

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ  
Государственное образовательное учреждение  
высшего профессионального образования  
«Оренбургский государственный университет»

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# **ENGLISH LESSONS – LESSONS OF TOLERANCE**

Рекомендовано Ученым советом государственного образовательного  
учреждения высшего профессионального образования  
«Оренбургский государственный университет»  
в качестве учебного пособия для студентов, обучающихся по программам  
высшего профессионального образования по естественнонаучным и  
инженерно-техническим специальностям

Оренбург 2008

УДК 802.0 (075.8)  
ББК 81.2 Англ я73  
М 23

Рецензент

доктор педагогических наук, профессор Н.С. Сахарова

**Маннанова, М. А.**

М 23

**English Lessons – Lessons of Tolerance: учебное пособие / М. А. Маннанова. - Оренбург: ГОУ ОГУ, 2008. – 107 с.**

**ISBN**

Учебное пособие содержит теоретические выкладки по вопросам сущности, этимологии, функционированию феномена толерантности; методические рекомендации по воспитанию межкультурной толерантности на занятиях по английскому языку, а также языковые и речевые упражнения, упражнения в аудировании, направленные на развитие навыков межкультурной коммуникации студентов естественнонаучных и инженерно-технических специальностей.

Данное пособие предназначено для преподавателей иностранного языка и студентов I-II курсов неязыковых специальностей. Цель пособия – воспитание межкультурной толерантности студентов в процессе освоения ими объектов иноязычной действительности.

ББК 81.2 Англ я73

М 4602020102

ISBN

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## Введение

Процессы глобализации в экономической, политической, культурных сферах, втягивающие население разных стран в миграционные потоки, объединяют их при решении конкретных задач, что приводит к смешиванию наций, к растущему воздействию средств массовой информации и расширению коммуникативных возможностей. Все это усложняет структурные связи конкретных обществ и всего сообщества в целом. Имеется в виду культурное разнообразие тех или иных областей и регионов, процессы культурных заимствований и формирования межнациональных общекультурных норм при одновременном углублении потребности в культурном разграничении и самоопределении.

Нельзя не заметить и того, что усложнение полиэтнической и экономической обстановки и рост самосознания выходящих на мировую арену новых стран и групп населения стимулируют напряженность в межнациональных отношениях, возникновение конфликтов, которые значительно усложняют общую обстановку в поликультурном мире. Межкультурные конфронтационные процессы в обществе сегодня предстают в совершенно новых аспектах, на новом уровне, в новых позициях и более жестко.

Именно в связи со всем этим установка мирового сообщества и каждого государства на расширение и углубление деятельности по формированию толерантного сознания и поведения, по воспитанию веротерпимости, миролюбия, непримиримости к экстремизму приобретают особую важность и смысл.

Отечественные и зарубежные педагоги, теоретики образования раскрывают неотъемлемое место и важнейшую роль толерантности в общественной жизни, провозглашая необходимость создания в отечественной педагогике специальной науки – «педагогике толерантности»; называя воспитание толерантности «стратегической задачей образования XXI века».

Между тем, изучение проблемы толерантности показывает, во-первых, разрозненность и противоречивость трактовок искомого феномена (толерантность как термин фигурирует в различных научных областях); во-вторых, преобладание его социокультурного, психологического аспектов над педагогическим (последнее проявляется в отсутствии четкого места толерантности в общем учебно-воспитательном процессе).

Что касается исследований по вопросам средств воспитания толерантности, они представляются не менее противоречивыми и разноплановыми: от глобальной «доктрины толерантности» Б.С. Гершунского и идеологии консолидации общества А.Г. Асмолова до проектной технологии В. Килпатрика и отдельных экспериментальных методик педагогов-практиков (Э.П. Соколова, А.Н. Утехина, А.О. Наследова и др.)

Таким образом, налицо противоречие между потребностью современного общества в формировании толерантного менталитета социума и недостаточной разработанностью доступных, эффективных средств по его

воспитанию; между имеющимся потенциалом учебных дисциплин гуманитарного блока (на примере дисциплины «Иностранный язык») для реализации названного социального заказа и его не востребованностью в деле нравственного воспитания личности.

Представленное методическое пособие призвано осветить возможное решение названной проблемы. Оно содержит теоретические выкладки по вопросам сущности, этимологии, функционированию феномена толерантности; методические рекомендации по воспитанию межкультурной толерантности на занятиях по английскому языку, а также языковые и речевые упражнения, упражнения в аудировании, направленные на развитие навыков межкультурной коммуникации студентов естественнонаучных и инженерно-технических специальностей. Важно заметить, что упражнения объединены тематическим признаком, позволяющим в целом следовать образовательным программам по дисциплине «Иностранный язык».

# **1 Теоретическое обоснование особенностей воспитания межкультурной толерантности студентов на занятиях по иностранному языку**

## **1.1 Толерантность: этимология, социальные и психологические характеристики**

Проблемы воспитания толерантности становятся особенно актуальными в наши дни, когда в результате активизации международного терроризма резко возросла напряженность в человеческих отношениях. Силовые методы борьбы с терроризмом при всей необходимости их использования носят сугубо тактический характер, стратегически же не обойтись без тщательного анализа причин ментальной несовместимости человеческих сообществ. Только на этой основе могут быть найдены эффективные средства предупреждения конфронтационных процессов.

В человеке самой природой изначально заложены и добрые, и злые начала. Их проявление в решающей мере зависит от условий жизни человека, от среды, в которой ему предстоит жить, от менталитета социума, в который каждый человек попадает, который самым непосредственным образом влияет на его индивидуальность, мировоззренческие приоритеты, стереотипы его поведения. Каждый человек – не только пассивный потребитель ментальных, духовных ценностей социума, но и активный их «генератор». Своей жизнедеятельностью он вносит посильный и неповторимый вклад в сокровищницу духовного опыта народа своей страны и цивилизации в целом. Но изначально всё обусловлено именно менталитетом социума, складывающимся веками, отражающим специфику образа жизни того или иного народа, его традиции, верования, национально-этнические особенности, жизненные приоритеты и ценности.

У каждого народа свой менталитет. Этого нельзя отрицать. Как нельзя отрицать системной дифференциации мира по всей палитре критериев и признаков. Но, признавая это и считая такую дифференциацию необходимой, отражающей естественный процесс самобытного развития разных человеческих общностей, важно обратить внимание на естественность процесса интеграции, объединения, взаимопонимания, взаимообогащения и сотрудничества народов и государств.

Русская философская мысль как идейное фундаментальное отображение менталитета русского народа, для которого терпение, умение терпеть являются неотъемлемыми характерными свойствами, всегда апеллировала к необходимости объединения, к невозможности разрозненного существования человечества (Филофей, И.В. Гессен, Н.Ф. Фёдоров, Н.А. Бердяев, Л.Н. Толстой).

В настоящем важным является тот факт, что необходимость и возможность интегральных процессов признается и провозглашается на самом высоком международном уровне.

Так, 16 ноября 1995 года ООН, опираясь на соответствующие международные акты, в том числе:

- Международный пакт о гражданских и политических правах;
- Международную конвенцию о ликвидации всех форм расовой дискриминации;
- Конвенцию о правах ребёнка;
- Декларацию о ликвидации всех форм нетерпимости и дискриминации на основе религии или убеждения;
- Декларацию о правах лиц, принадлежащих к национальным или этническим, религиозным или языковым меньшинствам

приняли Декларацию принципов терпимости – основополагающий международный документ, провозглашающий принцип человеческого единения. В Декларации раскрыта сущность ключевого понятия человеческих взаимоотношений – **толерантности (терпимости)**. Как указано в документе «толерантность означает уважение, принятие и правильное понимание всего многообразия культур, форм самовыражения и проявления человеческой индивидуальности. Толерантности способствуют знания, открытость, общение и свобода мысли, совести, убеждений. Толерантность – это единство в многообразии. Это не только моральный долг, но и политическая правовая потребность. Толерантность – это то, что делает возможным достижение мира и ведёт от культуры войны к культуре мира. Толерантность – это не уступка, снисхождение или потворство, а прежде всегда активное отношение к действительности, формируемое на основе признания универсальных прав и свобод человека». [1, с. 252]

Этимологически слово «толерантность» происходит от латинского глагола **tolerare** (переносить, выдерживать, терпеть). При этом его перевод и трактовка в разных языках и культурах не однозначны.

Так в английском языке понятие «толерантность» имеет три значения: устойчивость, выносливость; терпимость; допуск, допустимое отклонение. Оксфордский словарь раскрывает «толерантность» как «готовность и способность без протеста воспринимать личность или вещь». Во французском языке «толерантность» - «уважение свободы другого его образа мысли, поведения, политических и религиозных взглядов». В китайском языке «быть толерантным» - «позволять, допускать, проявлять великодушие в отношении других». В арабском языке «толерантность» определяется как снисхождение, мягкость, сострадание, терпение, расположенность к другим». В персидском языке – «терпимость, готовность к примирению».

В русском языке «толерантность» означает «способность, умение терпеть, мириться с чужим мнением; быть снисходительным к поступкам людей, мягко относиться к их промахам, ошибкам».

В. Даль отмечает, что по смыслу толерантность (терпимость) связана с такими человеческими качествами, как смирение, кротость, великодушие. А нетерпимость проявляется в запальчивости, опрометчивости, требовательности и других действиях, которые носят оттенок непродуманности, импульсивности,

незрелости. Объяснение тому, что такое терпимость, Даль дает на примерах терпимости личных убеждений, терпимости к вере.

Важно подчеркнуть, что в русской культуре XIX века (М.Ф. Достоевский, Л.Н. Толстой, А.А. Ухтомский) возникла традиция трактовки терпимости как понимания, в основе которой лежит идея диалога взаимодействующих субъектов. Эта традиция получила развитие в работах М.М. Бахтина и его последователей; в «диалогической» линии западной философии (М. Бубер, Ф. Розенцвейг и др.)

В целом необходимо отметить, что, несмотря на достаточно многообразное понимание искомого термина разными культурами, в приведённых определениях имеются его общие смысловые акценты.

В частности триада таких характеристик толерантности как терпимость, допущение, восприятие другого, иного по каким-то параметрам, прослеживается в каждой из трактовок. Отличной же является граница, мера, до которой можно и нужно терпеть, допускать, воспринимать. Иначе говоря, модель толерантного поведения личности, непосредственно вытекающая из сущностных определений толерантности, выступает тем особенным, отличительным, отображающим ментальные, национальные образцы того или иного народа.

В рамках западной философской традиции, например, в отличие от восточной, в частности русской, представляющей модель «человека понимающего, взаимодействующего», в целом нет речи о понимании, принятии другого таким, каков он есть; здесь, скорее, возникает образ человека, который по выражению В.В. Глебкина, во имя сохранения паритета позиций, стиснув зубы, терпит своего партнёра.

Налицо, таким образом, ментальные, национальные особенности и в общем понимании исследуемого понятия.

Важно отметить, что, не смотря на наличие в лексиконе многих культур исследуемого термина, толерантность до сих пор не фигурирует повсеместно в обыденном сознании, в первую очередь из-за отсутствия чёткого, однозначного понимания и определения феномена терпимости, что в свою очередь является следствием сложности анализируемого явления, характеризующегося целым рядом нюансов.

Проиллюстрируем данный факт, рассмотрев различные современные трактовки искомого понятия. В обыденной жизни толерантность часто сводят просто к терпимости, терпимому отношению к событию или человеку. В научной литературе в целом отмечается многоплановость термина.

Так, в области финансов толерантность означает допустимое отклонение от стандартного размера и веса монеты, не влияющее на её платёжную стоимость; в технике аналогично понятию допуск. В медицине толерантность буквально означает выносливость, то есть способность без значительного ущерба для организма переносить боль и иные неблагоприятные факторы, а также действие лекарственных препаратов.

Особое значение для нашего исследования имеют психологические трактовки анализируемого понятия. Традиция использования термина



«толерантность» в психологии в основном ориентирует на два его понимания: 1) как обозначение индивидуального свойства (стабильного или ситуативного), заключающегося в способности к сохранению саморегуляции при фрустрирующих воздействиях среды; 2) как обозначение способности к неагрессивному поведению и отношению к другому человеку. Однако представленные трактовки – лишь различные аспекты единого эмпирического явления, а именно: наблюдаемого в определенных случаях отсутствия качественных изменений в организме при взаимодействии со средой.

Другими словами толерантность в психологии – это наличие некоего бытийного пространства, в пределах которого человек открыт для взаимодействия с миром без утраты чувства сохранности своего Я (Эго-идентичности). Толерантность как личностное свойство означает широкий диапазон этого пространства, его устойчивость во времени и позитивную динамичность.

Рассмотрение денотативной сущности анализируемого психологического феномена позволяет выявить особенности процесса его реального функционирования, которые в свою очередь могут быть использованы в качестве предписывающего материала педагогики толерантности. Рассмотрим психологический механизм действительного формирования и функционирования толерантности подробнее.

Итак, непременным условием действительного формирования и функционирования толерантности как личностной характеристики выступает готовность к взаимодействию, которое начинается с восприятия индивидом некоторого объекта. После этого между ними формируется связь в форме знания индивидом о существовании и свойствах этого объекта. Следующим этапом является формирование оценки. Если оценка положительна, возникает (формируется, складывается) положительное отношение к нему, которое открывает дорогу положительным побуждениям в отношении этого объекта. И в результате мы имеем естественную толерантность (толерантность, возникающая при отсутствии оснований для негативной реакции). Отрицательная же оценка объекта является предпосылкой к формированию отрицательного отношения к нему; последнее находит выражение в отрицательном побуждении. Следствием данной цепи негативных психологических реакций является либо чистая – естественная интолерантность, либо толерантность проблемная, проявляющаяся как сдерживание себя индивидом. Различают следующие разновидности проблемной толерантности:

- толерантность подчинения (иерархии);
- толерантность выгоды;
- толерантность умысла;
- толерантность воспитанности.

