very frightening
6. Free verse	F. An idealistic philosophical and social movement that developed in New England around 1836 in reaction to rationalism. Influenced by romanticism, it taught that divinity pervades all nature and humanity, and its members held progressive views on feminism and communal living
7. Ethos	G. A piece of writing performed in a theatre
8. Play	H. The characteristic spirit of a culture, era, or community as manifested in its beliefs and aspirations

5. Be ready to tell about the peculiarities of the literature of Romanticism.

Unit 4

1. *Read the text and be ready to tell about the essence of Realism and Naturalism.*

Periods of American Literature Realism and Naturalism (1870 to 1910)

The human cost of the Civil War in the United States was immense: more than 2.3 million soldiers fought in the war, and perhaps as many as 851,000 people died in 1861–1865. Walt Whitman claimed that “a great literature will arise out of the era of those four years,” and what emerged in the following decades was a literature that presented a detailed and unembellished vision of the world as it truly was. This was the essence of Realism (1870 to 1910). Naturalism was an intensified form of realism. After the grim realities of a devastating war, they became writers’ primary mode of expression.

Samuel Clemens was a typesetter, a journalist, a riverboat captain, and an itinerant labourer before he became, in 1863 at age 27, Mark Twain. He first used that name while reporting on politics in the Nevada Territory. It then appeared on the short story “The Celebrated Jumping Frog of Calaveras County”, published in 1865, which catapulted him to national fame. Twain’s story was a humorous tall tale, but its characters were realistic depictions of actual Americans. Twain deployed this combination of humour and realism throughout his writing. Some of his notable works include novels “The Adventures of Tom Sawyer” (1876) and “Adventures of Huckleberry Finn” (1885).

Naturalism, like realism, was a literary movement that drew inspiration from French authors of the 19th century who sought to document, through fiction, the reality that they saw around them, particularly among the middle and working classes living in cities. Theodore Dreiser was foremost among American writers who embraced naturalism. His “Sister Carrie” (1900) is the most important American naturalist novel. Henry James shared the view of the realists and naturalists that literature ought to present reality, but his writing style and use of literary form sought to also create an aesthetic experience, not simply document truth. He was preoccupied with the clash in values between the United States and Europe. His writing shows features of both 19th-century realism and naturalism and 20th-century modernism.

2. *Answer the questions.*

1. What is Naturalism?
2. What were Mark Twain’s professions?
3. What piece of fiction made Mark Twain famous?
4. What factors characterized Mark Twain’s fiction?

5. Who inspired Naturalism in America?
6. What views concerning literature did Henry James have?
7. What features did Henry James's writing show?

3. Match the following phrases with their Russian equivalents.

1. Primary mode of expression	A. Национальная слава
2. A typesetter	B. Применять
3. National fame	C. Основной способ выражения
4. To deploy	D. Литературное движение
5. Literary movement	E. Наборщик
6. To draw inspiration	F. Разделять взгляды
7. To share the view	G. Стиль письма
8. Writing style	H. Черпать вдохновение

4. Match the following words with their definitions.

1. Humorous tale	A. Faithful adherence to nature; the principles and methods of a group of 19th century writers, who believed that the writer should apply scientific objectivity and precision in observing and depicting life, without idealizing
2. Inspiration	B. The early 20th century movement in which certain writers broke with established traditions and sought new methods of expression
3. Character	C. Comic story causing light-hearted laughter
4. Realism	D. A person in a novel, play, or movie
5. Naturalism	E. The process of being mentally stimulated to do or feel something, especially to do something creative
6. Modernism	F. The picturing of people and things as they really appear to be, without idealizing

5. Be ready to tell about the peculiarities of the literature of Realism and Naturalism.

Unit 5

1. Read the text and be ready to tell about the peculiarities of Modernism.

Periods of American Literature

Modernism

(1910 to 1945)

Advances in science and technology in Western countries rapidly intensified at the start of the 20th century and brought about a sense of unprecedented progress. The devastation of World War I and the Great Depression also caused widespread suffering in Europe and the United States.

These contradictory impulses can be found swirling within Modernism (1910 to 1945), a movement in the arts defined first and foremost as a radical break from the past. But this break was often an act of destruction, and it caused a loss of faith in traditional structures and beliefs. Because of these contradictory impulses the modernist period proved to be one of the richest and most productive in American literature. A sense of disillusionment and loss pervades much American modernist fiction. That sense may be centred on specific individuals, or it may be directed toward American society or toward civilization. It may generate a nihilistic, destructive impulse, or it may express hope at the prospect of change. F. Scott Fitzgerald skewered the American Dream in “The Great Gatsby” (1925). Richard Wright exposed and attacked American racism in “Native Son” (1940). Zora Neale Hurston told the story of a black woman’s three marriages in “Their Eyes Were Watching God” (1937). Ernest Hemingway’s early novels “The Sun Also Rises” (1926) and “A Farewell to Arms” (1929) articulated the disillusionment of the Lost Generation. William Faulkner used stream-of-consciousness monologues and other formal techniques to break from past literary practice in “The Sound and the Fury” (1929). John Steinbeck depicted the difficult lives of migrant workers in “Of Mice and Men” (1937) and “The Grapes of Wrath” (1939). T. S. Eliot was an American by birth and, as of 1927, a British subject by choice. His fragmentary, multivoiced “The Waste Land” (1922) is the quintessential modernist poem, but his was not the dominant voice among American modernist poets.

The Harlem Renaissance produced a rich coterie of poets, among them Langston Hughes, Claude McKay, and Alice Dunbar Nelson.

Harriet Monroe founded “Poetry” magazine in Chicago in 1912 and made it the most important organ for poetry not just in the United States but for the English-speaking world. Drama came to prominence for the first time in the United States in the early 20th century. Playwrights drew inspiration from European theatre but created plays that were uniquely and enduringly American.

Eugene O’Neill was the foremost American playwright of the period. His “Long Day’s Journey into Night” (written 1939–1941, performed 1956) was the high point of more than 20 years of creativity that began in 1920 with “Beyond the Horizon” and concluded with “The Iceman Cometh” (written 1939, performed 1946).

During the 1930s Lillian Hellman, Clifford Odets, and Langston Hughes wrote plays that exposed injustice in America. Thornton Wilder presented a realistic (and enormously influential) vision of small-town America in “Our Town”, first produced in 1938.

2. *Answer the questions.*

1. How is Modernism as a movement defined in the arts?
2. What feeling pervades much American modernist fiction?
3. How did William Faulkner try to break from past literary practice?
4. What movement produced a rich coterie of poets?
5. What became the most important organ for poetry in the United States?
6. How did the position of drama change?
7. Who was the foremost American playwright of the period?

3. *Match the following phrases with their Russian equivalents.*

1. Advances in science	A. Потерянное поколение
2. Unprecedented progress	B. Разочарование и потеря
3. Contradictory impulses	C. Достижения в науке
4. Disillusionment and loss	D. Беспрецедентный прогресс
5. Lost Generation	E. Противоречивые импульсы
6. Coterie	F. Выходить на первое место
7. To come to prominence	G. Выдающийся
8. Foremost	H. Избранный круг

4. *Match the following words with their definitions.*

1. Stream of consciousness	A. The use of the imagination or original ideas, especially in the production of an artistic work
2. Monologue	B. Representing the most perfect or typical example of a quality or class
3. Quintessential	C. A person's thoughts and conscious reactions to events, perceived as a continuous flow
4. Playwright	D. A long speech by one actor in a play or movie, or as part of a theatrical or broadcast program
5. Foremost	E. A person who writes plays
6. Creativity	F. Most prominent in rank, importance, or position

5. *Tell about the main representatives of the modernist literature.*

Unit 6

1. *Read the text and be ready to tell who shaped the literature of the period.*

Periods of American Literature

The Contemporary Period

(1945 to present)

The Contemporary Period started in 1945. The United States, which emerged from World War II confident and economically strong, entered the Cold War in the late 1940s. This conflict with the Soviet Union shaped global

politics for more than four decades, and the proxy wars and threat of nuclear annihilation that came to define it were just some of the influences shaping American literature during the second half of the 20th century. The 1950s and 1960s brought significant cultural shifts within the United States driven by the civil rights movement and the women's movement. Prior to the last decades of the 20th century, American literature was largely the story of dead white men who had created Art and of living white men doing the same. By the turn of the 21st century, American literature had become a much more complex and inclusive story grounded on a wide-ranging body of past writings produced in the United States by people of different backgrounds and open to more Americans in the present day.

Literature written by African Americans during the contemporary period was shaped in many ways by Richard Wright, whose autobiography "Black Boy" was published in 1945. He left the United States for France after World War II, repulsed by the injustice and discrimination he faced as a black man in America; other black writers working from the 1950s through the 1970s also wrestled with the desires to escape an unjust society and to change it. Ralph Ellison's novel "Invisible Man" (1952) tells the story of an unnamed black man adrift in, and ignored by America. James Baldwin wrote essays, novels, and plays on race and sexuality throughout his life, but his first novel, "Go Tell It on the Mountain" (1953), was his most accomplished and influential. Lorraine Hansberry's "A Raisin in the Sun", a play about the effects of racism in Chicago, was first performed in 1959. Gwendolyn Brooks became, in 1950, the first African American poet to win a Pulitzer Prize. The Black Arts movement was grounded in the tenets of Black Nationalism and sought to generate a uniquely black consciousness. The "Autobiography of Malcolm X" (1965), by Malcolm X and Alex Haley, is among its most-lasting literary expressions. Toni Morrison's first novel, "The Bluest Eye" (1970), launched a writing career that would put the lives of black women at its centre. She received a Nobel Prize in 1993. In the 1960s Alice Walker began writing novels, poetry, and short stories that reflected her involvement in the civil rights movement.

The American novel took on a dizzying number of forms after World War II. Realist, metafictional, postmodern, absurdist, autobiographical, short, long, fragmentary, feminist, stream of consciousness – these and dozens more labels can be applied to the vast output of American novelists. Little holds them together beyond their chronological proximity and engagement with contemporary American society. Among representative novels are Norman Mailer's "The Naked and the Dead" (1948), "The Executioner's Song" (1979), Vladimir Nabokov's "Lolita" (1955), Jack Kerouac's "On the Road" (1957), Thomas Pynchon's "The Crying of Lot 49" (1966), Kurt Vonnegut's "Slaughterhouse-Five" (1969), Saul Bellow's "Humboldt's Gift" (1975), Toni

Morrison's "Song of Solomon" (1977), "Beloved" (1987), Alice Walker's "The Colour Purple" (1982), Don DeLillo's "Underworld" (1997).

The Beat movement was short-lived – starting and ending in the 1950s – but had a lasting influence on American poetry during the contemporary period. Allen Ginsberg's "Howl" (1956) pushed aside the formal, largely traditional poetic conventions that had come to dominate American poetry. Raucous, profane, and deeply moving, "Howl" reset Americans' expectations for poetry during the second half of the 20th century and beyond. Among the important poets of this period are Anne Sexton, Sylvia Plath and John Berryman.

In the early decades of the contemporary period, American drama was dominated by three men: Arthur Miller, Tennessee Williams, and Edward Albee. Miller's "Death of a Salesman" (1949) questioned the American Dream through the destruction of its main character, while Williams's "A Streetcar Named Desire" (1947) and "Cat on a Hot Tin Roof" (1955) excavated his characters' dreams and frustrations. Albee's "Who's Afraid of Virginia Woolf?" (1962) rendered what might have been a benign domestic situation into something vicious and cruel. By the 1970s the face of American drama had begun to change, and it continued to diversify into the 21st century.