Схематично механизм действительного формирования и функционирования толерантности можно показать следующим образом: (рисунок 1.1)

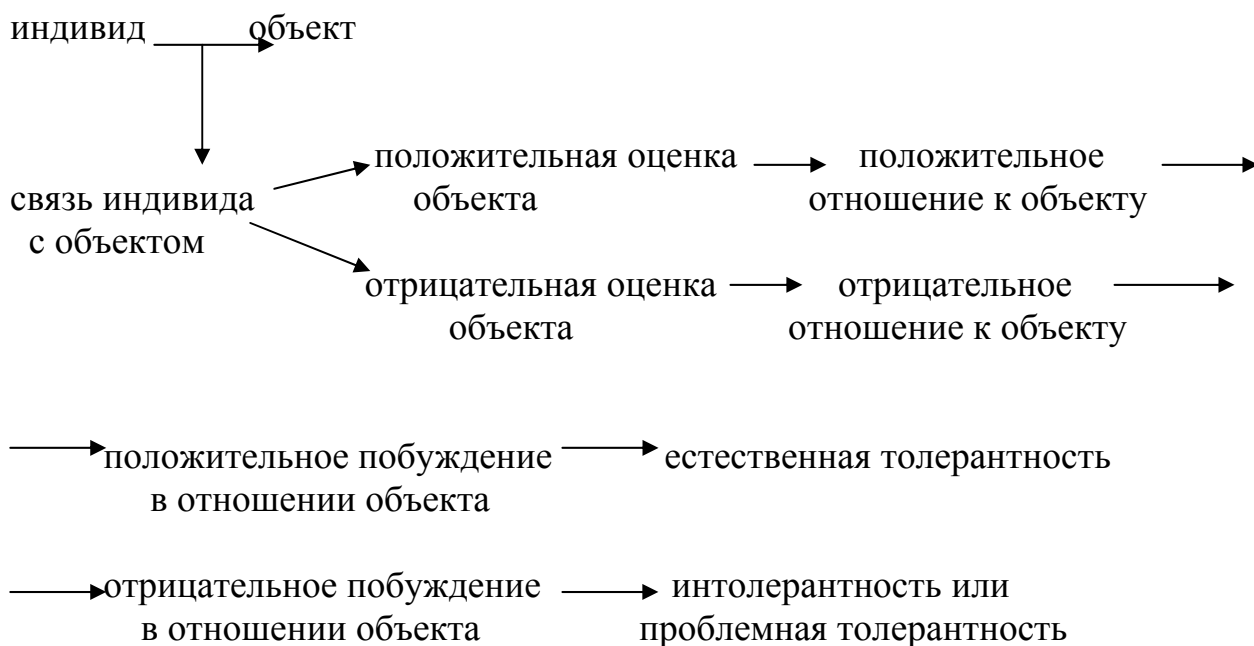


Рисунок 1.1

Что касается социологии, педагогики, других общественных наук, публицистики, толерантность трактуется здесь как терпимость, спокойное отношение к всевозможным вариациям мировоззрения, поведения и внешнего облика других людей, притом, что самому человеку подобные особенности не свойственны; как характеристика индивидуального сознания, особая личностная черта, которая может быть в большей или меньшей мере сформирована соответствующим воздействием.

Как видно из приведённых трактовок, феномен толерантности/терпимости свойственен различным, подчас полярным научным областям. Как следствие разнятся и его определения: от материалистического по характеру проявления «допуска» в точных науках; до менталеобразующей, отражающей специфику индивидуального сознания, «личностной черты» в педагогике и др. общественных науках. Найти в таком широком спектре значений одно общеприемлемое представляется невозможным.

Целесообразным на этом фоне выглядит уточнение научного языка, а именно: толерантность в своём наивысшем понимании, апеллирующем к характеристикам сознания, менталитета личности, должна явиться неотъемлемой категорией социологии и др. общественных наук; технические же отрасли научного знания, психология вполне могут взять на вооружение синонимичные в данном случае аналоги термина, такие как: допуск, адаптация и т.д., - во избежание неточности в понимании искомого феномена.

Необходимо отметить, что в разных трактовках нередко фиксируется лишь отдельные аспекты данного понятия, что также затрудняет выделение феномена терпимости. Если свести их воедино, то получится целый перечень признаков, позволяющий рассматривать толерантность с позиций широкого, системного понимания – как социальную норму гражданского общества, в которую входят следующие компоненты:

- социальная восприимчивость взаимодействующих субъектов, интерес к особенностям друг друга;
- признание равенства партнёров;
- отказ от доминирования и насилия;
- признание многообразия человеческой культуры, норм, верований, обычаев, традиций, мировоззренческих позиций;
- отказ от сведения этого многообразия к единообразию или к преобладанию какой-то одной точки зрения;
- готовность принять другого таким, какой он есть;
- доверие, умение слушать и выслушивать другого;
- способность к эмпатии (сочувствию, сопереживанию);
- способность конструктивно разрешать конфликтные ситуации, выражая свои чувства без агрессии и насилия;
- готовность к пониманию и практическому взаимодействию на основе согласия, но без ущемления, как собственных интересов, так и интересов партнёра, с правом отстаивать свои интересы.

Проанализировав сущность различных трактовок искомого феномена, необходимо подчеркнуть его многоплановость, разноаспектность и глубину понимания, которые в свою очередь затрудняют выделение содержания исследуемого явления в краткую однозначную дефиницию.

На наш взгляд, толерантность может рассматриваться как ценность социокультурной системы, своего рода внутренний стержень социально-психологического бытия. Это комплексный феномен, определяющий отношение человека, как к себе, так и к окружающему миру. Вне отношения к человеку нельзя говорить о толерантности – ценности. Следовательно, толерантность - ценность выступает как некий поведенческий ориентир, актуально (применительно к данному состоянию личности и данным обстоятельствам её жизнедеятельности) представляющий цель активности личности.

Толерантность может функционировать как принцип. Этот вариант связан с переводом толерантности в статус руководящей идеи, основного положения, внутреннего убеждения, определяющего деятельность человека.

Довольно часто идеи, находящиеся на уровне принципа, обеспечивают согласие в социальных группах. Толерантность как норма позволяет усилить упорядоченность социальных взаимодействий, точно обрисовать выполнение выработанных человечеством правил. На этом уровне толерантность отражает позицию личности в данной ситуации, ориентированную на конкретные образцы поведения, обобщенные принципы деятельности.

Самый высокий уровень проявления толерантности личности – наличие толерантности как идеала. Толерантность, отмеченная идеальным проявлением, отражает совершенный образец. Это главный критерий в решении практически любых вопросов, это самый действенный стимул поведения и деятельности личности.

## 1.2 Педагогическая сущность межкультурной толерантности: толерантность как критерий нравственной воспитанности личности

Традиционно толерантность трактовалась педагогической наукой как терпимость, сознательное подавление в себе чувства неприязни к инаковости другого человека. В настоящее время многие педагоги высказываются против индифферентной толерантности, снисходительно-равнодушного отношения к людям.

Так Е.Ю. Клепцова отмечает, что для толерантности характерно проявление интереса к другому, стремление понять его и позитивно взаимодействовать с ним. [2, с. 6] Наличие позитивного образа иной культуры при сохранении позитивного восприятия своей собственной считают важным качеством толерантности также Н.М. Лебедева и Ф.М. Малхозова. Р.Р. Валитова пишет, что толерантность предполагает настроенность человека на взаимное изменение позиций в ходе такого диалога. Толерантность, по ее мнению, необходимо рассматривать как критический диалог, позволяющий расширить «горизонты своего собственного опыта». [2, с. 6] Г.Д. Дмитриев важным свойством толерантности считает принятие, уважение и утверждение культурных различий – толерантность предполагает осознание того, что мир является многомерным, а значит, и взгляды на этот мир различны и не могут сводиться к единообразию или в чью-то пользу. [2, с. 7] Интересна трактовка толерантности группы учёных – авторов сборников «На пути к толерантному сознанию», «Век толерантности» А.Г. Асмолова, В.В. Глебкина, Г.У. Солдатовой, Л.А. Шайгеровой. Они также выступают против понимания толерантности как индифферентной терпимости. Толерантность связывается ими с:

- принятием другого (что является традиционным в понимании толерантности);
- проявлением сочувствия и сострадания к другому (что сближает толерантность с такими феноменами, как гуманность, альтруизм);
- признанием ценности многообразия человеческой культуры (что можно назвать культурным плюрализмом)

Самобытным на этом фоне является понимание толерантности П.В.Степановым. Он считает, что толерантность можно рассматривать как частный случай ценностного отношения человека к людям, что роднит её с такими феноменами, как альтруизм, гуманность. Появление названных качеств восходит к эпохе зарождения самого человечества. Ещё Ч.Дарвин, К.Кесслер считали, что альтруизм, гуманность существовали в форме сильных, постоянных инстинктов во всех животных сообществах. И именно они сыграли решающую роль в эволюции человека.

Таким образом, П.В.Степанов гуманность, альтруизм, толерантность относит к родовым, сущностным свойствам человека, подчёркивая, однако, что такие внутренне присущие человеку задатки не проявляются сами собой. Их актуализация зависит от усилий самого человека и связана с таким специфически человеческим свойством, как свобода, по Степанову, процесс становления толерантной личности – это «проистекающий из человеческой

свободы процесс творения самого себя, преодоления собственных культурных предрассудков, стереотипов, своего эго- и этноцентризма». [2, с. 8]

Как видно из приведённых трактовок, сущностное наполнение исследуемого феномена разнообразно и разноаспектно. Важным является наличие объединяющего смысла представленных определений толерантности – отношение к другому человеку и его инаковости как к ценности. Ценностный подход, во-первых, наиболее точно и ёмко определяет толерантность как ценностное отношение человека к людям, выражающееся в признании, принятии и понимании им представителей иных культур. (Признание – это способность видеть в человеке иной культуры носителя иных ценностей, иных взглядов, иного образа жизни, а также осознание его права быть иным. Принятие – это положительное отношение к его инаковости. Понимание – это способность взглянуть на мир его глазами, с его точки зрения), а во-вторых, непосредственно связывает толерантность с нравственным аспектом человеческих взаимоотношений, как следствие со сложной и многогранной системой нравственного воспитания личности.

По нашему мнению, толерантность относится к критериям нравственной воспитанности личности: по наличию или отсутствию данного морального качества в нравственной структуре личности можно говорить о мере её нравственной зрелости; высоко нравственный, высоко моральный человек необходимо должен обладать толерантным сознанием и опытом его поведенческой объективации в условиях функционирования современной мультикультурной цивилизации.

Отметим, что критерии нравственной воспитанности характеризуются нравственными знаниями (представлениями) о соответствующих искомым качествам нравственных нормах, отношением к ним (стали ли эти знания потребностями и мотивами личности, вошли ли в систему её ценностных ориентаций и установок) и нравственным поведением (в какой степени эти отношения реализуются личностью в конкретных поступках и действиях). Такое триединство сущностных свойств, критериев нравственной воспитанности личности присуще толерантности. Во-первых, толерантность как личностное качество, формируемое воспитательным воздействием, предполагает принятие и понимание личностью общественной актуальности данного понятия; его значимости в качестве основы человеческих взаимоотношений; а также предполагает знание основных образцов речевого и неречевого поведения необходимых для реализации толерантного поведения. Во-вторых, толерантность как отвечающее социальному заказу нравственное качество личности, требует проникновения названного выше когнитивного аспекта в систему личностных ценностных установок и ориентаций. Только это условие способно привести современное общество к реальному формированию менталитета толерантности. В-третьих, толерантность как основа человеческих взаимоотношений обязательно реализуется в толерантном поведении личности, представляющем, по сути, активный диалог культур и менталитетов, осуществляемый посредством активизации усвоенных образцов речевого и

неречевого поведения, присущих представителям участвующих в диалоге или полилоге культур.

Таким образом, на основе ценностного подхода к определению феномена терпимости мы выяснили педагогическое содержание и непосредственное место толерантности в общей системе нравственного воспитания личности. Это в свою очередь позволяет обоснованно использовать термин «воспитание» применительно к организуемому в рамках образовательного пространства ВУЗа процессу формирования и развития феномена межкультурной толерантности.

### **1.3 Воспитание межкультурной толерантности студентов на занятиях по иностранному языку**

Обучение и воспитание сегодня – это процессы передачи молодому поколению культурных ценностей. Культура – общее содержание образования, предпосылка и результат формирования полноценной личности, на что указывает и сам термин: культура (от лат.) – возвращение, совершенствование чего - либо, применительно к человеку - возвращение, совершенствование его образа.

Общий культурный фонд становится достоянием человека благодаря овладению его разделами: физическая, эстетическая, художественная культура и другие. Предмет «иностранный язык» несет с собой иноязычную культуру (ИК). В этом его неоспоримая значимость в общем образовании личности. Основной целью обучения иностранному языку является так называемая вторичная социализация личности, подразумевающая развитие личности в неразрывной связи с ИК – культурой страны изучаемого языка.

Таким образом, ИК как часть общей культуры человечества выступает содержанием лингвистического образования, а сам предмет «иностранный язык» в качестве учебного материала имеет фонетические, лингвистические, грамматические, текстовые единицы, несущие с собой образцы языкового и неязыкового поведения людей иной культуры, их этикет, стиль жизни.

Усвоение представленного учебного материала безусловно ведет к пониманию особенностей другой нации, к их принятию, сопоставлению с собственными; как следствие возникает пассивный диалог культур. Существовая в сознании личности, при наличии необходимых условий он способен трансформироваться в активную межкультурную коммуникацию, под которой принято понимать «адекватное взаимопонимание двух и более участников коммуникативного акта, принадлежащих к разным культурам.» (Е.М. Верещагин, В.Г. Костомаров.); [3, с. 26] «совокупность специфических процессов взаимодействия партнеров по общению, принадлежащих к разным лингвоэтнокультурным сообществам» (И.И. Халеева). [4, с. 28] Такое понимание термина предполагает, что коммуниканты в той или иной мере знают особенности другой культуры, поведенческие реакции ее носителей, что они принимают как представителя другого менталитета, так и культуру его породившую. Между общающимися в этих условиях складываются

межкультурные отношения, в которых «культурная системность познается в моменты выхода за пределы границ системы» (И.И. Халеева). [4, с. 28] Это значит, что, используя свой лингвокультурный опыт и свои национально-культурные традиции и привычки, субъект межкультурной коммуникации одновременно пытается учесть не только иной языковой код, но и иные обычаи и привычки, иные нормы социального поведения, при этом осознавая факт их чужеродности. Именно это обстоятельство дает основание считать, что межкультурная компетенция охватывает в основном онтологический аспект становления личности, в то время как только коммуникативная – ее языковые и речевые способности.

Таким образом, лингвистическое образование в контексте межкультурной парадигмы имеет большой личностно-развивающий и нравственно-воспитывающий потенциал и с этой точки зрения весьма перспективно для формирования такого критерия нравственной воспитанности как межкультурная толерантность.

Проиллюстрировать данное утверждение можно также посредством анализа современной цели обучения иностранному языку, которая представляет собой трехаспектную систему.

Первый аспект – **прагматический** - связан с формированием у обучающегося коммуникативной компетенции. Второй – **когнитивный** - с использованием иностранного языка в качестве инструмента познания иной лингвокультуры и, следовательно, средства развития межкультурной компетенции и личности в целом. **Педагогический аспект** призван определить модус «внелингвистического существования» поликультурной личности. К «внелингвистическим» качествам личности, способной успешно общаться в ситуациях межкультурного взаимодействия относятся ее самостоятельность, активность, толерантность. Последняя проявляется в умении и желании видеть и понимать различие и общность в культурах, в мировосприятии их носителей, в готовности и умении открыто воспринимать другой образ жизни и понимать его.

Что касается содержательной сущности лингвообразования, вслед за Пассовым Е. И, заметим, что процесс иноязычного образования, являющийся одним из видов образования вообще включает в себя следующие составляющие:

1) познание, которое нацелено на овладение культуроведческим содержанием иноязычной культуры (сюда относятся не только культура страны, собственно факты культуры, но и язык как часть культуры);

2) развитие, которое нацелено на овладение психологическим содержанием иноязычной культуры (способности, психологические функции);

3) воспитание, которое нацелено на овладение педагогическим содержанием иноязычной культуры (нравственный, моральный, этический аспекты);

4) учение, которое нацелено на овладение социальным содержанием иноязычной культуры, социальным в том смысле, что речевые умения усваиваются как средства общения в социуме, в обществе.

В рамках указанного четырехаспектного характера обучения иностранному языку рассмотрим подробно его сущностное наполнение.

### **1 Познавательный аспект (культуроведческое содержание ИК).**

В первую очередь заметим, что процессы овладения культурой и изучения культуры различаются по основным принципам восприятия знаний. Процесс овладения культурой предполагает ее деконструкцию, т. е. процесс познания культуры и языка идет от общего – явлений культуры к частному – языковым единицам, в которых отражено это явление. Родная культура, таким образом, изначально воспринимается как нечто целое, как окружающий нас мир, который, преломляясь в сознании, фиксируется в языке. Лишь после столкновения с каким-либо явлением культуры мы узнаем языковую форму, за которой закреплено это явление или понятие. Именно такой взгляд на процесс овладения культурой соответствует определению картины мира, данному С. Г. Тер-Минасовой. «Культурная картина мира – это образ мира, преломленный в сознании человека, то есть мировоззрение человека, создавшееся в результате его физического опыта и духовной деятельности».

В отличие от процесса овладения культурой изучение культуры целенаправленно и управляемо. Важно отметить, что его основным отличием является тот факт, что изучение иностранной культуры начинается с изучения языка. Узнавая новую языковую форму, обучаемый открывает для себя ту часть культуры, ту социальную единицу, которая лежит за ним. Так, через иностранный язык обучаемый конструирует культуру народа, говорящего на нем. Обучаемый воспринимает ее не как отражаемую в языке, а как создаваемую языком. Процесс изучения иностранной культуры идет от частного – языковых структур к общему – познанию и пониманию культуры. Но иностранная культура может быть понята только при сопоставлении с родной культурой, с теми знаниями, которыми уже овладел обучаемый. Любые знания, приобретенные с помощью иностранного языка, будут восприниматься только через призму знаний, сформированных в процессе овладения родной культурой.

Налицо, таким образом, роль родного языка и культуры в обучении иностранному языку («изучение ИК посредством языка становится возможным только на сформировавшейся национально-культурной базе родного языка»). Во-вторых, отметим, что культура – сложное и многостороннее понятие, функционирующее независимо от процесса ее изучения, она вряд ли может быть освоена в полной мере. Очевидно, нужны принципы отбора элементов ИК, проявляющихся в иностранном языке, необходимых и достаточных для межкультурной коммуникации как цели лингвистического образования личности. Наиболее полно особенности культуры страны изучаемого языка проявляются в «национально окрашенных» лексических единицах. К последним относятся:

- **безэквивалентная лексика** (лексические единицы, не имеющие словарных эквивалентов в одном из сопоставляемых языков);
- **коннотативная лексика** (лексические единицы, характеризующиеся помимо основного эмоциональным, экспрессивным или стилистическим значением);



- **фоновая лексика** (по Верещагину Е.М., это слова одного языка, отличающиеся лексическими фонами - внеязычными сведениями - от эквивалентных иноязычных слов); [3, с. 26]
- **ключевые слова** (характеризуют определенный исторический этап в развитии общества);
- **реалии** (названия, присущие только определенным нациям и народам предметов материальной культуры, фактов истории);

Эти языковые единицы являются аккумулятором и ретранслятором культурных особенностей той или иной нации, проявляющихся в реальной предметной действительности, искусстве, науке, СМИ. Именно им мы придаем решающее значение в достижении поставленной нами цели наряду с культурами – «атомами культуры», единицами обучения иностранному языку, сочетающими лингвистический и культурный компоненты языка, «речевыми знаками, означающими которых являются лексические, грамматические и интонационные структуры речевого акта, а означаемыми – соотносящиеся с ними отрезки действительности со всеми их элементами, характеристиками, связями и условиями общения». Отметим, что **культурема** может и не состоять из сложных лексических структур. Главное здесь - информативность и адекватность данной ситуации. Например, в английской культуре существуют различные междометия для выражения боли (ouch - ой), привлечения внимания (psst – эй), сопровождения неловкого движения (oops – ох) и т. д.

## **2 Развивающий аспект (психологическое содержание) ИК.**

В основу разработки развивающего аспекта вошли работы В.Б. Царькова, В.А. Крутецкого, В.П. Кузовлева, Е.И. Пассова и др., сущностью которого является развитие способностей личности (в т.ч. коммуникативных) за счет обучения письму, чтению, переводу аутентичных текстов, аудированию иноязычной речи, говорению на иностранном языке.

В процессе письма, чтения, перевода аутентичных текстов развиваются следующие способности:

- способности к познавательной деятельности: предметность, избирательность, константность, осмысленность восприятия; переключение, распределение внимания; зрительная дифференциация; запоминание вербального материала; узнавание речевых единиц; формулирование понятий, выводов по прочитанному, услышанному, увиденному; планирование высказывания и его логическое содержание; антиципация (предвосхищение) фразы и содержания текста; догадка на основе словообразования, контекста, чувства языка, интуиции; сравнение, сопоставление речевых единиц, их форм и значений; абстрагирование и обобщение содержания прочитанного; анализ и сравнение прочитанного;
- способности к эмоционально-оценочной деятельности: выражение различных чувств согласно прочитанному, услышанному, увиденному; выражение различных видов оценки; самооценка своих высказываний (внутренняя речь); эмпатия (сочувствие); целеустремленная работа и самостоятельный труд как процессы для достижения цели (воспитание воли);

- способности, необходимые для функционирования деятельностно - преобразующей сферы: вызов слова, речевого образца; подстановка лексических единиц в речевой образец (логическое, понятийное); конструирование речевых единиц любого уровня: словосочетаний, фраз, сверхфразовых единиц, текстов; трансформация речевых единиц тех же уровней; комбинирование речевых единиц более высокого уровня из единиц более низких уровней; выбор (подбор) выражений, адекватных ситуации и целям письменного общения, дискурсивное осознание правил-инструкций, схем, памяток; импровизация.

Аудирование иноязычной речи развивает такие способности как:

- способности к познавательной деятельности: слуховая дифференциация (фонематический слух); произвольное запоминание; антиципация структуры фразы, текста; антиципация содержания высказывания, текста; догадка на основе словообразования, контекста, чувства языка, интуиции; узнавание речевых единиц; анализ и синтез услышанного (для этого иностранный язык – уникальный «тренажер», т.к. тесно связан с прошлым опытом); сравнение, сопоставление речевых единиц, их форм и значений; формирование выводов из услышанного (форма проверки);

- способности к эмоционально-оценочной деятельности: выражение различных чувств радости, обиды, гордости, дружбы и т.д. (как результат услышанного); развитие эмоциональности в целом; эмпатия; выражение различных видов оценки (одобрение, осуждение) фактов, событий; целеустремленная работа для достижения цели; самостоятельный труд как процесс для реализации аудирования;

- способности, необходимые для функционирования деятельностно-преобразующей сферы: вызов (припоминание) слова; вызов речевого образца; называние предмета; имитация речевой единицы любого объема; конструирование речевых единиц любого уровня: словосочетаний, фраз и т.д. трансформация речевых единиц тех же уровней; вербализация, т.е. словесное воплощение (передача) услышанного (как форма проверки).

Говорение на иностранном языке развивает следующие способности:

- способности к познавательной деятельности: предметность восприятия; избирательность восприятия; константность восприятия; осмысленность восприятия (реакция на него); догадка на основе словообразования, контекста высказываний, интуиции; анализ и синтез высказываний; абстрагирование и обобщение как важнейшие операции овладения грамматическими формами, планирование своего высказывания; целеполагание и в целом стратегия, тактика общения; воображение;

- способности к эмоционально-оценочной деятельности: выражение различных чувств; развитие эмоциональности в целом; эмпатия; коммуникабельность как явное и неявное выражение своего отношения к людям; выражение различных видов оценки событий, фактов; самооценка своих высказываний; проявление волевых усилий, когда ситуация этого требует;

- способности, необходимые для функционирования деятельностно-преобразующей сферы: вызов слова; вызов речевого образца; название предмета; имитация речевой единицы любого объема; подстановка лексических единиц в речевом образце; конструирование речевых единиц любого уровня; трансформация речевых единиц тех же уровней; комбинирование речевых единиц более высокого уровня из единиц более низких уровней; выбор (подбор) выражений, адекватных ситуации и целям общения; вербализация, т.е. словесное воплощение увиденного, услышанного, прочитанного; импровизация своей речи.

В целом перечисленные способности можно отнести к следующим компонентам данного аспекта лингвистического образования личности:

1) развитие речевых способностей (фонематический слух, чувство языка, способности к догадке, к различению, к имитации, к логическому изложению и др.);

2) развитие умения общаться;

3) развитие таких черт характера, как трудолюбие, воля, целеустремленность, активность и др.;

4) развитие умения учиться;

5) развитие определенного уровня мотивации к дальнейшему овладению иноязычной культурой (приобретение опыта положительного эмоционального отношения к иностранному языку, опыта, ориентированного на систему ценностей личности обучаемого, а также понимание значимости владения и овладения иностранным языком).

Для нашего исследования особое значение имеет последний компонент, в основе которых лежат способности личности к эмоционально – оценочной деятельности. Последние составляют основу психологического механизма формирования и функционирования межкультурной толерантности.

### **3 Воспитательный аспект (педагогическое содержание ИК).**

Данный аспект заключается в том, что обучение иноязычной культуре используется как средство нравственного воспитания, а именно таких его сущностных составляющих – критериев нравственной воспитанности, как: бережного отношения к родной культуре и патриотизма (в процессе сравнения и анализа двух культур, человек глубже познает свою родную культуру, осознавая ее многогранность и содержательность); толерантного отношения к особенностям иной культуры за счет: признания культурных различий и факта их наличия в иерархии любой национальной культуры, осмысления причин существования таких различий; чувства интернационализма и иммунитета к национализму, ксенофобии, расизму, играющих значительную роль в становлении толерантной, нравственно зрелой личности.

Заметим, что воспитание нельзя разделить на этическое, трудовое, экологическое, интернациональное и т. п. В конечном счете всякое воспитание есть воспитание в человеке нравственности. *Non moralis* в любой сфере жизни поступит должным образом.