2. *Answer the questions.*

1. What is the name of the conflict between the USA and the USSR?
2. What factors were shaping American literature during the second half of the 20th century?
3. What was Richard Wright's role in the American literature?
4. What does Ralph Ellison's novel "Invisible Man" tell us about?
5. Who was the first African American poet to win a Pulitzer Prize?
6. Who are the main characters of Toni Morrison's fiction?

3. *Match the following phrases with their Russian equivalents.*

1. Threat of nuclear annihilation	A. Различное происхождение
2. The civil rights movement	В. Быть сформированным
3. Different backgrounds	С. Начать писательскую карьеру
4. To be shaped	Д. Угроза ядерного уничтожения
5. An unjust society	Е. Движение за гражданские права
6. Accomplished and influential	Ф. Несправедливое общество
7. To launch a writing career	Г. Ошеломляющее количество форм
8. A dizzying number of forms	Н. Совершенный и влиятельный

4. *Match the following words with their definitions.*

1. Proxy wars	A. To present (a form of entertainment) to an audience
2. Background	B. Belonging to or occurring in the present

3. Contemporary	C. A war instigated by a major power that does not itself become involved
4. Essay	D. The circumstances or situation prevailing at a particular time or underlying a particular event
5. To perform	E. The advocacy of women's rights on the grounds of political, social, and economic equality to men
6. Feminism	F. A short piece of writing on a particular subject

5. *Tell about the main tendencies in American literature of the Contemporary period.*

Unit 7

1. *Read the text and be ready to tell about the main representatives of Belarusian Literature.*

Belarusian Literature

Literary activity in Belarus dates to the 11th century. In the 12th century St. Cyril of Turov, venerated among Orthodox Slavs, wrote sermons and hymns. In the 16th century Frantsisk Skorina of Polatsk translated the Bible into Belarusian and wrote extensive explanatory introductions to each book. His editions, produced in Prague in 1517–1519 and in Vilnius in 1522–1525, were the first printed books not only in Belarus but in the whole of Eastern Europe. In the 17th century the Belarusian poet Simeon Polotsky was the first to bring Baroque literary style to Moscow.

Modern Belarusian literature began in the first half of the 19th century with the work of Yan Chachot and Vincent Dunin-Martsinkevich, who translated part of the Polish poet Adam Mitskievich's epic "Master Tadeush" into Belarusian. Literary classics of the early 20th century include works by the poets Maksim Bohdanovich, Vladimir Zylka, Yanka Kupala, and Yakub Kolas and the prose writers Zmitrok Byadulya and Maksim Haretski. Many of these writers had been contributors to the influential Belarusian newspaper "Nasha Niva", published in Vilnius during the period 1906–1916. Of crucial importance for an understanding of the Belarusian cultural predicament in the face of war and revolution are Kupala's play "The Locals" (1922) and Haretski's short novel "Two Souls" (1919).

Many outstanding poets and prose writers made their mark in the 1920s, including the poets Vladimir Dubovka and Yazep Pushcha, the novelist Kuzma Chorny, and the satirist and playwright Kandrat Krapiva. Pushcha's literary polemics with the poet Andrey Aleksandrovich at the end of the 1920s led to tighter political control over Belarusian cultural activities. Two writers of note represent literature in the part of Belarus that was under Polish control until 1939. They are Maksim Tank, author of the long poems "Naroch" (1937) and "Kalinovski" (1938), and Natalya Arseneva, whose greatest poems are to be found

in the collections “Beneath the Blue Sky” (1927), “Golden Autumn” (1937), and “Today” (1944).

Most noteworthy of the writers to preserve and develop the Belarusian literary tradition in the 1940s and 1950s are the poets Pimen Panchanka and Arkadi Kuleshov and the prose writers Yanka Bryl, Ivan Shamyakin, and Ivan Melezh. The 1960s marked the tentative beginnings of yet another national revival with the novels of Vasil Bykov and Vladimir Korotkievich. Among later 20th century writers, the poets Yawhyeniya Yanishchyts and Ales Ryazanov and the short-story writer Anatol Sys should be noted. Other well-known writers of the late 20th and early 21st centuries are Svetlana Alexievich, whose “Voices from Chernobyl” was translated into English in 2005 and Olga Ipatova, a prominent poet and novelist.

2. *Answer the questions.*

1. What was Francisk Skorina’s contribution to the Belarusian literature?
2. How did Simeon Polotsky change literature?
3. When did modern Belarusian literature begin?
4. What did literary polemics between Pushcha and Aleksandrovich lead to?
5. Who preserved and developed the Belarusian literary tradition in the 1940s and 1950s?
6. What phenomenon started with the novels of Vasil Bykov and Vladimir Korotkievich?

3. *Match the following phrases with their Russian equivalents.*

1. Venerated	A. Затруднительное положение
2. Sermons and hymns	B. Православный
3. Contributor	C. Почитаемый
4. Predicament	D. Проповеди и псалмы
5. National revival	E. Издание
6. Well-known writers	F. Постоянный сотрудник газеты
7. Orthodox	G. Известные писатели
8. Edition	H. Национальное возрождение

4. *Match the following words with their definitions.*

1. Sermon	A. A writer of novels
2. Hymn	B. A writer of satires
3. Satirist	C. A talk on a religious or moral subject, especially one given during a church service and based on a passage from the Bible
4. Polemics	D. A religious song or poem, typically of praise to God
5. Novelist	E. A strong verbal or written attack on someone or something

5. *Tell about outstanding Belarusian authors of different periods.*

Unit 8

1. Read the text and be ready to tell about the peculiarities of different types of prose story forms.

Prose Story Forms

Prose stories come in two basic forms: novels and short stories. Novels are long stories, with distinct beginnings, middles, and ends. Novels are usually divided into several chapters, and they have characters, setting, and plot. Many novels use dialogue to allow characters to talk to each other. Prose stories are also called fiction, something that is made up. Some writers create fiction entirely from their imaginations. Other writers create fiction based on real events or people.

Short stories also have beginnings, middles, and ends. They use characters, plot, and setting, although some stories are difficult to describe, others fit neatly into standard categories.

Allegory is a story in which the characters stand for ideas such as Love, Pride, Greed, or Tolerance. The plot usually has a message or moral about real life. Fable is like an allegory but short, with fewer characters and a simple moral. Aesop, a writer in ancient Greece, is probably the best-known fabulist, or writer of fables.

Fairy Tale is an adventure in which the heroes are often royalty or beloved by royalty and the villains are evil witches, sorcerers, or monsters. Fantasy is a tale set in an imaginary world with imaginary characters. For example, animals can talk and fairies roam the countryside in fantasies. Historical fiction is stories based on history, with fictional main characters. Historical fiction is sometimes set in real places and includes real people among its characters.

Horror stories are tales about scary things, from ghosts and goblins to monsters and murderers. Informational Fiction is a story or book that uses fictional characters or settings to tell about real things. For example, a story that explains science experiments might be told by a science teacher working in a fictional lab.

Legend is an exaggerated story about a real person or event. For example, there is a story that George Washington, first president of the USA, could never tell a lie. Mysteries are stories where a problem is created by an unknown element. Mysteries are often crime stories. The main characters in mysteries are frequently detectives searching for a solution. Myth is a story made up to explain real events. Myths help us understand the beliefs and everyday life of the people described in them. Myths once were used to answer difficult questions, such as how the moon and stars were created, why the seasons change, why the leopard has spots, etc. They also explained the relationships of human beings and gods. Almost every culture in the world has its own set of myths. Realistic Fiction is stories with imaginary characters and events that are so believable that they could take place in the real world.

Romance stories are stories in which the main character or characters are looking for love and happiness. Some romances are historical and share many features of historical fiction. Science Fiction is stories, often set in the future, that use elements of modern science. Some science fiction stories are set on other planets. Others tell of aliens landing on the Earth or of computers that run the world.

Tall Tales are humorous stories that are full of exaggeration. Tall tales may or may not be about real people or events. True Adventure stories are based on real people or real events, but the plot, setting, and characters are partly made up by the author.

2. Answer the questions.

1. What are the two basic forms of Prose stories?
2. What is a novel?
3. What is the second name of prose stories?
4. How do authors create their fiction?
5. What are the main features of an allegory?
6. What is the difference between an allegory and a fable?
7. Who is the main character of a fairy tale?
8. How do we call stories about scary things?
9. What was the role of myths in ancient time?
10. What do the main characters of Romances want to achieve?

3. Match the following phrases with their Russian equivalents.

1. Imagination	A. Символизовать
2. Based on real events	B. Вымышленный мир
3. To stand for	C. Воображение
4. Villain	D. Пугающий
5. Imaginary world	E Основанный на реальных событиях
6. Scary	F. Злодей
7. Set of myths	G. Правдоподобный
8. Believable	H. Множество мифов

4. Match the following words with their definitions.

1. Chapter	A. The place or type of surroundings where something is positioned or where an event takes place
2. Setting	B. A story in which the characters stand for ideas
3. Plot	C. A main division of a book, typically with a number or title
4. Allegory	D. The main events of a play, novel, movie, or similar work, devised and presented by the writer as an interrelated sequence
5. Fairy tale	E. A tale set in an imaginary world with imaginary characters

6. Fantasy	F. An adventure in which the heroes are often royalty or beloved by royalty and the villains are evil witches, sorcerers, or monsters
7. Legend	G. A story where a problem is created by an unknown element
8. Mystery	H. A story made up to explain real events
9. Romance	I. Humorous stories that are full of exaggeration
10. Tall tales	J. Stories where the main character or characters are looking for love and happiness
11. Myth	K. An exaggerated story about a real person or event

5. *Tell about the peculiarities of different story forms.*

Test 6. World Literature

1. The story of "Beowulf" takes place in ...
 - 1) England 2) Denmark and Sweden 3) Saxony
2. During the 1600s American literature consisted mostly of ...
 - 1) poetry 2) fiction 3) nonfiction
3. A topic of central concern in colonial America was ...
 - 1) settlers' life 2) religion 3) nature
4. Romanticism is a way of thinking that values ...
 - 1) individual over the group 2) reason 3) human-made order
5. Walt Whitman in "Leaves of Grass" used ...
 - 1) traditional constraints of rhyme 2) free verse 3) prose expressions
6. Naturalism was a/an ... form of realism.
 - 1) poetic 2) impaired 3) intensified
7. ... is the most important American naturalist novel.
 - 1) "The Adventures of Tom Sawyer" 2) "Adventures of Huckleberry Finn"
 - 3) "Sister Carrie"
8. American modernist fiction is full of ...
 - 1) inner monologue 2) disillusionment and loss 3) happiness and joy
9. What came to prominence for the first time in the United States in the early 20th century?
 - 1) soap opera 2) comedy 3) drama
10. The conflict between the USA and the Soviet Union that shaped global politics for more than four decades is called ...
 - 1) The War of Roses 2) Cold War 3) Hot War
11. Who received a Nobel Prize among African American Writers?
 - 1) Richard Wright 2) Alice Walker 3) Toni Morrison
12. Many of Belarusian writers had been contributors to the influential Belarusian newspaper ...
 - 1) "Nasha Dolya" 2) "Nasha Niva" 3) "Nasha Zhizn"

13. A story in which the characters stand for ideas is ...
 1) comedy 2) horror story 3) allegory
14. A story made up to explain real events is ...
 1) drama 2) myth 3) legend
15. A humorous story full of exaggeration is ...
 1) romance 2) tall tale 3) science fiction

Chapter VIII

OUTSTANDING WRITERS

Unit 1

1. Read the text and be ready to tell about main events and work of the author.

Agatha Christie

Very prolific British author of mystery novels and short stories, creator of Hercule Poirot, the Belgian detective, and Miss Jane Marple, Christie wrote more than 70 detective novels under the surname of her first husband, Colonel Archibald Christie. She also published a series of romances and a children's book.