Именно эта особенность воспитательного аспекта лингвистического образования является особенно ценной для нашего исследования, напрямую

доказывающей, что потенциал предмета «иностранный язык» в деле нравственного совершенствования личности огромен. Действительно, для реализации нравственного воспитания в коммуникативном общении есть все возможности: и содержательные – наличие всевозможных проблем, культуроведческий характер используемого языкового материала, и организационные – обсуждение этих проблем и их трактовка, анализ и сопоставление реалий иноязычной действительности.

Таким образом, лингвистическое образование в своих основных – целевых и содержательных проявлениях выступает педагогическим полем, педагогическим пространством становления и воспитания межкультурной толерантности как критерия нравственной воспитанности личности.

Отметим, что данный теоретический постулат может быть практически реализован при соблюдении ряда принципов и условий, а именно: принципов нравственного воспитания личности (как было отмечено выше, толерантность - критерий нравственной воспитанности личности) и принципов лингвистического образования. Последние включают: принципы речемыслительной активности, личностной индивидуализации, ситуативности, функциональности и новизны. В атмосфере иноязычной культуры они несут воспитательный заряд и поэтому ни в коей мере не противоречат, а дополняют принципы нравственного воспитания личности: принцип единства воспитательных воздействий, воспитания в деятельности и коллективе, индивидуальный подход, принцип сочетания максимальной требовательности и уважения к личности.

К условиям реализации поставленной задачи воспитания межкультурной толерантности студента на занятиях по иностранному языку мы относим те фундаментальные основания, которые выступают сутью и механизмом лингвистического образования и нравственного воспитания личности - коммуникативную основу обучения иностранному языку, связь с родной культурой, обязательное задействование всех видов речевой деятельности при обучении иностранному языку, высокий уровень профессионализма и культурной эрудиции обучающего, толерантность педагога как центральное качество его нравственной структуры личности.

Считаем важным подчеркнуть, что воспитание межкультурной толерантности в лингвистическом образовании предъявляет серьезные требования к педагогу, главная педагогическая задача которого – создание такого эмоционально-интеллектуально-нравственного поля, при котором обе стороны учебно-воспитательного процесса проявляют разумную толерантность по отношению друг к другу, тем самым обогащая свой опыт толерантности.

Наличие или создание такого поля – серьезная удача педагога, способствующая организации жизнедеятельности студентов, при которой возможно создать ситуации, побуждающие толерантность и отдельной личности, и сообщества (группы), то есть создается образ жизни, продуцирующий толерантность, снимающий саму в ней необходимость. Иначе говоря, происходит ее самопроявление, от которого полшага до сформированного и устойчивого навыка толерантности, становящейся чертой

личности, параметром сообщества, достаточно серьезным, чтобы выходить за пределы данного места и данного времени в среду и в будущее.

Еще одна особенность воспитания толерантности, которую должен взять на вооружение каждый преподаватель, это теснейшее двуединство его задач: развитие а) готовности и б) подготовленности человека к сосуществованию с другими людьми, сообществами, обстоятельствами и принятию их такими, какие они есть. Готовность – это внутреннее состояние, мотивация, желание и способность положительного отношения к объекту; а подготовленность – практические умения коммуникации и понимания, умения разобраться, постараться понять другого и его обстоятельства, обновляющуюся или новую среду.

Таким образом, преподаватель (в данном случае преподаватель иностранного языка) как представитель и организатор общей учебно-воспитательной деятельности факультета, представляющим собой микро модель общества в целом, призван готовить и помогать студентам правильно воспринимать, сосуществовать, взаимодействовать с другим, иным, отличным по разным параметрам в рамках общезначимых нравственных ценностей, неприятия жестокости, насилия, агрессии. Именно педагог направляет, обогащает, насыщает теоретический и практический опыт толерантности студентов, формируя тем самым их образ жизни, где толерантность является значимым и устойчивым навыком, нравственным качеством личности.

## **2 Тематические разработки для воспитания межкультурной толерантности студентов на занятиях по иностранному языку**

### **2.1 Part 1**

#### **Topic “The First Meeting with a Man”**

**2.1.1 Read the following information, looking the meaning and pronunciation of the words in bold in the dictionary.**

##### **Text “Describing people's appearance and character”**

###### **General information about appearance**

**Positive:** **beautiful** is generally used to describe women; **handsome** is used to describe men; **good-looking** is used for both; **pretty** is another positive word to describe a woman (often a girl) meaning 'attractive and nice to look at'.

**Negative:** **ugly** is the most negative word to describe someone; **plain** is more polite.

###### **Height and build**



tall and slim



medium height and build



short and fat



medium height,  
very muscular

Note: Another word for **slim** is **thin**, but slim has a more positive meaning, e.g. John is lovely and slim, but his brother is terribly thin. **Skinny** also has the same meaning but is very negative. It is not very polite to say someone is **fat**; **overweight** is more neutral and polite.

### Face

Faces, like build, vary a lot. Some people have **oval** faces - their **foreheads** are much wider than their **chins**. Other people have **heart-shaped, square or round** faces.

Features also vary. My grandfather has **bushy eyebrows** (he has lots of hair), a **hooked nose and high cheekbones**. His eyes are large and **set quite far apart**. My mother has a **broad nose**, which she hates, as she prefers **narrow** noses. But she is lucky to have **even or regular teeth**. My sister corrected her **crooked teeth** by wearing a brace which straightened them. She has **rosy cheeks**, small ears and a **snub nose**, which goes up at the end.

I have **long, curly hair**, though my sister is the opposite, with **short, straight** hair. Her hair is **fine** and doesn't weigh very much, but mine is **thick and heavy**. My mother's hair is **wavy** - in between straight and curly. It's cut in a bob and she also has a short **fringe**, where it is cut horizontally across her forehead. My father is **losing his hair** - in fact he is **going bald**, which makes him very sad. My brother looks like he is going to lose his hair too - it is **receding**.

### Asking questions about a person's appearance

Q: What does she look like?

A: She is tall with short fair hair.

Q: How tall is she?

A: About 1 metre 65.

Q: How much does she weigh?

A: I don't know – roughly 50 kilos, I guess.

Note: We can use **about** and **roughly** to mean 'more or less' when talking about height (how tall someone is), weight (how heavy is someone) or age. The suffix '**-ish**' can be used at the end of some adjectives to mean 'quite' and at the end of some numbers to mean 'more or less'.

### Describing features of character

**positive: warm and friendly, kind** (cares about others) **nice, pleasant, generous** (happy to give/share), **optimistic** (thinks positively), **easy-going** (relaxed, calm), **sensitive** (thinks about people's feelings), **honest** (always tells the truth), **good fun** (enjoyable to be with), **broad-minded**;

**negative: cold and unfriendly, unkind, horrible, unpleasant, mean** (never gives to others), **pessimistic** (thinks negatively), **tense** (nervous; worries a lot; not calm), **insensitive, dishonest, boring, narrow-minded** (unable to accept new ideas).  
E.g.: My parents are great and don't mind what I wear - they're very **broad-minded**. When I tried on the dress, the shop assistant said it would look better on a younger person. I know she was trying to be **honest**, but it was a bit **insensitive** of her.

### What's he/she like?

He's **very self-confident**. (= feels he can do things, is relaxed in social situations)

When you first meet her she seems **shy**. (finds it difficult to talk to people and make conversation)

She doesn't **show her feelings**. (you don't know what she is thinking or feeling)

He's got a great **sense of humour**. (laughs a lot and sees the funny side of life)

### Describing character in work situations

**positive: hard-working, industrious; punctual** (always on time), **reliable; clever, bright, intelligent; flexible; ambitious**; has lots of **human sense** (thinks in a practical way; does not do stupid things); **courageous; purposeful**; sociable;  
**negative: lazy** (never does any work); **not very punctual, always late; unreliable** (you cannot trust/depend on someone like this); **stupid; inflexible** (a fixed way of thinking and unable to change); **not ambitious; an idiot; selfish; coward; absent-minded**.

## 2.1.2 Exercises

### 2.1.2.1 Complete these sentences in a suitable way (More than one answer may be possible)

1. He's got very muscular.....
2. She's got blonde.....
3. He's got very pale.....
4. They've both got curly .....
5. I would say he was medium.....
6. Her brother has got very broad.....
7. Last time I saw him he had grown a beard and ....
8. Both men were very good- .....

### 2.1.2.2 Replace the underlined word with a word which is more suitable or more polite

1. He told me he met a handsome girl in the disco last night.
2. She's beautiful but her younger sister is really quite ugly.
3. I think Peter is getting a bit fat, don't you?
4. I think she's hoping to meet a few beautiful men at the tennis club.
5. Paul is very thin.

**2.1.2.3 You want to know about the following: someone's general appearance; their height; their weight. What do you need to ask? Complete these questions**

1. What .....
2. How .....
3. How much .....

**2.1.2.4 Answer these questions**

1. How tall are you?
2. How would you describe your build?
3. How much do you weigh?
4. What kind of hair have you got?
5. What colour is it?
6. Would you like it to be different? If so, what else would you like to change about your appearance?
7. Do you think you have any special features?
8. Are there any special features you would like to have?
9. Do you like beards?
10. Can you think of a famous woman you would describe as beautiful, and a famous man you would describe as good-looking?

**b) If possible, ask another person these questions**

**2.1.2.5 How would you describe a person in each of these descriptions**

1. She's always here on time.
2. He never bought me a drink in ten years.
3. She often promises to do things but half the time she forgets.
4. I don't think he's done any work since he's been here.
5. She finds it difficult to meet people and talk to strangers.
6. He can work in any of the departments - on his own or part of a team.
7. One of her qualities is that she is so aware of what other people think or feel.
8. I know Mike wants to be head of the department and then go on to a bigger company.

**2.1.2.6 Fill the gaps with a suitable word**

1. At work, James ..... across as serious and a bit boring, but outside of work he's completely different; he's really good .....
2. It's important to ..... a good impression on your first day in a new job.
3. I'm sure he can find the place; he just needs to use his common.....
4. Meeting new people doesn't worry her; she's a very self- ..... young woman.



5. It's hard to know what Sam thinks - he doesn't really ..... his feelings.
6. Do you think ..... impressions are very important? I do.
7. I always have a laugh with my cousin - he's got a great sense of.....
8. She is so ..... -minded: she cannot accept any ideas different from her own.

**2.1.2.7 What nouns can be formed from these adjectives? Use a dictionary to help you**

kind    optimistic    punctual    lazy    confident    ambitious

**2.1.2.8 Some people believe you can judge someone's character from features of the face or the body. This is called physiognomy. To your mind what features of appearance are signs of personal characteristics?**

**2.1.2.9 Describe appearance and character of your group mate without telling his name for others to guess who it is**

**b) Describe yourself using the new words. Try to be honest**

**c) Write the composition "About Myself" using the vocabulary of this unit**

**d) When you apply for a job you need to write a CV (Curriculum Vitae).**

**Study this example below and write your own CV**

**Personal details**

Name: Alexey Kosov  
 Date of Birth: 21 January 1985 Marital Status:  
 Single Nationality: Belarusian Address: 12,  
 Skarvna Ave, 27 Minsk. 220012, Belarus Tel:  
 275-12-12 e-mail: alexey@yahoo.com

**Education**

**2003-to present**

Belarusian National Technical University,

**1992-2003**

Mechanical Engineering Secondary School  
 #119

**Work Experience**

Mechanic apprentice at a service station

**Languages**

Russian, Belarusian, English (fluent), German  
 (working)

**Interests and  
 Activities**

Sports, computers, automobiles, travel

**Other Information**

Clean driving license

**2.1.3 Words and word-combinations to be memorized on the topic "The first meeting. Introduction"**

How do you do? Hi! Hello (there)! Hello (everybody)! May I introduce myself?  
Let me introduce myself.

Let me introduce ... to you. May I introduce ... to you? I want you to meet...  
Have you met (each other before)?

Surname, last name, family name. May I ask your name? Call me by my first name. Sorry, but I didn't catch your name. Could you spell your name?

Pleased (nice, glad, happy, delighted) to meet you - So am I. Nice meeting you.

How are you? How are you getting on? How are you doing? How are things (with you)? How's business? Fine, thank you. Perfectly well, thank you. Very well, thank you. Quite well, thank you. Not bad, thank you. Not very well, I'm afraid. And what's about you? And how are you? I'm very well too, thank you.

Where are you from? Where do you come from?

Are you married? I'm married. I'm single (not married). I'm divorced. I'm a widower (widow).

What do you do? What's your job (occupation)?

So long! See you (soon, later)! Best regards to everybody at home  
(Передавайте привет семье).

### 2.1.3.1 Fill in the missing remarks

1. A: Hello, Bob. I'm so glad you've come. How are you?

B: Неплохо, спасибо. Как ты?

A: Very well indeed, thank you. You've met Mr. Green haven't you? He is staying with us for the week-end.

B: О да, мы знаем друг друга довольно хорошо.

2. A: Привет, Джон. Я рад, что вы вернулись. Позвольте представить вам мою жену.

B: How do you do.

A: Здравствуйте, профессор Браун. Рада познакомиться с вами. Я много о вас слышала от моего мужа.

B: Thank you.

A: Как поживает ваша очаровательная дочь?

B: I haven't seen her for quite a time, I'm afraid.

A: Передавайте ей от нас привет, когда увидите ее.

3. A: Hello, Sergey.

B: Доброе утро, Борис.

A: How are you?

B: Спасибо, прекрасно. А ты?

A: I'm fine too, thank you.