Agatha Christie was born on September 15, 1890 in Torquay, Devon, England, the daughter of Frederick Alvah Miller, an American with a moderate private income, and Clarissa Miller. Her father died when she was a child. Christie was educated at home, where her mother encouraged her to write from a very early age. At sixteen she was sent to school in Paris where she studied singing and piano. Christie was an accomplished pianist but her stage fright and shyness prevented her from pursuing a career in music. When Christie's mother took her to Cairo for a winter, she wrote a novel there. Encouraged by Eden Philpotts, neighbour and friend in Torquay, she devoted herself to writing and had her short stories published. In 1914 Christie married Archibald Christie, an officer in the Flying Royal Corps; their daughter, Rosalind, was born in 1919. During World War I Agatha worked in a Red Cross Hospital in Torquay as a hospital dispenser, which gave her knowledge of poisons. It was to be useful when she started writing mysteries. Christie's first detective novel "The Mysterious Affair at Styles", introduced Hercule Poirot, the Belgian detective, who appeared in more than 40 books, the last of which was "Curtain" (1975). Poirot was an amiably comic eccentric character, whose friend Captain Hastings represents the "idiot narrator" – familiar from Sherlock Holmes stories. Poirot draws conclusions from observing people's conduct and from objects around him, creating a chain of facts that finally reveal the murderer.

Miss Marple, an elderly spinster, was a typical English character, but where Poirot used logic and rational methods, Marple relied on her feminine intuition and empathy to solve crimes. She was born and lived in the village of

St. Mary Mead. Both Poirot and Marple did not have any family life, but Poirot also travelled much. Marple was featured in 17 novels, the first being “Murder at the Vicarage” (1930) and the last “Sleeping Murder” (1977). She was reportedly based on the author’s own grandmother.

Poirot, a former policeman, was forced to flee his country after the German invasion of Belgium in 1914. His assistant, Captain Hastings, married in the early 1930s and Poirot settled in London’s Whitehaven Mansions. Poirot was short – only five feet four inches tall. He had a waxed moustache, egg-shaped head and small feet.

In 56 years Christie wrote 66 detective novels, among the best of which are “The Murder of Roger Acroyd”, “Murder on the Orient Express” (1934), “Death on the Nile” (1937) and “Ten Little Niggers” (1939). In addition to these works, Christie wrote her autobiography (1977), and several plays, including “The Mousetrap”, which has run more than 30 years continuously in London, and had 8,862 performances at the Ambassadors Theatre. Christie’s first marriage broke up in 1926. Archie Christie, who worked in the City, announced that he had fallen in love with a younger woman, Nancy Neele. In the same year Christie’s beloved mother died. The story of Christie’s real life (love adventure) in the 1926, when she disappeared for a time and lived in a Harrow-gate hotel under the name Mrs Neele, was the basis for the film “Agatha”. It was directed in 1978 by Michael Apted. In title role was Vanessa Redgrave. Her divorce was finalized in 1928, and two years later she married the archaeologist Max Mallowan. She had met him on her travels in the Near East in 1927, and accompanied him on his excavation sites in Syria and Iraq. Mallowan was Catholic and fourteen years her junior; he became one of the most prominent archaeologist of his generation. Of her marriage the writer told reporters: “An archaeologist is the best husband any woman can have. The older she gets, the more interested he is in her.”

Christie’s most prolific period began in the late 1920s. During the 1930s she published four non-series mystery novels, fourteen Poirot novels, two Marple novels, two Superintendent Battle books, a book of stories featuring Harley Quin and another featuring Mr Parken Pyne, an additional Maru Westmacott book, and two original plays. In 1936 she published the first of six psychological romance novels under the pseudonym Mary Westmacott.

During World War II Christie worked in the dispensary of University College Hospital in London. After the war she continued to write prolifically, also gaining success on the stage and in the cinema. “Witness for the Prosecution”, for example, was chosen the best foreign play of the 1954–55 season by the New York Drama Critics Circle. Among the many film adaptations were “Murder on the Orient Express” (1974), directed by Sidney

Lument and with Albert Finney as Poirot, and “Death on the Nile” (1978) with Peter Ustinov as Poirot. Both films were nostalgic costume dramas.

Christie’s characters are usually well-to-do people. Often the comfortable lifestyle of her characters is undermined by financial problems, which lead to murder. In many stories the reader is fooled into suspecting an innocent character, but Christie was most innovating when she revealed the guilty part: it has been the narrator, a group of people or a serial killer who tries to hide an obvious motive for his killing one of the victims, and so forth.

Christie’s world view was conservative and rational. There is always a logical explanation for crimes, but society is not blamed. Murder is not a sign of degeneration of middle-class values. After the crime is solved, life continues happily. Although Christie’s writing career spanned over six decades, she registered changing manners and mores without fixating on the period between the two World Wars.

In 1967 Christie became president of the British Detective Club, and in 1971 she was made a Dame of the British Empire. Christie died on January 12, 1976 in Wallingford, Oxfordshire. With over one hundred novels and 103 translations into foreign languages, Christie was, by the time of her death, the best-selling English novelist of all time. As Margery Allingham said: Christie has “entertained more people for more hours at time than any other writer of her generation.”

2. *Answer the questions.*

1. Who are the main characters of Agatha Christie’s novels?
2. How many detective stories did Agatha Christie write?
3. Did Agatha Christie write only detective stories?
4. Where was Agatha Christie educated?
5. Why did Agatha Christie go to Paris at the age of 16?
6. Why didn’t Agatha Christie pursue a career in music?
7. Who persuaded Agatha Christie to devote herself to writing?
8. Where did Agatha Christie work during World War I?
9. What method of investigation did Hercule Poirot use?
10. How did Miss Marple investigate murders?
11. What are the best detective novels by Agatha Christie?
12. What period of Agatha Christie’s life is considered the most prolific?

3. *Match the following phrases with their Russian equivalents.*

1. Prolific	А. Продолжать карьеру
2. To encourage	В. Обнаружить убийцу
3. Accomplished pianist	С. Плодотворный
4. To pursue a career	Д. Наблюдать за поведением
5. Hospital dispenser	Е. Воодушевлять

6. To observe conduct	F. Невинный персонаж
7. To reveal the murderer	G. Опытный пианист
8. Innocent character	H. Фармацевт в больнице

4. Match the following words with their definitions.

1. Mystery	A. Producing much, plentiful
2. Creator	B. A fictitious name, especially one used by an author
3. Was directed	C. A book or other product having very large sales; very popular
4. Pseudonym	D. A novel, play, or movie dealing with a puzzling crime, especially a murder
5. Prolific	E. Control, manage or govern filming
6. Best-selling	F. A person that brings something into existence

5. Tell about the life and creative work of Agatha Christie.

Unit 2

1. Read the text and be ready to tell how the author started writing his stories.

Arthur Conan Doyle

Sir Arthur Ignatius Conan Doyle (1859–1930) was an author most noted for his stories about the detective Sherlock Holmes, which are generally considered a major innovation in the field of crime fiction, and for the adventures of Professor Challenger. He was a prolific writer whose other works include science fiction stories, historical novels, plays and romances, poetry, and non-fiction.

Arthur Conan Doyle was born on 22 May 1859, in Edinburgh, Scotland. From 1876 to 1881 he studied medicine at the University of Edinburgh. While studying, he also began writing short stories; his first published story appeared in “Chambers’ Edinburgh Journal” before he was 20. Following his term at university, he served as a ship’s doctor on a voyage to the West African coast. In June of 1882 Conan Doyle settled in Southsea, Portsmouth, England, where he set up a medical practice. The practice was initially not very successful; while waiting for patients, he began writing stories. His first significant work was “A Study in Scarlet”, which featured the first appearance of Sherlock Holmes. Future short stories featuring Sherlock Holmes were published in the English “Strand Magazine”.

“The Hound of the Baskervilles” is a crime novel by Sir Arthur Conan Doyle featuring the detective Sherlock Holmes. In the novel, Holmes and his assistant Dr. Watson are called to investigate a curse which is alleged to hang over the house of the Baskervilles. The rich landowner Sir Charles Baskerville is found dead in the park of his manor surrounded by the grim moor of Dartmoor,

in the county of Devon. His death seems to have been caused by a heart attack, but the victim's best friend, Dr. Mortimer, is convinced that the strike was due to a supernatural creature, which haunts the moor in the shape of an enormous hound, with blazing eyes and jaws. In order to protect Baskerville's heir, Sir Henry, who is coming to London from Canada, Dr. Mortimer asks for Sherlock Holmes's help, telling him also of the so-called Baskervilles' curse, according to which a monstrous hound has been haunting and killing the family males for centuries, in revenge for the misdeeds of Sir Hugo Baskerville, who lived at the time of Oliver Cromwell.

2. Answer the questions.

1. What do critics say about Sherlock Holmes stories?
2. Did Arthur Conan Doyle write stories only about Sherlock Holmes?
3. When did Arthur Conan Doyle write his first story?
4. What was Arthur Conan Doyle's profession?
5. Why did Arthur Conan Doyle begin to write stories?
6. What is the plot of "The Hound of the Baskervilles"?
7. What is the essence of the so-called Baskervilles' curse?

3. Match the following phrases with their Russian equivalents.

1. A major innovation	A. Служить корабельным доктором
2. To study medicine	B. Выводить в главной роли
3. To write short stories	C. Главное новаторство
4. To serve as a ship's doctor	D. Расследовать проклятие
5. Significant work	E. Изучать медицину
6. Featuring	F. Землевладелец
7. To investigate a curse	G. Писать рассказы
8. Landowner	H. Значительная работа

4. Match the following words with their definitions.

1. Science fiction	A. To issue a printed work to the public, as for sale
2. Historical novel	B. Sufficiently great or important to be worthy of attention; noteworthy
3. Victim	C. A literary genre that fictionalizes crimes, their detection, criminals, and their motives
4. To publish	D. A novel that has as its setting a usually significant period of history and attempts to convey the spirit, manners, and social conditions of a past age with realistic details
5. Significant	E. A person harmed, injured, or killed as a result of a crime, accident, or other event or action

6. Crime novel	F. Fiction based on imagined future scientific or technological advances and major social or environmental changes, frequently portraying space or time travel and life on other planets
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5. *Tell why Arthur Conan Doyle started to write and speak about his literary achievements.*

Unit 3

1. *Read the text and be ready to tell about individual traits characteristic of Virginia Woolf's prose.*

Virginia Woolf

Virginia Woolf (1882–1941) is a figure of multiple meanings: she stands as a symbol for intellectual life, for Modernism, for feminism, all at the same time. Modern critics put her novels alongside those of James Joyce, the greatest English Modernist writer. Woolf is one of the few English woman writers who became famous under her husband's surname, rather than her maiden surname or a pen-name – and this is paradoxical, because she had always struggled for women's own identity independent of men, and is famous for her 1929 essay "A Room of One's Own" expressing this idea.