B: Как Анна?

A: She is very well, thanks.

B: Рад это слышать.

A: And how is Boris?

B: Хорошо.

A: Is he an accountant now?

B: Нет, он все еще студент. А кем ты работаешь?

A: I'm an economist.

B: Это хорошая работа.

4. A: Excuse me, are you Mr. Smith?

B: Да.

A: My name is Ivanov. I'm here to meet you. How do you do, Mr. Smith?

B: Здравствуйте, г-н Иванов. Позвольте представить вам моего коллегу. Это – м-р Грей.

A: How do you do, Mr. Grey. Glad to meet you.

C: Здравствуйте, г-н Иванов. Рад познакомиться с вами.

### 2.1.3.2 Translate into English

1. A: Кто та высокая девушка рядом с Барбарой?

B: Это Мэри Смит. Ты разве не встречался с ней на вечеринке у Гарри?

A: Нет, я не был на вечеринке у Гарри.

B: Тогда давай я тебя ей представлю... Мэри, это мой двоюродный брат Джим.

C: Привет, Джим. Рада познакомиться.

A: И я. Не могли бы мы где-нибудь присесть и поболтать?

C: Конечно, давай сядем вон там.

2. A: Доброе утро, г-н Седов. Я бы хотел представить вас г-ну Гордону, который только что приехал в Нью-Йорк.

B: Здравствуйте, г-н Гордон.

C: Здравствуйте. Простите, я не совсем понял, как вас зовут. Не могли бы вы назвать свое имя еще раз?

B: Седов.

C: Пожалуйста, произнесите его по буквам, я еще не привык к русским именам.

B: С-Е-Д-О-В.

C: Спасибо, г-н Седов. Рад познакомиться с вами.

3. A: Разрешите представить вам нашего нового программиста, г-на Белова.

B: Здравствуйте, г-н Белов. Приятно познакомиться.

C: Здравствуйте, г-н Смит. Я тоже рад познакомиться с вами. Я так много слышал о вас.

B: Простите, откуда вы?

C: Я русский.

B: Как долго вы планируете пробыть здесь?

C: Около года.

B: Желаю удачи!

4. A: Вот идет Боб. Ты знаешь его? Он один из моих лучших друзей.

B: Нет, я с ним никогда не встречался.

A: Хочешь с ним познакомиться?

B: С удовольствием.

A: Привет, Боб. Как твои дела?

C: Спасибо, неплохо. А как твои?

A: Спасибо, прекрасно. Знаешь, Боб, я бы хотел познакомить тебя с Джоном. Он один из моих старых друзей.

C: Здравствуйте.

B: Здравствуйте.

#### **2.1.4 Listen to dialogues. Write down their reply after reply**

##### **2.1.4.1 Answer the questions**

- 1) What are Max and Philip by their occupations?
- 2) What did happen with Philip on his way to St. Petersburg?
- 3) Why did Philip find himself in Paris?
- 4) Why was the rucksack the only thing Philip had with him?
- 5) Where did Philip spend his break off his studies?
- 6) Why did he decide to have a rest?
- 7) What did Philip do in Eastern Europe?
- 8) What was Philip's greatest impression of that vacation?

##### **b) Say if the following sentences are true or false**

- 1) Max is the fourth year student of St. Petersburg University.
- 2) Max's friend Philip was coming from the USA.
- 3) They met three years ago in Moscow.
- 4) Philip had a good, very comfortable journey.
- 5) While changing the planes Philip lost his luggage.
- 6) Philip decided to have a break off his studies and spent half a year in Eastern Europe.
- 7) During the journey Philip didn't work at all, he only rest and enjoy himself.
- 8) Philip's greatest impression of his vacation was the biking holiday in Switzerland.

**c) Try to retell the situations given in the dialogues (meeting of two friends; Philip's break off his studies) from the third person**

#### **2.1.4.2 Prepare test reading of the dialogues. Then act them out**

#### **2.1.4.3 Describe Max and Philip – their appearance and personal features**

### **2.2 Part 2**

#### **Topic "Outstanding Personalities"**

**2.2.1 Read the texts. Look the unknown words in the dictionary in order to understand them properly**

##### **a) Text "Isaak Newton"**

The great English scientist Isaac Newton was born on December 25, 1642 not far from the university town of Cambridge. In 1661 Newton entered the University of Cambridge where he studied mathematics. When Newton was twenty-two years old he began studying the theory of gravitation. In 1665, while he was on a visit to his native village, he saw an apple fall from a tree and began wondering what force made the apple fall.

Newton worked out the methods of calculus. He performed many experiments with light and found that white light was made up of rays of different colours. He invented a reflecting telescope, that was very small in diameter but magnified objects to forty diameters. Newton developed a mathematical method which is known as the Binomial Theorem and also differential and integral calculus.

In 1669 Newton was appointed professor and began lectures on mathematics and optics at Cambridge and continued his work on the problem of gravitation. In 1673 Newton completed his theory. By examining the attraction of one mass by another Newton treated the problems of the sun, moon and earth like problems of geometry, the proof of Newton's universe square law was not complete. His great work "Elements of Natural Philosophy" was published in 1687.

Newton's law of universe squares joined in one simple mathematical statement the behaviour of the planets as well as of bodies on this earth. It was the first synthesis of physical knowledge. Newton's contribution to science is unique.

Isaac Newton died at the age of 85. He was buried with honours as a national hero. It was the first time that national honours of this kind had been accorded in England to a man of science.

### **b) Text “Thomas Alva Edison”**

Thomas Alva Edison was born on February 11, 1847 in Ohio. He began to work when he was twelve years old. His first job was a newspaper boy on a train. He soon began to produce his own newspaper. It was about the size of a handkerchief. He gathered news, printed and sold the newspapers all by himself. He had a small laboratory in the baggage car of this train. There he carried out experiments. Edison kept records of all his experiments. Then Edison got lessons in telegraphy and the next five years he worked as a telegraphist in various cities of the US and Canada.

In 1877 Edison invented a phonograph. This talking machine both recorded and played back. It resembled the present day tape recorder more than a record player.

Then Edison became interested in the electric-light bulb for lightning streets and buildings. It had taken Edison and his assistants thirteen months to produce the incandescent lamp, but he already knew that success awaited it.

Edison carried out experiments from morning till night. All his inventions were the results of his endless work. He sometimes made thousands of experiments. For months he slept no more than one or two hours a day. Yet he had time to read not only scientific books. He was fond of Shakespeare and Tom Pain. He had over 10000 volumes in his library.

Edison continued to work all through his long life. He attributed his success not so much to genius as to hard work. Edison's inventions include the

phonograph, or gramophone, the megaphone, the cinematograph, the improved lamp of incandescent light, many greatly improved systems of telegraphic transmission and numerous other things.

### **c) Test “William Wallace”**

William Wallace was one of the greatest patriots in the history of Scotland. Little is known about his life, except for a short period of his rebellion, victory, defeat, and execution.

According to tradition in 1297 he killed the sheriff of Lanark in revenge for the murder of his fiancée. This action pushed him and his followers into open rebellion. At that time the ruler was Edward I. the king of England and much of France. Called "the Hammer of the Scots" he was the most merciless foe Scotland ever faced.

William Wallace headed all the Scottish folk and nobles, who were unwilling to bear Edward's bonds, several battles ensued, including the battle of Stirling. In the battle of Falkirk, despite Wallace's best efforts, the Scots were defeated. Wallace himself barely escaped. Soon he was captured near Glasgow, and brought to London, tormented and convicted of treason. William Wallace was executed in 1305.

Many people believe that the legend of Robin Hood is based on Wallace. He raised a band of supporters, helped the poor, harassed the English, and avoided capture numerous times.

### **d)Text “Tolkien”**

J.R.R. Tolkien, an English novelist and scholar, won fame due to his original epic trilogy "The Lord of the Rings". This outstanding work, that by the mid-1960s became a sociocultural phenomenon, consists of "The Fellowship of the Ring", "The Two Towers", and "The Return of the King",

J.R.R. Tolkien was educated at Oxford and participated in World War I. He was a professor of Anglo-Saxon and of English language and literature (1945-59) at the University of Oxford.

Tolkien began writing his trilogy as an undergraduate. While working on it, he created "The Hobbit", of 1937, which was an introduction to it. Both "The Hobbit" and "The Lord of the Rings" are set in a mythical past; the latter work chronicles the struggle between various good and evil kingdoms for possession of a magical Ring that can shift the balance of power in the world.

The trilogy is remarkable for its fantasy types - elves, dwarves, hobbits - and its sustained imaginative storytelling. It is regarded as a rare, successful modern version of the heroic epic. A prequel of "The Lord of the Rings", "The Silmarillion", was published in 1977. "Unfinished Tales" was published in 1980. An animated film version of the first two books of the trilogy appeared in 1978. The film version of "The Lord of the Rings" came out in the year 2002. Its success was tremendous.

## **2.2.2 Exercises**

### **2.2.2.1 Find the meaning and pronunciation of the words in the dictionary:**

- a) To enter the University, to work out, calculus, the differential and integral calculus, universe square law, the law of gravitation;
- b) incandescent lamp, invention;
- c) rebellion, defeat, execution, fiancée, foe, to convict of treason;
- d) to win fame, outstanding work, to participate, balance of power.

### **2.2.2.2 Answer the questions**

- 1) What were all enumerated personalities by their occupation? What was their investment into the development of human progress?
- 2) Why did Isaac Newton start to study the problem of gravitation?
- 3) What is Isaac Newton's great work?
- 4) What was discovered and worked out by Isaac Newton?
- 5) How was Isaac Newton honoured?
- 6) Who was Edison's real teacher?
- 7) When did he start to work?
- 8) What was Edison's first invention?
- 9) What do Edison's inventions include?
- 10) What country was the motherland of William Wallace?
- 11) What was the battle when Wallace was captured?
- 12) For what reason did he kill the sheriff of Lanark?
- 13) What legend is based on the life of William Wallace?
- 14) What became a sociocultural phenomenon by the mid – 1960s?
- 15) What Tolkien's novels comprise the trilogy?
- 16) What is "The Hobbit"?
- 17) What makes the trilogy remarkable?

### **2.2.2.3 Render information about one of these outstanding personalities in English to your group mates**

### **2.2.2.4 Name the features of character which helped these personalities to achieve the position of outstanding men**

### **2.2.2.5 Your task is to make a chart of the following great personalities of the 20<sup>th</sup> century. Justify your choice by analyzing those personal characteristics which make this or that personality more prominent for you**

**Bill Gates** (born Seattle, USA, 1955).

While at school, he finished among the top ten in the country in a maths aptitude test - despite never taking a book home to study or attending maths classes. He went to Harvard, but left without getting a degree to start up his computer company Microsoft. By the age of forty-one, he was one of the world's richest men - he is believed to be worth about \$18 billion. Unlike some millionaires, he is not

shy about spending his money: he owns twenty Ferraris, each worth more than £150,000, and a high-tech mansion overlooking Lake Washington.

**Mother Teresa** – missionary (born Albania, 1910-1997).

The daughter of peasants, she became a nun in 1927 and was sent first to Ireland and then to Calcutta, where she taught in a girls' school for nearly twenty years, before deciding to devote herself to working with the people living in the slums of Calcutta. After a short medical training, she and two other nuns took to the streets, caring for the sick and dying. In 1950 she founded the Missionary Sisters of Charity, which now has 775 homes in 120 countries. In 1979 she was awarded the Nobel Peace Prize.

**Madonna** - singer/ actress (born Michigan, USA, 1959).

Originally a dancer, she had her first hit record 'Holiday' in 1983. In 1985 she began her film career and also married actor Sean Penn, but the marriage lasted less than four years. Her 'Blond Ambition Tour' in 1990 - complete with outrageous costumes designed by Jean Paul Gaultier – and her book Sex (1993) caused much controversy. Her career took a more respectable direction, however, with the birth of her first child, Lourdes, in 1997, and her performance in the title role of Evita.

**Gorbachev** - Soviet leader (born Stavropol, Russia, 1931).

After becoming Secretary General of the Communist Party in 1985, he began his policy of 'Perestroika', which brought greater freedom to the Soviet Union and eventually enabled countries such as Hungary, Poland and Romania to form their own democratic governments. His policies were much admired in the West and he was awarded the Nobel Peace Prize in 1990. However, his popularity declined in his own country and he resigned a year later. By 1996 he was so unpopular that he gained only 0.5 per cent of the vote in Russia's first presidential election.

**Pele** – footballer (born Edson Arantes do Nascimento, Brazil, 1940).

Considered by many to be the greatest footballer of all time, he became a world star at the age of only seventeen, when Brazil first won the World Cup in Sweden. Perhaps his greatest triumph was captaining his country to their third World Cup triumph in Mexico in 1970. He played in four World Cup competitions, and scored over 1,200 goals in his career before finally retiring in 1977. He was appointed Brazilian Special Minister for Sport in 1994.

**Steffi Graf** - tennis player (born Neckerau, Germany, 1969).

After turning professional at the age of thirteen, she won her first major tournament in 1986 and became the world's number one a year later. In 1988 she became the first woman since 1970 to win 'The Grand Slam' (Wimbledon, the US, Australian and French Open tournaments). She has won over 100 titles in her career and earned up to \$20 million. She remained the world's number one throughout 1996 and 1997, despite a recurring back injury and investigations into tax evasion.

### **2.2.2.6 In your opinion, what are the characteristics of a) your ideal man/woman;**



- b) a political leader;**
  - c) a successful person**
- Try to prove your opinion.**

### **2.2.2.7 Write an article about some outstanding personality**

### **2.2.3 Read the information about the English intonation**

**Ритм английской речи** зависит от:

1) чередования ударных и безударных слогов.

Ударные слоги произносятся более долго, чем безударные. Например, **above, return, select.**

Ударные слоги могут следовать один за другим, или между ними могут стоять безударные слоги.

Например, It's a **good book. Get out! Black or white? Where are you from?**

2) от фразового ударения.

Ударными словами в предложении могут быть: существительные, прилагательные, смысловые глаголы, числительные, наречия, вопросительные и указательные местоимения (who, where, this), отрицательные вспомогательные глаголы (don't, can't)

Неударными словами в предложении обычно бывают: артикли (a, an, the), союзы (and, but), предлоги (on, at), вспомогательные глаголы (can, do, will), глагол 'to be' (is, was).

Для **интонации английского языка** характерно ярко выраженное понижение и повышение тона.

**Понижение тона** означает уверенность, категоричность, однозначность, поэтому утверждения, распоряжения и приказы произносятся с падающим тоном в конце предложения. Также понижение тона характерно для вопросов, начинающихся с вопросительных слов ('Wh' questions: Who? What? Why? When? Where? How?), и для восклицательных предложений.

**Повышение тона** напротив означает неуверенность, сомнение, незавершенность высказывания, вежливость, встречается в предложениях, выражающих просьбу, а также употребляется для перечисления (на последнем слове в списке — тон понижается). Характерно для общих вопросов (Yes/No questions), т.е. вопросов, на которые можно ответить только «Да» или «Нет».

**Понижение—повышение тона** употребляется для выражения: противопоставления, уступки, возражения, недоверия, сожаления, предупреждения, извинения, удивления, то есть разнообразных человеческих эмоций. Данный интонационный образец характерен для междометий. Отметим, что **междометие (interjection)** — часть речи, которая непосредственно выражает чувства и волевые побуждения говорящего, не называя их.

Example:

**Ho!** - Эй! Тпру! Стой!

**Heu!** - Эй! (оклик, радость, изумление, вопрос)

**Gee!** - Но! Пошел! Вот здорово! (Американский вариант)

**Whew!** - Уф! (при утомлении, облегчении, удивлении)

**Well!** - Ну! Что ж! (выражает уступку, согласие, удивление)

**Goodness gracious!** - Господи! (при удивлении, возмущении)

Наиболее употребляемые в современном английском языке междометия выражают радость, удивление, возмущение.

Example: **Hush!** – Тише! **Alas!** – Увы! **Hallo!** – Алло! **Woe!** – Увы! Горе мне! **Bravo!** – Bravo! **For goodness sake!** – Ради Бога! **Oh!** – Ох! О! **Shame!** – Стыдно! **Encore!** – Бис! **For shame!** – Срам! Какой стыд! **Ah!** – А! Ах! **For God's sake** – Ради Бога! **Aha!** – Ага! **Amen!** – Аминь! **Dear me!** **Goodness me!** **Oh dear!** – Боже мой! **God forbid!** – Не дай Бог!

Междометие не является членом предложения и синтаксически не связано с другими элементами предложения. Междометия переводятся на русский язык также междометиями, в зависимости от контекста.

Example:

**Oh!** This computer meets the highest world standards! - О! Этот компьютер соответствует лучшим мировым стандартам!

**Oh my!** She looks like a treat! – Вот это да! До чего же она хороша!

**Hallo!** Is that you, Harry? – Алло! Это ты, Гарри?

**Dear me!** Is that so? – Вот те на! Неужели? Не может быть!

**Oh dear,** I've got a splitting headache! Ох, у меня раскалывается голова!

**Вопросы с or** — тон повышается — понижается в конце.

**Обращения** произносятся с любым тоном.

**Приветствия:** понизите тон – приветствие прозвучит официально и деловито; повысите или сначала понизите, а потом повысите тон — прозвучит более радостно.

**Прощание** — в конце разговора тон повышается.

Слова, с которых начинается понижение или повышение тона, называются **тоновыми словами**. Они должны быть логически ударными. Но, конечно, это не значит, что все логически ударные слова являются тоновыми словами.

В заключении отметим, что когда мы говорим, нам необходимо разбить речь на маленькие «порции» (**синтагмы**), чтобы собеседник нас лучше понял. Каждая «порция» — это группа слов, которая выражает определенную идею или мысль. Разбить речь на «порции» можно **с помощью пауз и понижения тона**.

### 2.2.3.1 Pronounce these sentences correctly. The important information is in bold

1. I'm **tired**.

2. It's **raining** again.

3. It's a **lovely** place.

4. **Spain**, I think.

5. I'm **sure** she will.

6. Oh **do** make up your mind.

7. **Patrick** did.

8. **Burn** it.

9. So do **I**.

10. **Thank** you.

### 2.2.3.2 Read the dialogue accentuating important information

A: I've lost my **hat**.

B: What **kind** of hat?

A: It was a **sun** hat.

B: What **colour** sun hat?

A: It was **white**. White with **stripes**.

B: There was a white hat with stripes in the **car**.

A: **Which** car?

B: The one I **sold**.

### 2.2.3.3 Read the dialogue accentuating important information yourself

A: Do you think British food is expensive?

B: Not really.

A: Well, I think it's expensive.

B: That's because you eat in restaurants.

A: Where do you eat?

B: At home.

A: I didn't know you could cook.

B: Well, actually I can't. I eat sausages.

A: That's awful!

B: No, it isn't I like sausages.

A: You're crazy!

### 2.2.3.4 Read these questions. The tone is falling at the end of each question

1. What is your **name**?

2. Where are you **from**?

3. **Why** do you **smoke**?

4. How did you manage to **do** that?

5. When did you buy that **book**?

6. Who is that **man**?

### 2.2.3.5 Read the sentences with the rising intonation.

1. You lived in Africa for a while, is **that** right?

2. You've played lawn tennis before, **haven't** you?

3. You don't eat sweets, **do** you?

4. You put off the light, **didn't** you?

5. That's him, **isn't** it?

### 2.2.3.6 Try to read these dialogues – jokes with the proper intonation.

**Explain your variant of reading**

1. A: Darling, will you be my wife?

B: Will you always let me do just what I like?

A: Certainly.  
B: Can mother live with us?  
A: Of course, dear.  
B: Will you give up the club and always give me; money when I ask for it?  
A: Willingly, my pet.  
B: I'm sorry. I could never marry such a booby.

2. On the beach:

A: Mummy, may I go for a swim?  
B: Certainly not, my dear, it's too deep.  
A: But daddy is swimming.  
B: Yes, dear, but he's insured.

3. A: And at her request you gave up drinking?

B: Yes.  
A: And you stopped smoking, for the same reason?  
B: I did, she actually pulled me through.  
A: Then why didn't you marry her?  
B: Well, after all that I realized I could do better.

**2.2.3.7 Pauses can change the meaning of the words. Check it: read the following sentences making pauses in different places**

1. John said, \_\_\_\_\_ 'the boss is stupid'.  
John', \_\_\_\_\_ said the boss, \_\_\_\_\_ is stupid'.
2. If you finish quickly, \_\_\_\_\_ leave the room.  
If you finish, \_\_\_\_\_ quickly \_\_\_\_\_ leave the room.
3. The man and the woman \_\_\_\_\_ dressed in black, \_\_\_\_\_ disappeared.  
The man, \_\_\_\_\_ and the woman dressed in black, \_\_\_\_\_ disappeared.

**2.2.3.8 What does the phrase in bold express?**

- annoyance,
  - doubt,
  - interest / surprise,
  - acceptance of a situation
1. A: It seems that David has changed his mind again. Now Chris wants you to do the presentation.  
B: **Well, well** ... how odd ... thought he wanted to do it himself.
  2. A: Surely, you have to agree that Monty's is the best restaurant in town. Don't you agree?  
B: **Well**, there are plenty of other restaurants where the food is very good. Take Mario's, for example...
  3. A: Oh dear, the film's already started.  
B: **Well**, that's just your hard luck. You should have got here earlier, shouldn't you?

4. So Florence, you've decided to leave us. **Well**, there's nothing more I can do to persuade you to stay, so good luck.
5. **Well**, that's the last time I eat in that restaurant.
6. **Well**, I never thought I'd see the day when George wore a tie.
7. **Well**, we'll just have to drink water if there isn't any Coke.
8. **Well**, from what I've seen of your work up to now, I'd say there's very little chance of you passing.

**b) Practice reading the phrases yourself. Pay particular attention to the pronunciation of interjection "well"**

#### **2.2.4 Listen to dialogue 2. Write it down**

##### **2.2.4.1 Answer the questions**

- 1) What did Max suggest Phil for breakfast and why did Philip refuse to eat it?
- 2) What does Max usually have for breakfast?
- 3) Why did Max decide to go to the shop near his house?
- 4) What did Max buy in the shop?
- 5) Why did Phil agree to eat steak and some beans?
- 6) Why did two friends decide to have their breakfast at the café at last?

##### **b) Say if these sentences are true or false**

- 1) Phil needed to have a change, so he asked Max to give him some clothes.
- 2) Phil found the black trousers and a red shirt, but he thought colours didn't suit each other.
- 3) There was a red bag in the wardrobe where Phil found Max's clothes.
- 4) Philip changed his clothes putting on what he had found in a black bag.

##### **c) Retell the joke, which Philip told Max about beans**

**2.2.4.2 Think over correct intonation patterns of this dialogue and then read it with the proper intonation**

##### **b) Act the dialogue out**

**2.2.4.3 Write down the recipe of your favourite dish following Max's example**

### **2.3 Part 3**

#### **Topic "Higher Education"**

**2.3.1 Read the given texts looking the meaning and pronunciation of the words in bold in your dictionary**

### a) Text “University Education in Great Britain”

There are 46 universities in Britain. But not all universities are **equal**. They differ from one another in history, tradition, **academic organization**. Not all British universities are **backed by a well-known reputation**.

Oxford and Cambridge, the oldest universities are **world-known** for their **academic excellence**. The University of London has the size and breadth **to rank** among the UK's **top universities**.

A university usually consists of colleges. The departments of the colleges are organized into faculties.

University teaching in the UK differs greatly at both undergraduate and postgraduate levels from that in many other countries. An undergraduate programme consists of a series of lectures, seminars, tutorials and laboratory classes which in total account for about 15 hours per week.

Following a particular programme students take series of lecture courses which may last one **academic term** or the whole year. Associated with each lecture course are seminars, tutorials, laboratory classes which illustrate the topics presented in the lectures.

Lectures are given to large groups of students (from 20 to 200). Seminars and tutorials are much smaller than lecture classes and some departments can be **on a one-to-one basis** (one member of staff and one student).

Students prepare work **in advance** for seminars and tutorials, and this can take the form of **researching** a topic for discussion by writing **essays** or by solving problems.

Lectures, seminars and tutorials are all one hour in length, laboratory classes last two or three hours. Much emphasis is put on the private study nature of a UK degree. Each student has a **tutor** whom he can consult on any matter whether academic or personal.

The academic year is **split into three terms**. Formal teaching takes place in the first two terms which last for twenty four weeks in total. The third term is reserved for classes and examinations and lasts for six weeks.

Universities teach in all **major subject areas**: arts, science, law, engineering, medicine, social sciences.

**University staff** is at the foreground of knowledge in their subject. The teaching encourages students to learn in the most effective way.

University degree courses extend from three to four years. After three years of study a **university graduate** will leave with the **Degree of Bachelor of Arts or Science**. He can continue to take his **Master's Degree** and then the **Doctor's Degree**.

### Text “British Universities”

Oxford and Cambridge are the oldest universities in England. Both of these universities are very beautiful. They have one of the finest architecture in Britain. Some of their colleges, **chapels** and libraries are three, four and even five hundred years old, and are full of valuable books and **precious paintings**. Little is known about the early history of Cambridge but there is enough information to trace the first steps due to which Oxford gained its intellectual glory. The first college of Oxford

University was founded in 1249. The university now has thirty-five colleges and about thirteen thousand students.

There were no women students at Oxford until 1878, when first women's college, Lady Margaret Hall, opened. Now, most colleges are open to men and women. Oxford is famous its **first-class education** as well as its beautiful buildings. Many students want to study there. It is not easy to get a place at Oxford University to study for a degree. But outside the university there are many smaller private colleges which offer less difficult courses and where it is easy **to enroll**.

All in all Oxford and Cambridge are very conservative places: their forms, customs and procedure constantly reproduce the Middle Ages, though, of course, they reflect many of the changes of the last century. There are many traditions connected with the history of the Universities, which are still linked to, observed and cherished. Some of them are as follows.

- **Latin** is used at degree ceremonies.
- Students are wearing **full academic dress** at examinations.
- Proctors still tour the streets at night in cap and gown accompanied by "bulldogs", their younger assistants, **looking for malefactors** (violation of rules). The college rules forbid their members to be out after midnight, entertain women after a certain hour and so on.

- The tradition does not allow students to walk on the grass of the "court" (yard) of the College. It is the **privilege** of professors and head students.

- In Pembroke College Dr. Johnson's **blue-and-white teapot** is kept. He was a great tea drinker and on one of his visits to Oxford was poured out 18 cups of tea.

- In Christ Church College every night one can hear **the sound of Great Tom**, the bell in Tom Tower designed by Christopher Wren. Every night at five minutes past 9 the bell is rung 101 times in memory of the original number of students in the college in Henry VIII's time.