Born into a family of a London intellectual, Virginia was well-read and acquainted with many writers, artists and critics since her early childhood. Though women were not admitted to English universities then, Virginia's parents, Julia and Leslie Stevens, encouraged her to get as much education as she could. Literature was appreciated in their family: interestingly, Virginia's elder sisters were called Vanessa and Stella, after the two heroines of Jonathan Swift. When she was in her teens, her brother Toby introduced her to two young men who were to become well-known critics – Lytton Strachey and Leonard Woolf. The former wanted to marry her in 1909, but she apparently liked Woolf more. She became Mrs. Woolf in 1912. At this time, she had nearly completed her first novel, "The Voyage Out", that was published 1915.

Her first novel is quite traditional in manner – it is a story of a young girl who grows into maturity and has to learn about love. In it Woolf already shows some individual traits characteristic of her prose: she rejects the Victorian standard of happy endings (her heroine dies) and does some experiments with language and style. Her prose becomes more and more experimental in the future. In "Mrs. Dalloway" (1925), her novel best known in Russia, the whole story takes place in a single day. "Orlando" (1928) is a fantasy biography of a 16th century man who was transformed into a woman and lived through many centuries; in "The Waves" (1931) the narration is shared between six different

people who recollect their pasts; in “Flush” (1933), the story of a 19th century woman poet, Elizabeth Browning, is told from the viewpoint of her dog Flush.

Woolf had lived long enough to see women’s admission to universities in 1930s, but when she was offered honorary university degrees, she declined all offers. Despite her successful career in literature and journalism, she suffered from heavy depressions. The emergence of fascism and especially the fact that many English intellectuals were enthusiastic about it undermined her mental health. World War II was too much for her: in autumn of 1940, she escaped London bombed by the Nazis, only to have a stronger depression attack and to drown herself in the River Ouse on February 26, 1941, three months before Hitler’s invasion of the USSR.

2. *Answer the questions.*

1. What ideas did Virginia Woolf support?
2. What can you tell about Virginia Woolf’s education?
3. What were the names of Virginia Woolf’s sisters? Why did they get these names?
4. What is her first novel about?
5. What are individual traits of Woolf’s prose?
6. How did Virginia Woolf’s prose change?
7. Who is the narrator of “Flush”?
8. Did Virginia Woolf get a university degree?

3. *Match the following phrases with their Russian equivalents.*

1. A figure of multiple meanings	A. Отвергать стандарты
2. Maiden surname	B. Повзростеть
3. Well-read	C. Многозначная фигура
4. To be not admitted	D. Вспоминать прошлое
5. Well-known critic	E. Девичья фамилия
6. To grow into maturity	F. Известный критик
7. To reject standards	G. Начитанный
8. To recollect the past	H. Не быть принятым

4. *Match the following words with their definitions.*

1. Pen-name	A. An academic rank conferred by a college or university after examination or after completion of a course of study, or conferred as an honour on a distinguished person
2. To encourage	B. The way that someone thinks about things in general, or the way he thinks about a particular thing
3. Heroine	C. An assumed name used by a writer instead of their real name
4. Viewpoint	D. Give support, confidence, or hope to someone

5. Degree	E. In a novel a woman admired or idealized for her courage, outstanding achievements, or noble qualities
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5. Explain why we call Virginia Woolf a “figure of multiple meanings”.

Unit 4

1. Read the text and be ready to tell why George Orwell’s biography was so extraordinary.

George Orwell

Eric Arthur Blair (1903–1950), better known by his pen name George Orwell, was an English author and journalist. His work is marked by keen intelligence and wit, a profound awareness of social injustice, a passion for clarity in language and a belief in democratic socialism.

Blair’s biography was quite extraordinary: he was born in Bengal into a family that he later would ironically call “lower-upper-middle class”. He was educated in England and then took the job of an official of the Indian Imperial Police in Burma. But after five years of service, he got very ill and had to return home. In early 1930s, Blair took up journalism and in 1933 his pen name of “George Orwell” was first adopted. He said that it sounded like a “round English name”.

Orwell was one of the most politically active writers. In 1937, he fought in the Spanish Civil War on the side of the Republicans and was wounded in the throat. His wound prevented him from military service during the World War I, but in 1941 Orwell was taken on full time by the BBC’s Eastern Service. He supervised cultural broadcasts to India to counter propaganda from Nazi Germany designed to undermine Imperial links. This was Orwell’s first experience of the rigid conformity of life in an office. But it gave him an opportunity to create cultural programmes with contributions from the most famous contemporary writers, such as T. S. Eliot. His BBC experience led him to some conclusions on how language could work. In his essay “Politics and the English Language” (1946), Orwell wrote about the importance of honest and clear language and said that vague writing can be used as a powerful tool of political manipulation.

This idea was fully developed in his best-known novel, “1984”. By its genre, it is a dystopia. It shows a possible future under the regime of Ingsoc (abbreviation from “English Socialism”). Orwell describes how the state controls thought by controlling language, making certain ideas literally unthinkable. In fact, much of the novel’s atmosphere is reminiscent of actual daily life in late 1940s, and one of Orwell’s sources of inspiration was the experience of his wife, Eileen, who worked in the Censorship Department in London.

The other famous dystopia by Orwell is his 1945 “Animal Farm”, arranged like a fable where animals try to overthrow people’s authority and live on their own, but end up adopting the worst human habits, such as enslaving each other.

2. *Answer the questions.*

1. What is George Orwell’s real name?
2. What was George Orwell?
3. Where was George Orwell born?
4. Where did George Orwell get education?
5. Did George Orwell participate in World War II as a soldier?
6. Where did George Orwell work during World War II?
7. What was George Orwell’s attitude to language?
8. What is the genre of George Orwell’s novel “1984”?
9. What inspired George Orwell to write the novel “1984”?
10. What is the plot of “Animal Farm”?

3. *Match the following phrases with their Russian equivalents.*

1. Pen name	A. Источник вдохновения
2. Keen intelligence	B. Отдел цензуры
3. Years of service	C. Псевдоним
4. To take up something	D. Руководить трансляцией
5. Military service	E. Острый ум
6. To supervise broadcast	F. Военная служба
7. Source of inspiration	G. Годы службы
8. Censorship Department	H. Заняться чем-либо

4. *Match the following words with their definitions.*

1. Genre	A. Occupying or using the whole of someone’s available working time, typically 40 hours in a week
2. Dystopia	B. To transmit (a program or some information) by radio or television
3. Full time	C. A category of artistic composition in literature, characterized by similarities in form, style, or subject matter
4. To broadcast	D. An imagined place or state in which everything is unpleasant or bad, typically a totalitarian or environmentally degraded one

5. *Explain why the biography of George Orwell was quite extraordinary.*

Unit 5

1. Read the text and be ready to tell about the fate of the author and his works.

Boris Pasternak

(1890–1960)

Boris Leonidovich Pasternak was a Russian poet whose novel “Doctor Zhivago” helped him to win the Nobel Prize for Literature in 1958. An epic of wandering, spiritual isolation, and love amid the harshness of the Russian Revolution and its aftermath, the novel became an international best seller.

Pasternak grew up in a refined, artistic, Russian Jewish family. His father was an art professor and a well-known artist. His mother Rosa Kaufman was a pianist. Young Pasternak himself planned a musical career. He studied musical theory and composition for six years, then abruptly switched to philosophy courses at Moscow University and the University of Marburg (Germany). Physically disqualified for military service, he worked in a chemical factory in the Urals during World War I. After the Revolution he worked in the library.

His first volume of poetry was published in 1914, the year that he met Vladimir Mayakovsky. In 1917 the second volume, “Poverkh baryerov” appeared. With the publication in 1922 of “Sestra moya – zhizn”, composed for the most part in the revolutionary months of 1917, he was recognized as a major new voice in Russian lyric poetry. Marked by Symbolist and Futurist influence, his poems of that period were stylistically unique, both in the rhythmic pattern and in a successful displacement of the poet’s lyric “I” onto the outside world.

Like many of his contemporaries, Pasternak welcomed the Revolution. Although he refused to follow his family into emigration, his acceptance of the new order was neither complete nor unambiguous. After the publication of his fourth volume of poetry, “Temy i variatsii” (1923), he turned to the genre of the long narrative poem. A new, more mature and tragic understanding of the role of the intelligentsia, especially the artist, marks his experimental autobiography, “Okhrannaya gramota”, that was heavily censored, came out in 1931. In 1934, at the First Congress of Soviet Writers, Pasternak was proclaimed the premier Soviet poet and was sent to Paris to the antifascist First International Congress for the Defense of Culture in 1935 to represent the Soviet Union. Little original poetry or prose was produced by Pasternak in the late 1930s, as he turned his attention to poetic translation of contemporary Georgian poets, Shakespeare’s tragedies and Goethe’s “Faust”. In the press, Pasternak became an object of increasingly harsh criticism.

During World War II Pasternak’s earlier poetry was reprinted, and he was allowed to publish his new collections of patriotic verse “Na rannikh poezdakh” (1943) and “Zemnoy prostor” (1945). After the War he earned his living by translating European classics and worked feverishly on his novel, “Doctor

Zhivago”, a project about the life of his generation that he had begun and abandoned several times in the previous decades.

Reminiscent of the famous Russian 19th-century classics, “Doctor Zhivago” is nevertheless a self-reflective 20th-century novel, whose central subject is the artist and art itself, as they are shaped by the spirit and the events of their time. After their deaths those artists and their art come to represent the experience of their culture and country. The novel’s protagonist, Yury Zhivago is a physician and a poet, a man with a brilliant mind and uncanny diagnostic intuition but one who is weak-willed and fatalistic. The novel recounts Zhivago’s life from his early years through the Revolution of 1905, World War I, the 1917 Revolution, and the Civil War (1918–20), to his death in Moscow in 1928 from a heart attack. An epilogue deals with the fate of his lost daughter and friends at the end of World War II who are anticipating the publications of Zhivago’s poetry. The last book of the novel is a cycle of poems under the title “Poems of Yury Zhivago.” The novel was completed in 1955 but it was rejected to be published. The manuscript of the novel was published in Italian translation in 1957 by an Italian publishing house that had bought rights to it from Pasternak. By 1958, the year of its English edition, the book had been translated into 18 languages and, together with his achievement in lyric poetry, earned its author the Nobel Prize for Literature.

2. *Answer the questions.*

1. What does the novel “Doctor Zhivago” narrate about?
2. What can you tell about Boris Pasternak’s family?
3. What did young Boris Pasternak dream to become?
4. Where did Boris Pasternak study?
5. Where did Boris Pasternak work during World War II and after the Revolution?
6. When did Boris Pasternak get recognition?
7. What was Boris Pasternak’s attitude to the Revolution?
8. What aspect of literary work did Boris Pasternak concentrate on in the late 1930s?
9. How did Boris Pasternak earn his living after the War?
10. What happened to the novel “Doctor Zhivago” after it had been written?