- In this college there is a statue of dean Liddel, for whose daughter Lewis Carroll, tutor in Mathematics at Christ Church, first told his immortal story of "Alice in Wonderland". His rooms can still be seen there as well as "Alice's Shop", which was described by Lewis Carroll in "Alice Through the Looking Glass". His real name was Charles Dodgson (1832-1898).

There are many other traditions and memorials which are reminders of the past.

## **b) Text "US University Education"**

There is no National University in the USA. Each state controls and supports at least one University. The National Government gives no **direct financial aid** to these state schools. The students do not go to the University free of charge. Everyone must pay a **tuition fee**. The amount varies from state to state. Students' total expenses throughout the year are very high. And though each University offers a number of **scholarships** many of the students have to work to pay their expenses.

Most of the US Universities have a **central campus**. Colleges of Law, Business, Medicine, Engineering, Music and Journalism can be found on one campus. Thus a student can attend courses at various colleges.

The students do not take the same courses. During the first two years they follow a basic programme. It means that every student must select at least one course from each of the basic fields of study: English, science, modern languages, history or physical education.

After the first two years every student majors in one subject and minors in another. A student can major in history and minor in sociality. In addition to these major and minor courses he can select other subjects according to his professional interest.

After completing four years of study the students receive a Bachelor's Degree (either BA or B.Sc.). With an additional year of study one may get a Master's Degree and after two or three years of graduate work and writing of the dissertation it is possible to obtain a doctoral degree.

For four years at the end of each year students have a final written examination. They take oral exams and write a dissertation only for advanced degrees.

### c) Text "Education in Russia"

Citizens of Russia have **the right to education which is guaranteed** by the Constitution and **ensured** by the broad development of **compulsory secondary education, vocational, specialized secondary and higher education**, by the development of **correspondence and evening courses**, by the provisions of state **scholarships, grants and privileges for students**.

In Russia there is a nine-year compulsory education, but to enter a university one has to study two years more.

School starts at the age of six for Russian children. But most of them have learnt letters in **kindergarten** which is now part of primary school. Primary and secondary schools together comprise eleven years of study. Every school has a "**core curriculum**" of Russian, mathematics, sciences, PT. A variety of subjects are taught at **lyceums and gymnasiums**.

After finishing secondary school, lyceum or gymnasium one can go on to higher education. All **applicants** must take **competitive examinations**. **Entrance examinations** are held in July and August. Higher educational institutions are headed by **Rectors**. **Vice-rectors** are in charge of the academic and scientific work. Higher educational institutions train undergraduates and graduate students in one or several specializations. The faculties are headed by the **Deans**. There are departments within faculties. The system of higher education in Russia is going through a transitional period. The main **objectives** of the reform are: **decentralization** of the higher education system, development of the autonomy of higher educational institutions, expansion of academic freedoms of faculties and students, development of new financial mechanism. All Russian schools until recently were state-subsidized.

In the terms of the ration of students to the total population Russia **ranks** among the top ten countries in the world.

The Russian educational policy is a combination of economic and social objectives. An educated person **contributes** more to the society and education on the



other hand gives a person the prospect for **professional advance**. The citizens of Russia show a great concern for education for themselves and their children.

Institutions of higher education include: **technical training schools, teachers training colleges**, universities which offer masters and doctoral degrees programmes.

The faculties have specialized **councils** for conferring advanced academic degrees.

#### **Text “Moscow State University”**

Moscow State University is the largest university of Russia. When it was founded in 1755 it was the University of Moscow with three faculties. Today it ranks among the **top universities of the world**.

The foundation of Moscow University was inspired by the radical philosophical and political views of Michael State (1711-65). The University **was established** by the order of Elizabeth, the Russian Empress. In the late 18-th century Moscow University became the centre of **advanced Russian science** and social thought.

Moscow State University is known world-wide for its **academic excellence**. Moscow State University, the largest educational institution in Russia teaches almost in all subject areas: Arts, Sciences, Law, Engineering, etc. The **staff is knowledgeable** in their subjects. The top research institutions of Moscow State University enable to keep research and teaching up to date. Here students can learn **skills** which fit them for a better career. Moscow State University reputation stays with its graduates — and their **achievements** in turn add to that reputation.

#### **d) Text “Open University”**

The most revolutionary of all the post-war developments in university education was the establishment of the Open University. It was initiated in 1963 by Harold Wilson (the Labour party leader and the Prime Minister of the UK) but opened in 1971. It is a **non-residential university**, which provides different courses using a combination of TV and Radio broadcasts, correspondence (distance) courses, personal tuition, summer schools and a network of viewing and listening centres. Its fees are not high. No formal academic qualifications were required at first to register for these courses, but there were so many applicants that **preparatory tests** had to be introduced. So now students are admitted on a "**first come, first served**" basis. The students are of all ages and come from very different backgrounds. Some improve their qualifications, others, like retired people or mothers of grown up children; obtained the time to do something they have always wanted to but had no opportunity. Each student of the Open University gets the help and support of his own **tutor (or counsellor)** with whom he meets and corresponds regularly and whom he can telephone in case of any difficulty. There are meetings at which students get to know each other forming self-help groups. These groups meet in each others homes to discuss the texts and assignments, to help, support and stimulate each other. The nearest approach to the ordinary university life is summer schools, which both students and local tutors attend with great enthusiasm. It is here that most the students "**find their feet**".

The standards of the Open University degrees are the same as those of other universities. The degrees are awarded on a system of **credits** for each course completed. It takes 6—8 years to get a degree. Only 1 % of its registered members get **qualification degree or diploma**. Approximately one in every 16 students graduating from the United Kingdom universities is from the Open University.

### 2.3.2 Exercises

#### 2.3.2.1 Answer the questions to the texts

- a) 1. How many universities are there in Great Britain?  
2. What differs one university from another?  
3. What does an undergraduate programme consist of?  
4. How long may a lecture last?  
5. How long must one study to get the degree of Bachelor, Master and Doctor?  
6. What are the oldest universities in England?  
7. What is known about their early history?  
8. When was Lady Margaret Hall, the first women's college opened?  
9. What is Oxford University noted for?  
10. What customs and traditions are kept in Oxford and Cambridge?
- b) 1. Is there a National University in the USA?  
2. Why do many American students have to work?  
3. What do most of the US Universities have?  
4. What courses must every American student select?  
5. What subjects do the US students major in after the first year?  
6. When do the US students receive a Bachelor's Degree?  
7. What is the oldest University of the USA?
- c) 1. What is guaranteed by the Russian Constitution?  
2. What subjects comprise a "core curriculum"?  
3. When can one go on to higher education?  
4. What must all applicants for entry do?  
5. What are the main objects of the Russian higher education system?  
6. What do Russian institutions of higher education include?  
7. When was Moscow University founded?  
8. How many faculties did Moscow University initially have?  
9. Does Moscow State University rank among the top universities of the world?  
10. Who initiated the foundation of Moscow State University?  
11. What subjects do MSU students study?  
12. What is the function of the top research institutions of Moscow State University?
- d) 1. By whom was the foundation of the Open University initiated and when?  
2. When does the Open University start its work and where?  
3. What does it use as the means of studying?  
4. What students study at the Open University?  
5. What are tutors and summer schools at the Open University?

6. What are the standards of getting degrees at the Open University?

**2.3.2.2 Make a table, accentuating peculiarities of higher educational systems in the USA, the UK and the RF. Make your own points of comparison**

| <b>Structure</b>   | <b>the USA</b> | <b>the UK</b> | <b>the RF</b> |
|--|----------------|---------------|---------------|
| <b>Peculiarities of the academic year: number of terms, their duration, vacation</b> |                |               |               |
| <b>Studied subjects</b>  |                |               |               |
| <b>Teaching staff, its role</b>  |                |               |               |
| <b>Students' life, customs and traditions of universities</b>                        |                |               |               |

**2.3.2.3 A role - play “Advantages and Disadvantages of University Education in the USA, the UK and the RF”**

You will be representatives of different countries working in the sphere of higher education. Your aim is to show the advantages of your universities. Try to prove your opinion. Your task is 1) to represent yourself; 2) to describe your higher educational system; 3) to ask your international colleagues as many questions as you can about their universities, pointing out disadvantages of their systems; 4) together you must form out a new international ideal system of higher education, using all the advantages and excluding all the negative features.

**2.3.2.4 Imagine that you are a journalist. Make an oral report about the university you study in**

**2.3.2.5 Write a letter about your university life to some real or invented foreign friend. Mind the rules of writing informal letters in English. Follow the example below**

34 Royal Street  
Brighton I7S  
25th September

Dear Gerhard,

How's life? I'm well. Now I'm in Brighton. I am a student of Mechanical Engineering Faculty here at the Polytechnic. There are 12 students in our group. They are from different countries - France, Russia, Turkey, the Ukraine, Syria, Bulgaria, and Belgium. All of them are very friendly. We are happy to study together. And our teachers are brilliant.

My address is at the top of the letter. I live in the hostel on campus. My roommate is a sophomore and we are really good friends. She is fond of physics as well as I am.

I'm really impressed by the size of our University. The buildings are very modern here. The students' canteen is very noisy and always full of hungry students. British food is tasty, but coffee is terrible here.

I'm really eager to study at this University but frankly speaking, I miss home. Write to me back soon. Best wishes,  
Martha.

### 2.3.3 Read information about expressing different emotional situations in the English language

#### a) Apologies, excuses and thanks

We can **apologize (say sorry)** in different ways in different situations.

|                                   | situation   |
|-----------------------------------|---|
| <b>(I'm) sorry.</b>               | When you close the door in someone's face, or sit in  |
| <b>I'm (very/terribly) sorry.</b> | someone's seat  |
| <b>I beg your pardon</b>          |   |
| <b>I'm sorry to disturb you.</b>  | When you interrupt/speak to someone who is working  |
| <b>I'm sorry I'm late.</b>        | When you are late for an appointment  |
| <b>Sorry to keep you waiting.</b> | Someone is waiting to see you and you are busy. You can also say: <b>I won't be long. (I will be free soon)</b> |

In formal situations we often use **apologize** and **apology**.

I must **apologize for** being late. **I would like to apologize for** the delay. Unfortunately...

**Please accept our apologies for** the delay in sending out your order. (a common phrase in business letters)

If the situation is important we can give an **explanation or excuse** after the apology. An excuse is the reason for the apology - it may or may not be true.

I'm sorry I'm late, **but I was delayed/got held up** at the airport.

I'm sorry I'm late, but my train **was cancelled**.

If you are responsible for a problem, you can offer or promise to do something about it.

**I'm sorry about** the mess in here - **I'll clear it up**.

**I'm sorry about** the confusion over the plans - **I'll sort it out**.

When people apologize to us, it is common to **reassure** them (tell them that 'everything is OK'). Sometimes we use two expressions to emphasize that 'it's OK'.

A: I'm sorry I'm late.

A: I'm afraid I forgot to bring the books.

B: **That's OK. Don't worry.**

B: **Never mind. It doesn't matter.**

These are the most common **ways of thanking people** in everyday situations, with typical replies.

B: Oh, **thank you (very much)**. B: Oh, **thanks (a lot)**.

A: **That's OK.**

A: **No problem.**

B: Oh, thank you. **That's very kind of you.** (This is polite and a bit more formal.)

### **b) Opinions, agreeing and disagreeing**

#### **Asking someone for their opinion**

**What do you think of** his new book/girlfriend? (asking about a specific person/thing)

**What do you think about** cosmetic surgery? (asking about a general topic)

**How do you feel about** working with the others?

#### **Introducing your own opinion**

**(Personally) I think** Paula was probably right.

**(Personally) I don't think** it's a good idea. (NOT **I think it's not a good idea**)

**In my opinion** we need to change the direction of the company. (This is more formal.)

#### **Having strong opinion**

These adjectives are common when we give opinions.

I thought it was a **brilliant** idea. (a fantastic idea)

She thought the pictures were **disgusting**. (terrible, very unpleasant, not acceptable)

His plan is just **ridiculous**. (absurd and stupid)

I think it's a really **original** book. (new and different from anything else)

#### **Giving the opinion of others**

**According to** the newspaper (**in the opinion of the paper**), she knew nothing about it.

The newspaper **says** the President knew weeks ago. (NOT **it is written in the newspaper**.)

#### **Agreeing with someone**

If we want to show we agree with someone, we can do it like this:

A: I think we should put the money in the bank.

B: **Yes, I agree (with you), or Yes, I think you're (absolutely) right.**

#### **Disagreeing with someone**

It is common to begin by agreeing before you give a different opinion.

**possibly,** but don't you think ...

Yes, **perhaps/maybe,** but I'm not sure that ...