3. *Match the following phrases with their Russian equivalents.*

1. Spiritual isolation	A. Ожидать
2. Refined family	В. Быть перепечатанным
3. Contemporaries	С. Духовная изоляция
4. More mature	D. Все более жесткая критика

5. To be proclaimed	Е. Изысканная (утонченная) семья
6. Increasingly harsh criticism	Ф. Современники
7. To be reprinted	Г. Быть провозглашенным
8. To anticipate	Н. Более зрелый

4. Match the following words with their definitions.

1. Best seller	A. The leading character or one of the major characters in a drama, novel
2. To censor	B. A section at the end of a book or play that serves as a comment on or a conclusion to what has happened
3. Protagonist	C. A book that sells in very large numbers
4. Epilogue	D. To examine a book officially and suppress unacceptable parts of it
5. Manuscript	E. A book written by hand rather than typed or printed

5. Tell about Boris Pasternak's life and genres of his literature.

Unit 6

1. Read the text and be ready to tell about major works of the writer.

Toni Morrison

(Born 1931)

Toni Morrison, original name Chloe Anthony Wofford, is an American writer noted for her examination of black experience within the black community. She received the Nobel Prize for Literature in 1993.

Morrison grew up in the American Midwest in a family that possessed an intense love of and appreciation for black culture. Storytelling, songs, and folktales were a deeply formative part of her childhood. She attended Howard University and Cornell University. After teaching at Texas Southern University for two years, she taught at Howard from 1957 to 1964. In 1965 Morrison became a fiction editor at Random House, where she worked for a number of years. In 1984 she began teaching writing at the State University of New York at Albany, which she left in 1989 to join the faculty of Princeton University. She retired in 2006.

Morrison's first book, "The Bluest Eye" (1970), is a novel of initiation concerning a victimized adolescent black girl who is obsessed by white standards of beauty and longs to have blue eyes. In 1973 a second novel, "Sula", was published; it examines the dynamics of friendship and the expectations for conformity within the community. "Song of Solomon" (1977) is told by a male narrator in search of his identity; its publication brought Morrison national attention. "Tar Baby" (1981), set on a Caribbean island, explores conflicts of race, class, and sex. The critically acclaimed "Beloved" (1987), which won a Pulitzer Prize for fiction, is based on the true story of a runaway slave who, at

the point of recapture, kills her infant daughter in order to spare her a life of slavery. A film adaptation of the novel was released in 1998 and starred Oprah Winfrey. In 1992 Morrison released “Jazz”, a story of violence and passion set in New York City’s Harlem during the 1920s. Subsequent novels were “Paradise” (1998), a richly detailed portrait of a black utopian community in Oklahoma, and “Love” (2003), an intricate family story that reveals the myriad facets of love and its ostensible opposite. “A Mercy” (2008) deals with slavery in 17th-century America. In the redemptive “Home” (2012), a traumatized Korean War veteran encounters racism after returning home and later overcomes apathy to rescue his sister. In “God Help the Child” (2015), Morrison chronicled the ramifications of child abuse and neglect through the tale of Bride, a black girl with dark skin who is born to light-skinned parents.

A work of criticism, “Playing in the Dark: Whiteness and the Literary Imagination”, was published in 1992. Many of Morrison’s essays and speeches were collected in “What Moves at the Margin: Selected Nonfiction” (2008). She and her son, Slade Morrison, co-wrote a number of children’s books, including the Who’s Got Game? series, “The Book About Mean People” (2002), and “Please, Louise” (2014). She also penned “Remember” (2004), which chronicles the hardships of black students during the integration of the American public school system.

The central theme of Morrison’s novels is the black American experience; in an unjust society, her characters struggle to find themselves and their cultural identity. Her use of fantasy, her sinuous poetic style, and her rich interweaving of the mythic gave her stories great strength and texture. In 2010 Morrison was made an officer of the French Legion of Honour. Two years later she was awarded the U.S. Presidential Medal of Freedom.

2. Answer the questions.

1. What is the original name of Toni Morrison?
2. When did she receive the Nobel Prize for Literature?
3. What was a deeply formative part of her childhood?
4. What was Toni Morrison’s post at Random House?
5. What was Morrison’s first book “The Bluest Eye” about?
6. What does “Sula” examine?
7. What is “Beloved” based on?
8. What spheres of literature has Toni Morrison contributed to?
9. What is the central theme of Toni Morrison’s novels?

3. Match the following phrases with their Russian equivalents.

1. A fiction editor	А. Быть награжденным
2. A male narrator	В. Экранизация
3. Critically acclaimed	С. Литературный редактор

4. Runaway slave	D. Несправедливое общество
5. Recapture	Е. Рассказчик-мужчина
6. A film adaptation	Ф. Приветствуемый критиками
7. An unjust society	Г. Поимка беглеца
8. To be awarded	Н. Сбежавший раб

4. Match the following words with their definitions.

1. Folktale	A. Write or compose
2. To award	B. A story originating in popular culture, typically passed on by word of mouth
3. To pen	C. To give something as an official prize
4. Identity	D. A person who is in charge of and determines the final content of a text, particularly a newspaper or magazine
5. Editor	E. The fact of being who or what a person or thing is

5. Tell about the peculiarities of Toni Morrison's creative work.

Unit 7

1. Read the text and be ready to tell about a hybrid literary genre that Svetlana Alexievich has created.

Svetlana Alexievich

(Born 1948)

Svetlana Alexievich is a Belarusian journalist and prose writer who was born in Stanislav, Ukraine, USSR. She is a Russian-language author of meticulously crafted works of depth and introspection that provided a compelling and uncompromising portrayal of the social and political upheaval within the Soviet Union from the post-war era to the fall of communism. She won the Nobel Prize for Literature in 2015. One of a minority of laureates recognized as a dedicated writer of nonfiction, Alexievich devised a hybrid literary genre that evolved as “the closest possible approximation to real life”, wherein human voices were allowed to speak for themselves about the main events of the age. Her body of work constituted “a living history” of Soviet and post-Soviet culture that provoked controversy and official repudiation. The first Belarusian author and the 14th woman to win the literature prize, Alexievich was cited by the Swedish Academy “for her polyphonic writings, a monument to suffering and courage in our time”.

Alexievich was born to a Belarusian father in military service and a Ukrainian mother; both were teachers. From 1967 to 1972 she studied journalism at the University of Minsk; afterward she worked as a reporter in Bereza, Brest region, and then in Minsk. Influenced by the oral tradition of Russian storytelling and the innovative literary reportage of prominent

contemporary authors Ales Adamovich and Artyom Borovik she blended journalism and literature as a means to create what she described as “a history of human feelings.” Deemed unpatriotic and seditious by authorities, her early works remained unpublished until the political reformation in the mid-1980s initiated by Soviet leader Mikhail Gorbachev’s liberalizing policy of perestroika.

In 1985 Alexievich published “U voyny ne zhenskoe litso”, an investigative study that chronicled the lives of Soviet women during World War II, followed that same year by “Poslednie svideteli”, a collection of reminiscences of war as seen through the eyes of children. Based on detailed research and interviews with hundreds of women, “U voyny ne zhenskoe litso” earned widespread critical recognition and established her reputation as an “oral historian” of collective identity. Alexievich designated the publication as the first volume of a literary cycle, “Voices of Utopia”, which was designed to depict life in the Soviet Union through what people “thought, understood, and remembered”.

Published in 1990, “Tsinkovye malchiki” exposed the hidden, undocumented futility of the Soviet intervention (1979–1989) in the Afghan War (1978–1992) and served to demystify the role of nationalism and Soviet autonomy. The title referred to the zinc coffins used by the military to return the Soviet dead. In 1997 she published “Chernobylskaya molitva: khronika budushchego”, which confronted the devastating consequences of the Chernobyl disaster as told by witnesses and victims of the catastrophic nuclear power station accident. Labelled a dissident journalist with anti-Soviet sentiments, she experienced intimidation as well as harassment: her writing was subjected to censorship or banned from publication, she was publicly denounced for “defamation” and “slander,” and her opposition to the political regime in Belarus forced her into an extended period of self-imposed exile. Nevertheless, she persisted on her chosen path. She enlarged the scope of her creative vision with the publication in 2013 of “Vremya sekond khend”, which examined the legacy of communism in the aftermath of the demise of the Soviet Union.

As a writer, Alexievich achieved international status and got numerous literary awards. Determined to capture and preserve the essence of humanity from the stories of those who lived through the events that shaped the history of the former Soviet Union and modern-day Belarus, Alexievich perceived her craft as a literary art that reflected the struggle for truth, dignity, and self-worth.

2. *Answer the questions.*

1. What period of life does Svetlana Alexievich describe in her literary work?

2. Why does Svetlana Alexievich belong to a minority of laureates who got the Nobel Prize for Literature?

3. What did Svetlana Alexievich study at University?
4. Where did Svetlana Alexievich work?
5. How did Svetlana Alexievich create “a history of human feelings”?
6. What did “Tsinkovye malchiki” demystify?
7. Why was Svetlana Alexievich writing subjected to censorship and banned from publication?

3. Match the following phrases with their Russian equivalents.

1. Prose writer	A. Сталкиваться
2. Social and political upheaval	B. Современные авторы
3. To demystify	C. Прозаик
4. To blend journalism and literature	D. Разрушительные последствия
5. To earn widespread critical recognition	E. Получить широкое признание критиков
6. Contemporary authors	F. Демистифицировать
7. To confront	G. Смешивать литературу и журнализм
8. Devastating consequences	H. Социальный и политический сдвиг

4. Match the following words with their definitions.

1. Hybrid	A. A result or effect of an action or condition
2. Consequence	B. A thing made by combining two different elements; a mixture
3. Legacy	C. Acknowledge the validity of someone
4. Recognized	D. Some things left to someone in a will

5. Tell about Svetlana Alexievich’s creative work and a hybrid literary genre she devised.

Test 7. Outstanding Writers

1. A British author of mystery novels Agatha Christie was a creator of ...
1) Tom Sawyer 2) Sherlock Holmes 3) Hercule Poirot
2. During World War I Agatha Christie worked as ...
1) a hospital dispenser 2) a writer 3) a pianist
3. The typical English character of Agatha Christie, Miss Marple, an elderly spinster, investigating a crime, relied on ...
1) rational methods 2) feminine intuition 3) witness testimony
4. Arthur Conan Doyle studied ... at the University.
1) history 2) writing 3) medicine
5. During the World War II George Orwell was a representative of ...
1) the Indian Imperial Police 2) military service 3) BBC’s Eastern Service

6. George Orwell's novels, "1984" and "Animal Farm", by genre are ...
 1) romances 2) a dystopias 3) fairy tales
7. Young Boris Pasternak himself planned a ...career.
 1) literary 2) research 3) musical
8. In the late 1930s Pasternak turned his attention to ...
 1) research work 2) poetic translation 3) writing prose
9. The position of Toni Morrison at Random House was ...
 1) a literary agent 2) a fiction editor 3) a journalist
10. "Beloved" by Toni Morrison is based on ...
 1) folk tales 2) imagination of the author 3) the true story of a runaway slave
11. Morrison and her son, Slade Morrison, co-wrote a number of books for ...
 1) white people 2) children 3) elderly people
12. Svetlana Alexievich is one of a minority of Nobel Prize laureates because she writes ...
 1) a blog 2) poetry 3) nonfiction
13. Due to "U voyny ne zhenskoe litso" Alexievich has got a reputation of ...
 1) a modern blogger 2) a good journalist 3) an oral historian

Chapter IX

READING PROCESS

Unit 1

1. Read the text and be ready to tell how fiction influences people.

Novel Delights

Reading fiction is a surprisingly social process. A study in press at the "Journal of Research in Personality" showed that frequent readers of narrative fiction scored higher on tests of empathy than did readers of nonfiction. A follow-up study showed that fiction could actually hone these skills. People assigned to read a "New Yorker" short story did better on a subsequent social-reasoning task than did those who read an essay from the same magazine.

Raymond Mar, a doctoral candidate in psychology at the University of Toronto and lead author of both studies explains that all stories are about people and their interactions – romance, tragedy, conflict. Stories often force us to empathize with characters that are quite different from us, and this ability could help us better understand many kinds of people we come across in the real world.

Lisa Zunshine is an English professor at the University of Kentucky and author of "Why We Read Fiction" agrees. L. Zunshine argues that as social creatures we're drawn to fiction because stories require us to "read minds" – to guess what a character is thinking or feeling when she glances at her watch or trembles at the mention of another's name. Different genres flex different mind-reading muscles: detective novels have us suspect every character of lying,

while Jane Austen's novels engage us in a complex game of figuring out "what he was thinking about what she was thinking", L. Zunshine says. Playing these games as readers, she believes, gives us the satisfying feeling that we'll fare well in the real world, which calls on mind-reading skills all the time.

So why do we turn to fiction at all, when we can enjoy the real thing? For starters, works of fiction don't simply mimic real life. They intensify it and make it much more interesting. What's more, stories let us play with the fire of emotions from a safe remove. Keith Oatley, a psychology professor at the University of Toronto, explains that a reader knows that this whole set of events is contained and he can get up and leave or he can put his book down. With a thriller, for example, readers can feel the hero's grief and anxiety without actually losing their family or being pursued by assassins. And unlike real friends, reader's literary soul mates expect nothing of him. As Oatley explains that a reader gets these emotions for free.

At its best, fiction can change our thoughts and actions, too. Victoria Long of Stockton, California, read "Anna Karenina" while going through a rough patch with her husband. Thinking of leaving him, she was drawn to the story of Anna running off with her lover. But Anna's eventual suicide, V. Long says, made her think of the ways that she was taking her life. It made her realize that she should be happy with her husband, who loved her as much as Anna's husband, but fought for her instead of letting her go. "Anna Karenina" like many great works offers perspective and hope. In fact, when Jackie Stanley of Greensboro, North Carolina, practiced divorce law, she'd recommend the Russian classic to her clients who couldn't see past their current crises. J. Stanley points out that it's a big, messy book, but it has the most meaningful ending in literature. Your life may be messy, but that's all part of the plot, she explains. To get the full experience, a reader has to keep turning the page. Stanley wrote "Reading to Heal", which explored bibliotherapy, a field founded on the potential of books to help people work through their problems.

Although bibliotherapy has been practiced for decades, especially with children and adolescents, research psychologists have just begun to explore how and when readers connect with fiction. One clue to a good match, according to research out of Oatley's lab, seems to be the right emotional distance: For the story to work its magic, it should remind us of personal experiences neither too recent nor raw nor so remote that they no longer touch us. If you find yourself returning again and again to lighter fare, there's no need to feel bad. Mysteries and romances are likely to boost your empathy and social savvy, and they definitely will shift your focus from self to others, according to psychologist Victor Nell, author of "Lost in a Book". According to him a good read completely envelopes us in a trancelike state. This state resembles "flow", immersion so deep and satisfying that we don't notice the hours flying by, says

Melanie C. Green, an assistant professor of psychology at the University of North Carolina at Chapel Hill. According to Green and Nell, such engrossing reading dispels negative thoughts. By reading fiction we get into a whole different world and leave that other stuff behind. If you're feeling self-absorbed, get absorbed in a good book.

2. *Answer the questions.*

1. What skills can fiction actually hone?
2. What do stories force us to do?
3. How can the ability to empathize with characters help a reader?
4. Why does fiction draw readers?
5. What mind-reading muscles do different genres flex?
6. Why do we turn to fiction, when we can enjoy the real life?
7. What is a bibliotherapy?
8. Whom was bibliotherapy practiced with?
9. What does "emotional distance" mean?

3. *Match the following phrases with their Russian equivalents.*

1. Frequent readers	A. Подражать реальной жизни
2. To hone skills	B. Личные впечатления
3. To come across	C. С безопасной дистанции
4. Social creatures	D. Постоянные читатели
5. To engage in a complex game	E. Встречаться
6. From a safe remove	F. Оттачивать навыки
7. To mimic real life	G. Вовлекать в сложную игру
8. Personal experiences	H. Социальные существа

4. *Match the following words with their definitions.*

1. Narrative	A. A play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character
2. Nonfiction	B. The use of books as therapy in the treatment of mental or psychological disorders
3. Thriller	C. A spoken or written account of connected events; a story
4. Bibliotherapy	D. Prose writing that is based on facts, real events, and real people, such as biography or history
5. Empathy	E. A novel, play, or movie with an exciting plot, typically involving crime or espionage
6. Tragedy	F. The ability to understand and share the feelings of another

5. *Tell how reading fiction can change the lives of people.*

Unit 2

1. *Read the text and be ready to tell about the advantages of those children whose mother tongue is Russian.*

Russian Readers Learn to Read More Accurately and Faster

Children whose mother tongue is Russian and who acquired literacy in their home language before entering first grade received higher grades on reading skills tests than their peers who speak only Hebrew or those who speak Russian but have not learned how to read it. This was revealed in a study recently completed at the University of Haifa. The researcher, Dr. Mila Schwartz, pointed out that because of the linguistic complexity of the Russian language, it can be deduced that knowing how to read and write Russian will give children an advantage when learning to read other languages.

The research, which was conducted under the direction of Dr. Mark Leikin and Prof. David Share, evaluated 129 first graders that were divided into three groups: bilingual Hebrew and Russian speakers who had acquired literacy skills in Russian before being exposed to Hebrew reading skills; bilingual children who spoke but had not learned how to read Russian; and monolingual Hebrew speakers. The research involved administering tests which evaluated the children's language skills at the beginning of first grade and tests that evaluated their reading and writing skills at the end of first grade.

The results revealed that children who acquired Russian reading skills before learning to read Hebrew showed a distinct advantage over the other groups in their ability to distinguish between sounds and greater fluency and accuracy in reading. The research did not find any differences in the reading skills of monolingual Hebrew speakers and bilingual Hebrew and Russian speakers who did not read Russian. According to Dr. Schwartz, this result supports the existing theories that bilingualism alone does not enhance development of reading skills but that reading skill acquisition is easier when a child already knows how to read another language.

In addition, the research evaluated 107 fifth grade children, who were divided into the same three groups. In this part of the research the acquisition of English reading skills was evaluated. As in the first part of the study, a distinct advantage was recorded in reading acquisition among the group of children who had learned to read Russian first.

According to Dr. Schwartz, even those who learned how to read Russian but rarely use it showed increased abilities in reading acquisition. She also added that most of the research done in this field has evaluated knowing how to read English as being helpful in acquiring reading skills. However, as English is considered an "irregular language" in terms of the connection between letters and sounds, it was difficult to draw conclusions about knowing how to read English as being an aid when acquiring reading skills. Russian, on the other

hand, is considered a unique language in terms of its linguistic structure and connection between letters and sounds and was therefore found to be helpful in later acquiring reading skills in other languages.

2. *Answer the questions.*

1. Who receives higher grades on reading skills tests?
2. How does the knowledge of reading and writing Russian help children?
3. How many children did participate in the research?
4. How did the researchers divide children into groups?
5. What did the research involve?
6. What did the results reveal?
7. What conclusion did the researchers come to?
8. Why is English considered an “irregular language”?
9. Why is Russian considered a unique language?

3. *Match the following phrases with their Russian equivalents.*

1. To acquire literacy	A. Явное преимущество
2. Linguistic complexity	B. Точность в чтении
3. To conduct the research	C. Овладеть грамотностью
4. To evaluate	D. Большая беглость
5. Language skills	E. Языковая сложность
6. Greater fluency	F. Проводить исследование
7. Accuracy in reading	G. Оценивать
8. A distinct advantage	H. Языковые навыки

4. *Match the following words with their definitions.*

1. Monolingual	A. The ability to do something well; expertise
2. Acquisition	B. A character representing one or more of the sounds used in speech; any of the symbols of an alphabet
3. Letter	C. The learning or developing of a skill, habit, or quality
4. Skill	D. A person who speaks only one language

5. *Tell how the knowledge of Russian helps children at school.*

Unit 3

1. *Read the text and be ready to tell about measures offered to encourage children to read.*

TV Threat to Children’s Reading

Children should spend less time playing computer games and more time reading with their parents. There is a danger that reading is getting pushed out by television, the internet and computer games. Flanked by Gordon Brown at the

Number 10 launch of the National Year of Reading, Mr. Balls said that 15 % of children were never read to by their parents.

The prime minister said reading was not just a joy, but a route out of poverty. He added: “It’s not just the joy of reading, father-to-son or in the classroom. It’s also the benefits of reading. It’s probably one of the best anti-poverty, anti-deprivation, anti-crime, anti-vandalism policies you can think of”.

Launching the nationwide campaign to get more adults and more children reading and enjoying books, Mr. Balls made a plea to parents to spend more time reading with their children. Out of school children are using the internet and computers, but too often they are playing games and not reading. There are now lots of different ways children can spend their time such as playing on their computers and watching numerous television channels. With more parents working, there’s a danger that reading gets pushed out. He added: “All parents have to strike the right balance. TV is great – children learn from TV”. And, as parents, we all have to plonk our children down in front of the TV from time to time to make dinner. Computers are great as well but we have also got to make space for reading too.

Former children’s laureate Michael Morpurgo asked for teachers to be given more time in school to “pass on the love of books” without having to have a learning outcome. His plea was addressed to ministers to give that time to free up teachers. He suggested teachers could spend half an hour at the end of each day reading aloud to children simply for enjoyment. It could be the time for letting children look out of the school window and dream. He also argued that using phonics, a literacy method where words are broken down into sounds, to promote reading was “putting the cart before the horse”. All of that is useless if there is no enjoyment.

Mr Balls said: “Teaching the fun and enjoyment of reading – I think that is completely right and I want schools to be doing more of that”.

TV presenter Richard Madeley said that getting celebrities to promote reading to children would help ensure the campaign did not simply preach to the converted. It would be great if figures like racing driver Lewis Hamilton came on board and explained they would not have been able to achieve what they did without learning to read.

2. Answer the questions.

1. What danger does exist in the modern world?
2. Do all parents read to their children?
3. What did the Prime Minister compare reading with?
4. What campaign did Mr. Balls launch?
5. How can children spend their time nowadays?

6. What idea did former children's laureate Michael Morpurgo put forward?

7. Who can help to ensure reading campaign?

3. Match the following phrases with their Russian equivalents.

1. To push out	A. Телеведущий
2. The joy of reading	В. Чтение вслух
3. The benefits of reading	С. Выталкивать/вытеснять
4. Nationwide campaign	Д. Поместить
5. To make a plea	Е. Радость чтения
6. To plonk down	Ф. Польза чтения
7. Reading aloud	Г. Общенациональная кампания
8. TV presenter	Н. Обратиться с призывом

4. Match the following words with their definitions.

1. Outcome	A. A request made in an urgent and emotional manner
2. Plea	B. Audibly; not silently or in a whisper
3. (Reading) aloud	C. The way a thing turns out; a consequence
4. Celebrity	D. A famous person

5. Tell about the measures the British government is going to take to prevent the harm of excessive TV watching to reading.

Test 8. Reading Process

1. What readers did score higher on tests of empathy?

1) of poetry 2) of nonfiction 3) of narrative fiction

2. Bibliotherapy has been practiced for decades with ...

1) office clerks 2) children and adolescents 3) programmers

3. Bilingualism alone does enhance development of reading skills.

1) it is not proved 2) no 3) yes

4. What language is considered to be helpful in later acquiring reading skills in other languages?

1) English 2) Russian 3) Hebrew

5. The British Government launched the nationwide campaign to get more adults and more children involved in ...

1) playing computer games 2) reading 3) watching TV

6. Who will help ensure the campaign launched by the British Government?

1) parents 2) teachers 3) celebrities

7. L. Zunshine tells that we're drawn to fiction because we can ...

1) stay at home with a book 2) read minds 3) postpone other things for later

8. Different genres have the same effect on a reader.

1) the topic hasn't been studied yet 2) no 3) yes

9. Why do we turn to fiction at all, when we can enjoy the real thing?

1) to mimic real life 2) life in a book isn't so intensified 3) a reader can play with emotions from a safe remove

10. Psychologists have just begun to explore how and when readers connect with fiction. A good match, according to researchers, is ...

1) good book reviews 2) the right emotional distance 3) a new book for a reader

Chapter X JOURNALISM

Unit 1

1. Read the text and be ready to tell about different types of Print Mass Media existing in Belarus.

Print Mass Media in Belarus

In 2018 743 newspapers and 866 magazines were published in Belarus. More than two thirds of them are private. Printed press is available mainly in the Belarusian and Russian languages, though there are some newspapers in English, Polish, Ukrainian and German. The most influential newspapers include "Belarus Segodnya" and "Respublika". Local editions of major Russian newspapers "Komsomolskaya Pravda" and "Argumenty i Fakty" are very popular in Belarus, too. All in all, more than 4,000 print media outlets are distributed throughout the country, including those from Russia, Ukraine, Kazakhstan, the USA, the UK, Germany, Italy, France, the Netherlands, Poland, Lithuania and Latvia.

Nine national news agencies, including seven private ones, operate in Belarus. The BelTA News Agency is the country's biggest news agency, having the correspondent network in all the regions of the country. Besides the local news agencies, Russia's TASS and Prime news agencies have their offices in Minsk. The correspondents of the leading world agencies Reuters, Associated Press, Xinhua also work in Minsk.

174 radio broadcast stations and 102 television broadcast stations in Belarus represent E-media in the country. 26 radio stations and 57 TV broadcast stations were private. The majority of public radio stations are run by the local authorities.

There are around 30 FM radio stations in Belarus, including Radius FM, Radio Unistar (Belarusian-German media project), Europe plus and others. The target audience of the Belarus radio station is foreigners interested in local events. The radio station airs programs not only in Belarusian and Russian, but also in English, German, Polish, French, Spanish and Chinese.

There are national TV broadcasters in Belarus: Belarus 1 TV Channel, Belarus 2 (targeting youth audience), Belarus 3 (social and cultural), Belarus 5 (sport), National Television (ONT), Capital city television (STV).

A new regional TV channel Belarus 4 has been available since September 2015. The channel provides a platform for all the regions of the country. In each region the channel offers an original TV product with a different label for each region: Belarus 4 Mogilev, Belarus 4 Gomel and so on.

The first and only Belarusian international satellite TV channel, Belarus 24, began broadcasting in 2005. Today it broadcasts 24/7 for 270,000,000 viewers in 100 countries. The main TV content is news and analysis of major events in the country and the world, interesting TV projects, high-quality films, and, of course, a lot of programs about Belarus: the unique history and culture of the country, the main attractions and tourist destinations, Belarusian cuisine, famous brands, outstanding people.

The programs of the channel are transmitted via ABS-2, HotBird A13 and Galaxy 19 satellites. The channel is available to viewers in Europe, Middle East, Central Asia, Africa and North America. The programs are aired 24/7 in the Russian and Belarusian languages. The channel also provides online broadcasting on the Internet.

Around 200 international channels, including Euronews, BBC, Eurosport are broadcasted via cable TV in Belarus. In June 2015 Belarus completed the switch from analog to digital broadcast television. Today digital broadcasting is available practically to 100 % of the population.

The Constitution of the Republic of Belarus guarantees the freedom of thought, belief and expression, prohibits the monopolization of the media and censorship. The Law “On Mass Media” formalizes the basic principles of mass media’s activity: accuracy, equality, respect for human rights and freedoms, diversity of views; protection of morals; observance of the norms of journalist’s professional ethics. The law is the basis for introducing the elements of self-regulation in the media field in Belarus. In the country the Public Coordination Council on the Media was set up. It consists of representatives of mass media, journalism organizations and experts.

There are Media and publishing forums in Belarus. They are International expo Mass Media in Belarus, Belarusian international media forum, Partnership for the Future, Forum of young journalists, Minsk International Book Fair.

2. *Answer the questions.*

1. What is the ratio of private and state printed press?
2. What are the main languages of printed press?
3. What are the most influential newspapers in the country?
4. What local editions of major Russian newspapers are popular in Belarus?

5. What can you tell about the correspondent network of the BelTA News Agency?

6. What leading world agencies can be found in the country?

7. How E-media is represented in the country?

8. What is the target audience of radio stations?

9. When did international satellite TV channel, Belarus 24, begin broadcasting?

10. What is the main TV content of Belarus 24?

11. What viewers can watch Belarus 24?

12. What happened in June 2015 in Belarus?

13. What regulates the work of Mass Media?

14. What publishing forums does Belarus have?

3. Match the following phrases with their Russian equivalents.

1. To be available	A. Радиостанции
2. Local editions	B. Транслировать программы
3. Print media outlets	C. Целевая аудитория
4. National news agencies	D. БЫТЬ ДОСТУПНЫМ
5. The correspondent network	E. Национальные агентства новостей
6. Radio broadcast stations	F. Местные издания
7. Target audience	G. Выпуски газет
8. To air programs	H. Корреспондентская сеть

4. Match the following words with their definitions.

1. Newspaper	A. A periodical publication containing articles and illustrations, typically covering a particular subject or area of interest
2. Magazine	B. To deliver things to a number of people
3. Professional ethics	C. A printed publication consisting of folded unstapled sheets and containing news, feature articles, advertisements

4. To distribute	D. A set of principles, affirming a specified group, field, or form of conduct
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5. Tell about different types of Media existing in Belarus.

Unit 2

1. Read the text and be ready to tell about the work of the company.

The BBC World Service

(The British Broadcasting Corporation)

Bush House in London is the headquarters of the BBC World service. From this building the BBC broadcasts radio programs to the whole world. The world service used to be called the Empire Service. When it started in 1932 it broadcasted only in English and provided news and information to people in British colonies. During the first broadcasts the announcers used formal language and used to speak very slowly and clearly. After 6 o'clock they used to change into dinner jackets to read the news. In the 1930s Hitler and Mussolini started broadcasting propaganda to the Middle East, so in 1938 the World service also started broadcasting to the Middle East in Arabic to counteract the influence of the Fascists' Propaganda. Very soon the BBC was broadcasting to all the countries occupied by the Nazis. During World War II the BBC reported British defeats as well as British victories and so got a reputation for honesty and accuracy. After the War the BBC continued its foreign language broadcasts and to these days it is broadcasting using 39 languages. The BBC world service is broadcasting live news to Somalia where over 30 % of the population listens to the broadcast every day because they can't get accurate news and information in their own country. In the news room a hundred and twenty journalists work every day and night writing 200 news bulletins every 24 hours. Every new story is checked twice before broadcasting. The BBC will not broadcast a story until it is sure that it's true. When President Gorbachev was under house arrest in the Soviet Union in 1991 he said that he learned the truth about what was happening in his country by listening to the BBC world service. This means the world service is not always popular with governments. For example, the former Soviet Union jammed the broadcast for many years. It was difficult for Russian people to listen to the BBC news. Even the British Government was very angry when the world service broadcasted a speech criticizing the government during the Suez's crisis in 1956. The BBC is the world's largest international broadcaster. Every week a hundred and thirty million people listen to the BBC world service radio. In 1992 the world service started broadcasting television programs too by a satellite to Europe, Asia and Africa. Now people in countries all around the world can see as well as hear the news from the BBC.

2. Answer the questions.

1. Where did the BBC broadcast radio programs to the whole world from?
2. When was the BBC founded?
3. Who listened to the BBC at the beginning?
4. How did the announcers behave during the first broadcasts?

5. What did the announcers do after 6 o'clock?
6. How did the BBC react to Hitler's and Mussolini's broadcasting propaganda?
7. How many countries does the BBC broadcast to?
8. How many journalists do work in the BBC?
9. What happens to the stories before they are broadcasted?

3. Match the following phrases with their Russian equivalents.

1. The headquarters	A. Транслировать новости в прямом эфире
2. The announcers	B. Новостные бюллетени
3. To speak very clearly	C. Вещание со спутника
4. To counteract the influence	D. Дикторы
5. To broadcast live news	E. Штаб-квартира
6. News bulletins	F. Говорить очень четко
7. To be under house arrest	G. Противодействовать влиянию
8. Broadcasting by a satellite	H. Быть под домашним арестом

4. Match the following words with their definitions.

1. Accurate	A. To become or make unable to hear
2. Propaganda	B. Information that is correct in all details; exact
3. To jam	C. Information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view
4. To criticize	D. Indicate the faults of someone or something in a disapproving way

5. Tell about the peculiarities of work of the BBC world service.

Unit 3

1. Read the text and be ready to the advantages and disadvantages of a theatre critic's job.

Journalists' Work (A Theatre Critic)

Irving Wardle is a theatre critic. His job has some peculiarities. The positive side of his job is obviously getting to see a lot of plays and shows which Wardle loves. But the really great thing about being a theatre critic is that, as theatre is an on-going thing, something that's going to be repeated night after night for some time, there's also the feeling that a critic may have a positive impact on the work. If the producer or the actor read what a critic has written and agree with him, they might actually change something and improve the performance. That is not

something that film or book critics can do. Some critics also like making friends with the stars and all that – but personally Irving doesn't.

The worst part of the job for Irving Wardle is all the travelling. Getting there on time, parking, getting back to the office to write for a nightly deadline. It is really stressful. Another awful thing is that editors cut bits from his reviews without him knowing. He learns as a critic that if he has got anything worth saying, he will have to say it straight away because it might not get printed. He once wrote a review of a play by Julian Mitchell called *Another Country*. He didn't like it much, but there was a new young actor who Irving thought was great, called Kenneth Branagh. That was in the last paragraph and it got cut so it looked as if Wardle had never noticed this great new talent.

2. *Answer the questions.*

1. What is the positive side of a job of a theatre critic?
2. What feeling does a theatre critic may have about his job?
3. What can a theatre critic do that film or book critics can't?
4. How do the relationships between a theatre critic and the stars develop?
5. What is the worst part of a theatre critic's work?
6. What problems can a theatre critic face while getting to the theatre?
7. What can an editor do to a theatre critic's review?

3. *Match the following phrases with their Russian equivalents.*

1. A positive impact	A. Подружиться
2. To improve the performance	B. Вырезать части обзора
3. To make friends with	C. Положительное влияние
4. A deadline	D. Улучшать исполнение
5. To write a review	E. Крайний срок
6. Editor	F. Написать обзор
7. Cut bits from his review	G. Прибывать вовремя
8. To get on time	H. Редактор

4. *Match the following words with their definitions.*

1. Critic	A. A formal assessment or examination of something with the possibility or intention of instituting change if necessary
2. Producer	B. A person whose profession is acting on the stage, in movies, or on television
3. Actor	C. An act of staging or presenting a play, concert, or other form of entertainment
4. Performance	D. A distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering

5. Review	E. A person responsible for the financial and managerial aspects of making of a movie or broadcast or for staging a play, opera
6. Paragraph	F. A person who expresses an unfavourable opinion of something

5. *Tell about the advantages and drawbacks of the work of a theatre critic.*

Unit 4

1. *Read the text and be ready to tell about the peculiarities of a sports journalist's work.*

Journalists' Work

(A Sports Journalist)

Another journalist, Pat Gibson, is a sports journalist. The plus sides of his work are that he must have seen some of the most spectacular moments in cricket and football over the past forty years. He has also had the opportunity to travel to places he wouldn't have seen otherwise, like India, Australia, New Zealand and the Caribbean. There are much harder ways to make a living and it's great to get away from Britain as much as he can during the winter. One of the main downsides is the unpredictability. He doesn't work regular hours – he can spend a couple of days not working, but he never relaxes because he is waiting for the phone to ring. And then, when a story breaks – it might be on his day off, it might be in the middle of the night – he just has to drop everything and go. And he never knows what time he is going to be home. Another thing is the constant travelling. It's been fantastic visiting the Taj Mahal or spending Christmas Day on the beach in Australia, but it does get lonely and it can also be very monotonous. He has spent a large proportion of the last forty years driving up and down the motorways of Britain, which he can assure us isn't much fun.

2. *Answer the questions.*

1. What are the plus sides of Pat Gibson's job?
2. What opportunity does his job give to him?
3. What advantages does his job give him in winter?
4. What is the main downside of Pat Gibson's job?
5. How long does he work every day?
6. Can he relax? Why?
7. What does Pat Gibson have to do when a story breaks?
8. What does Pat Gibson think about travelling?

3. Match the following phrases with their Russian equivalents.

1. The most spectacular moments	A. Непредсказуемость
2. The opportunity to travel	B. Работать в обычные часы
3. Ways to make a living	C. Самые захватывающие моменты
4. The main downside	D. Ездить туда и обратно
5. Work regular hours	E. Возможность путешествовать
6. To be very monotonous	F. Способы зарабатывать на жизнь
7. Driving up and down	G. Быть очень однообразным
8. Unpredictability	H. Основной минус

4. Tell about the advantages and drawbacks of the work of a sports journalist.

Unit 5

1. Read the text and be ready to tell whether it is easy to be a restaurant critic.

Journalists' Work (A Restaurant Critic)

Alice is a freelance restaurant critic and the best thing about her job is that she gets to go to the best restaurants in England and sometimes abroad, and she doesn't get a bill at the end of the evening. She gets the chance to eat the most wonderful, exquisite food in restaurants that she wouldn't normally be able to afford and she can order the most expensive dishes and wines without worrying about what it's costing her. The other great side of the job is that she can take a friend with her so it's a good way of catching up with old friends who she may not have seen for a while. And everyone loves a free meal in a posh restaurant so she rarely has to eat on her own. What are the downsides of her job? Well, there are several. She often has to eat a lot when she's not really hungry. To do her job properly, she has to try all the courses – starter, main course, dessert, and sometimes she doesn't feel like eating so much, but she has to do it. She also has a problem with her weight now – it's very easy to put on weight when she eats out several times a week. In fact, most restaurant critics have a weight problem. Another problem is that if she writes a bad review of a meal she has, it's difficult for her to ever go to that restaurant again, because the owner of the restaurant will probably recognize her. Another disadvantage of the job is that because she does it so often, eating out has lost a lot of its attraction for her. When the weekend comes she prefers to eat at home rather than go out for a meal.

2. Answer the questions.

1. What is the best thing about a restaurant critic's work?
2. Does Alice have to pay for a meal in a restaurant that she is writing about?
3. What chance does she get thanks to her job?

4. Does she have to eat alone?
5. What problem with her health does Alice have now?
6. How often does she have to go to a restaurant to do her work?
7. What happens if Alice has to write a negative review about the restaurant?
8. What is Alice's attitude to eating out now?
9. Where does Alice have meal at weekends?

3. Match the following phrases with their Russian equivalents.

1. A freelance journalist	A. Есть одному
2. Get a bill	B. Набирать вес
3. Exquisite food	C. Попробовать все блюда
4. A free meal	D. Внештатный журналист
5. A posh restaurant	E. Получить счет
6. To eat on your own	F. Бесплатная еда
7. To try all the course	G. Изысканная еда
8. To put on weight	H. Шикарный ресторан

4. Tell about the advantages and drawbacks of the work of a restaurant critic.

Unit 6

1. Read the text and be ready to tell about the hazards and risks of a war reporter's job.

Journalists' Work (A War Reporter)

The last journalist, Tim, is a war reporter. Nearly all foreign correspondents and war reporters are people who were looking for adventure. They are not the kind of people who would be happy with a nine-to-five job. They are people who got into the job because it has very weird hours and involves going to dangerous places. To some extent the things which are difficult and potentially dangerous about the job are also the things that made people want to do the job in the first place and the reason why the job is so exciting. Something else Tim really likes about the job is that he works as a part of a team – he sits down and has dinner together at the end of the day and talks things through with other journalists and photographers, and he is talking to people who have experienced the same things as he, and seen the same things as he. And that's very important in this kind of work. One of the problems of the job is seeing a lot of horrific things and then going back home to normality. He remembers a few years ago coming back home from a war zone where he had been for a long time and he had seen a lot of death and destruction, and he went to a friend's wedding in London. It was a beautiful day, everyone was drinking

champagne and talking about unimportant things, and he wanted to say “Why can’t they see that there is something awful happening in the world?” Another major worry about his job these days is the risk of being killed. Journalists used to get killed by accident, but now there are more and more cases of journalists being killed simply because they are journalists, and they are also becoming the target of kidnappers. Two of his colleagues have been kidnapped recently and a very good friend of his was killed last year.

2. *Answer the questions.*

1. What are foreign correspondents and war reporters looking for?
2. What job do these people prefer?
3. What makes these people want to do the job?
4. Does a war reporter work alone?
5. What is the main problem of his job?
6. What are the major worries about a war reporter’s job?

3. *Match the following phrases with their Russian equivalents.*

1. Looking for adventure	A. Видеть много ужасных вещей
2. A nine-to-five job	B. Смерть и разрушение
3. Potentially dangerous	C. В поисках приключений
4. To work as part of a team	D. Риск быть убитым
5. To see a lot of horrific things	E. Цель похитителей
6. Death and destruction	F. Работа с девяти до пяти
7. A risk of being killed	G. Потенциально опасный
8. A target of kidnappers	H. Работать в команде

4. *Match the following words with their definitions.*

1. Reporter	A. Take (someone) away illegally by force, typically to obtain a ransom
2. Correspondent	B. A person with whom one works, especially in a profession or business
3. Journalist	C. A person who reports, especially one employed to report news or conduct interviews for newspapers or broadcasts
4. Kidnapping	D. A person who writes letters to a person or a newspaper, especially on a regular basis
5. Colleague	E. A person who writes for newspapers or magazines or prepares news to be broadcast on radio or television

5. *Tell about the advantages and drawbacks of the work of a war reporter.*

Test 9. Journalism

1. ... national news agencies, including several private ones, operate in Belarus.
1) 15 2) 7 3) 9
2. The majority of public radio stations in Belarus are run by ...
1) the state authorities 2) the local authorities 3) private companies
3. The target audience of the Belarus radio station is ...
1) teenagers 2) country residents 3) foreigners interested in local events.
4. A new TV channel Belarus 4 has been available since September 2015.
The channel provides a platform for
1) foreign companies 2) the regions of the country 3) the state companies
5. When the BBC World service started in 1932 it broadcasted only in English and provided news and information to people
1) all over the world 2) in Britain 3) in British colonies
6. During the first broadcasts the BBC announcers used ...
1) a lot of jokes 2) informal clothes 3) formal language
7. Every new story is checked ... before being broadcasted by the BBC.
1) many times 2) one time 3) twice
8. The positive side of a theatre critic is ...
1) to work in the evenings 2) to see a lot of plays 3) to talk to celebrities
9. The worst part of a theatre critic's job is ...
1) getting a ticket to a show 2) talking to celebrities 3) travelling
10. The plus side of a sports journalist's work is that he ...
1) has to attend all the plays 2) can see the most spectacular sport moments
3) comments on the matches
11. One of the main downsides of a sports journalist's work is ...
1) regular working hours 2) the unpredictability 3) low salary
12. The best thing about a restaurant critic's job is ...
1) she can eat a lot 2) she has to pay a lot 3) she doesn't have to pay for meal
13. A restaurant critic gets the chance to eat ...
1) food of different countries 2) unusual food 3) exquisite food
14. The other great side of a restaurant critic's job is that she can ...
1) take food away 2) eat alone 3) take a friend with her
15. The downside of a restaurant critic's job is ...
1) she can eat only some dishes 2) she can't eat a lot 3) she has to eat a lot
16. In fact, most restaurant critics have a problem with ...
1) weight 2) money 3) time
17. War reporters are people who are looking for ...
1) a nine-to-five job 2) adventure 3) positive impressions
18. The thing that makes people want to do the job of a war reporter in the first place is because it is ...
1) connected with travelling 2) normal 3) difficult and potentially dangerous
19. War reporters really like about their job the thing that ...
1) they work as part of a team 2) they work individually 3) they work for free

ПРИМЕРНЫЙ ПЕРЕЧЕНЬ ВОПРОСОВ К ЗАЧЕТУ

1. Брестский государственный университет: история, факультеты, студенческая жизнь. Научно-исследовательская деятельность студентов.

2. Страна изучаемого языка: история, природные условия, культурные обычаи, экономика, политическое устройство. Столица страны изучаемого языка. Выдающиеся люди, ученые соответствующей области науки, лауреаты Нобелевской премии.

3. Республика Беларусь: история, природные условия, культурные обычаи, экономика, политическое устройство. Минск – столица Республики Беларусь. Мой родной город. Выдающиеся люди, ученые соответствующей области науки, лауреаты Нобелевской премии.

Примерное содержание итогового экзамена

Письменная часть:

1. Лексико-грамматический тест.
2. Чтение и перевод профессионально ориентированного текста с иностранного языка на родной со словарем (объем текста 1500 печатных знаков, время на подготовку – 45 мин.).

Устная часть:

1. Реферирование аутентичного или частично адаптированного текста по широкому профилю специальности (объем текста – 900 печатных знаков; время на подготовку – 10–12 мин.).
2. Монологическое высказывание и беседа с преподавателем по ситуации одной из устных тем курса (время на подготовку – 5 мин.).

Примерный перечень вопросов к экзамену

1. Брестский государственный университет: история создания, факультеты, студенческая жизнь.
2. Страна изучаемого языка: история, природные условия, культурные обычаи, экономика, политическое устройство.
3. Республика Беларусь: история, природные условия, культурные обычаи, экономика, политическое устройство.
4. Филология – наука о культурном прогрессе человечества.
5. Место белорусского языка среди родственных славянских языков и других языков мира.
6. Белорусские писатели и общественные деятели.
7. Зарубежная литература XX века.
8. Особенности поэтики. Взаимодействие белорусской и всемирной литературы.
9. История зарубежной и белорусской журналистики.
10. Место журналистики в информационном обществе. Профессия журналиста в эпоху информационного общества.

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