**you could be right,** but don't forget ...

If we disagree but not completely, we often use these expressions:

**Yes, I see what you mean, but ...**

**Yes, I take your point, but ...**

#### **Strong disagreement**

**I totally disagree (with you).**

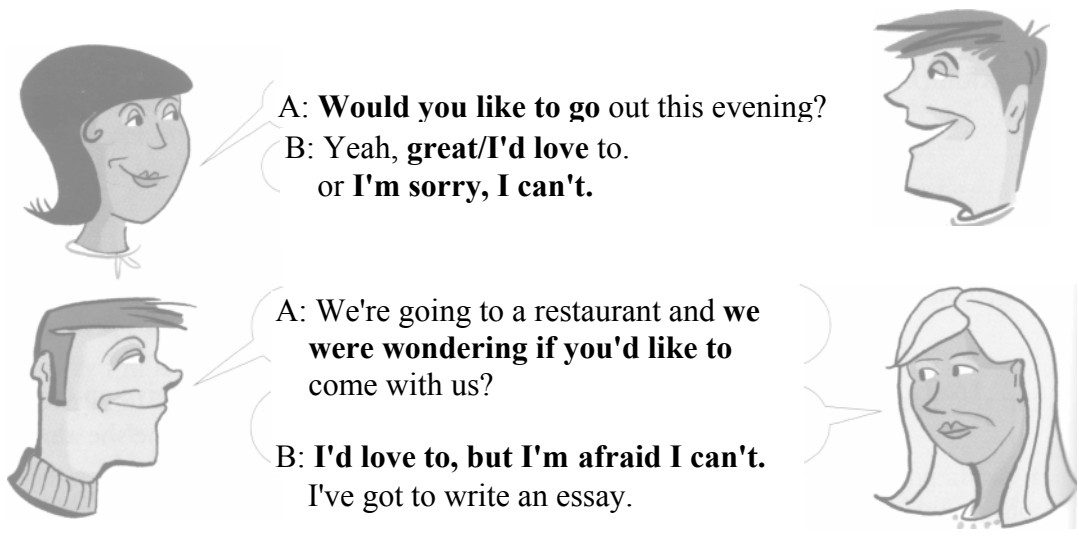
**I'm afraid I don't agree (with you) at all.**

### **c) Requests, invitations and suggestions**

#### **Requests and replies**

Notice that the phrases get longer when the requests get bigger.

1. A: **Could you** pass me the salt?    A: **Could I possibly** borrow your dictionary?  
    B: Yeah, **sure**.                                B: **Yes, help yourself**. (yes, take it)
2. A: **Do you think you could (possibly)** lend me two or three pounds?  
    B: Yeah, sure, or No, **I'm afraid I can't**. No, **I'm afraid not**.
3. A: **I was wondering if I could (possibly)** leave work half an hour early today?  
    B: Yeah, **no problem**, or Well, **it's a bit difficult (actually)**, because...



**Invitations and replies**

**Suggestions and replies**

What **shall we** do tonight? Where **shall we** go this evening?  
 What do you **fancy doing** this evening? (notice the -ing form)

**Making suggestions**

**How about** (or **What about**) **going** to the cinema? (notice the -ing form)  
 Perhaps **we could** just get a pizza or something like that.  
**Why don't we** try that new club in the main square?  
 Do you **fancy going** to that Italian restaurant? (This can be a suggestion or an invitation.)

**Replies**

**Positive:** Yeah, **great/fine/that's a good idea/that sounds great**.  
**Neutral:** Yeah, **if you like**. (if you want to go, then I am happy to go)  
               Yes, **I don't mind**. (it's OK for me) (~~NOT for me it's the same~~)  
**Negative:** I think **I'd rather (I would prefer to)** stay in and watch TV.

**d) Likes preferences and interests**

**What do you like?**

|                    |                        |                         |
|--------------------|------------------------|-------------------------|
|                    | <b>agree</b>           | <b>disagree</b>         |
| I love rock music. | <b>So do I/me too.</b> | <b>Really? I don't.</b> |

|  |  |   |
|--|--|---|
| <p>I'm <b>really into</b> dance music.<br/> I <b>like</b> a lot of pop music.<br/> I <b>quite like</b> salsa and samba.<br/> I <b>don't mind</b> jazz.<br/> I'm <b>not very keen</b> on music.<br/> I <b>don't like</b> reggae.<br/> I <b>can't stand</b> opera.</p> <p>I <b>hate</b> classical music.</p> | <p><b>So am I/me</b> too.<br/> So do I/me too.<br/> So do I/me too.<br/> Yeah, it's OK.<br/> <b>Neither am I/me</b> neither.<br/> <b>Neither do I/me</b> neither.<br/> <b>Neither can I/me</b> neither.</p> <p>So do I/me too.</p> | <p>Really? <b>I'm not.</b><br/> Do you? I hate it.<br/> I'm not very keen on it<br/> Oh, I can't stand it.<br/> Really? I love it.<br/> Oh, I quite like it.<br/> Really? I quite like it.</p> <p>Oh, I really like it.</p> |
|--|--|---|

### And things like that

We can describe a list of things, e.g. likes or dislikes, with one or two examples, then finish with general phrases like these. We can also use them to ask about likes or dislikes.

She's very keen on poetry and drama and **that sort of thing**.

I try to eat healthy food - simple pasta and salads, and **stuff like that**.

My husband likes boxing and wrestling, but I hate **things like that**.

What **kind of things/sort of stuff** do you like?

### Which do you prefer?

#### In general

A: Which **do you prefer**, tea or coffee?

B: I **prefer coffee to** tea in the morning. But in the afternoon I usually drink tea.

#### Specific occasion

A: We can go to the cinema or the theatre - it doesn't matter. Which **would you prefer?**

B: **I'd prefer to** go to the cinema, or **I'd rather go** to the cinema.

'I'd rather' is the same as 'I'd prefer to', but is more common in spoken English.

### What are you interested in?

A: Are you **interested in** Latin American music?

B: Yes, **very (much)**, or **No, not really**, or **No, it doesn't interest me (at all)**.

### 2.3.3.1 What could you say in these situations? (If it is an apology, give an explanation)

1. You get on a bus at the same time as another person and he/she almost falls over.
2. You arrange to meet friends in the centre of town but you are 20 minutes late.
3. Your car has broken down. You're pushing it to the side of the road and a stranger offers to help.
4. A friend borrows a pen and then loses it. When they apologise, you want to reassure them.
5. You need to see your boss, but she's busy. What do you say as you go into her

office?

6. A colleague at work tells you that a number of files are in the wrong order and he doesn't know what to do. When he apologizes, how can you reassure him, and what can you offer to do?

7. You were unable to go to a meeting with a client. Now you phone to explain.

8. Your company promised to send some information about new products to customer last week. You still haven't sent the information and must now write to explain.

**2.3.3.2 Complete these questions in three different ways to ask people their opinion**

1. ....these shoes? Do they look OK?
2. ....the plan to change the examination system?
3. ....having more responsibility?

**2.3.3.3 Fill the gaps with a suitable word from the opposite page**

1. A: What did you think.....the film?

B: Well,.....I didn't like it.

2. ....to the radio this morning, we won't know the result until tomorrow.

3. Yes, I take your....., but I still think the book was too long.

4. I.....disagreed with her, which is unusual.

5. I know she has very strong.....on this subject - she talks about it all the time.

**2.3.3.4 Rewrite these sentences using the words on the right. The meaning must stay the same.**

1. I think you're right.

AGREE

2. I think the club needs new players.

OPINION

3. I totally disagree with you.

AT ALL

4. The newspaper says terrorists started the fire.

ACCORDING

5. Yes, I take your point, but I'm not sure I agree.

MEAN

6. How do you feel about giving children more freedom?

THINK

**2.3.3.5 Correct the mistakes in this dialogue. There are six of them**

A: Do you like to go out this evening?

B: I'm afraid but I haven't got any money.

A: That's OK, I'll pay. How about go to see a film?

B: No, I think I'd rather to stay in and do my homework.

A: Why you don't do your homework this afternoon?

B: I'm busy this afternoon.

A: OK. We could go tomorrow.

B: Yeah, great.

A: Right. What film shall we see?



B: For me it's the same.

### 2.3.3.6 Complete the dialogues with a suitable word

- A: Could you ..... open that window? It's very hot in here.  
B: Yeah, .....
- A: Clive and Sally are here at the moment and we were if you'd like to come over for a meal this evening?:  
B: Yes, I'd ..... to.
- A: What do you ..... doing this evening?  
B: I don't know really. Any ideas?  
A: Why ..... we go to the cinema? We haven't been for ages.  
B: Yeah, that's a great .....
- A: OK. Where ..... we go on Saturday?  
B: How ..... going to the beach if the weather's nice?  
A: Yeah. Or we ..... try that new sports centre just outside town.  
B: Mmm. I think I'd ..... go to the beach.  
A: Yeah, OK, if you .....
- A: What ..... you like to do this weekend?  
B: I don't ..... . You decide.

### 2.3.3.7 Respond to each of these requests, invitations and suggestions.

**If possible, do this activity with someone else: one of you asks the questions, the other answers**

- Could I borrow a pen for a minute?
- Do you think you could post a letter for me?
- I was wondering if you've got a suitcase you could lend me?
- Would you like to go out this evening?
- I've got some tickets for a concert. Do you fancy coming with me?
- How about going to a football match at the weekend?
- Why don't we meet this afternoon and practice our English for an hour?
- We could invite some other people from our English class to meet us as well.
- I know you're busy but could you help me with this essay?
- Do you fancy going to the cinema?

### 2.3.3.8 Correct the mistakes in these dialogues (one mistake in each one)

- |   |   |
|---|---|
| 1. A: I love modern art.<br>B: Yes, so I do.                    | 5. A: Do you like tea?<br>B: Yes, but I prefer coffee than tea.       |
| 2. A: Do you like this?<br>B: Yes, I like very much.            | 6. A: Does he like football?<br>B: No, he's not interesting in sport. |
| 3. A: Would you like to go out?<br>B: No, I'd prefer stay here. | 7. A: I don't like his new CD.<br>B: No, so do I.                     |
| 4. I'm looking forward to see you next week.                    | 8. I don't mind to help them.   |

### 2.3.3.9 Complete the phrases in bold in these sentences

- My sister loves Robbie Williams, but I **can't** ..... him.

2. He likes windsurfing and waterskiing and **that sort of** .....
3. They're not very **keen** ..... sightseeing.
4. Do you really enjoy **things** ..... **that**?
5. **Are you looking** ..... to your holiday?
6. I love the cinema, but this particular film **doesn't** ..... **me** at all.
7. Carole **is really** ..... modern art at the moment. Personally, I hate it.
8. (formal letter) **We look forward to** ..... **from you**.

**2.3.3.10 Rewrite the sentences using the word on the right. The meaning must stay the same**

- |  |            |
|--|------------|
| 1. I hate these new shoes.                 | STAND      |
| 2. I think they'd prefer to go home.       | RATHER     |
| 3. I don't find his books interesting.     | INTEREST   |
| 4. I don't really like that sort of thing. | THINGS     |
| 5. I find archaeology very interesting.    | INTERESTED |
| 6. I think the new building is OK.         | MIND       |

**2.3.3.11 Agree with each of these sentences using 'so' or 'neither' and the correct verb**

- |                           |                                |
|---------------------------|--------------------------------|
| 1. I love this ice cream. | 4. I can't work with music on. |
| 2. I like strawberries.   | 5. I'm single.                 |
| 3. I don't like cold tea. | 6. I'm not married.            |

Now write 'me too' or 'me neither' next to each of your answers.

**2.3.3.12 Complete these sentences about yourself. Compare with someone else if possible**

- |                             |                                 |
|-----------------------------|---------------------------------|
| I really like..... and..... | I'm looking forward to .....    |
| and things like that.       | I'm not looking forward to..... |
| I don't mind.....           | I'm interested in .....         |
| I can't stand .....         | .....doesn't interest me.       |
| I prefer .....to .....      |                                 |

**2.3.4 Listen to dialogue 4. Write it down**

**2.3.4.1 Answer the questions**

- 1) What lectures did Max attend at the University?
- 2) Where did Max work and how many times a week?
- 3) What did Max ask Phil to do in the message?
- 4) How did Philip come to know about Max's birthday?
- 5) Who was Kate?
- 6) Where did Kate study and did she like it?
- 7) What was Phil's plan for the evening?
- 8) What did Phil buy as the present for Max's birthday?
- 9) Did Max enjoy the surprise?

**b) Say if the following sentences are true or false**

- 1) Max had very much work to do every day, so he was tired.
- 2) Kate was Philip's sister.
- 3) Kate liked to play chess.
- 4) Philip and Kate decided to organize an evening tea with the cakes for Max's birthday.
- 5) They presented Max a pair of sunglasses and a cat for his birthday.
- 6) Max was disappointed by the presents.

**c) Express your opinion about the surprise the friends made for Max on his birthday and about the present you would like to receive on your birthday**

**2.3.4.2 .. Act the dialogue out with the proper intonation**

**b) Listen to Phil's telephone conversation and memorize the following words and expressions**

|   |                            |
|---|----------------------------|
| Speaking!   | Я слушаю. Вас слушают.     |
| Is this/that the Inquiry Office?                            | Это справочная?            |
| Sorry, wrong number.  | Вы ошиблись номером.       |
| Sorry to have troubled/bothered you to get smb on the phone | Простите за беспокойство.  |
| Can/could I speak to ...                                    | дозвониться до кого-то     |
| I'd like to speak to ...                                    | Позовите к телефону...     |
| Hold on, please. Hold the line, please.                     | Я бы хотел поговорить с... |
| Smb is out /not in/not available.                           | Не вешайте трубку.         |
| Could you call back later?                                  | Его/ее сейчас нет.         |
| Who's calling/speaking?                                     | Перезвоните позже.         |
| Is there any message?                                       | Кто говорит?               |
| to leave a message  | Что-нибудь передать?       |
| to take a message   | оставить сообщение         |
| telephone Directory   | принять сообщение          |
| The line is engaged/busy.                                   | телефонный справочник      |
| I can't get through.  | Номер занят.               |
|   | Я не могу дозвониться.     |

**c) Fill in the missing remarks and reproduce the dialogues**

1. A: Алло! Это "Интерспорт"?
- B: Yes. Secretary speaking. Who's calling?
- A: Джек Локк из компании «Трансаэро»?
- B: Mr. Grey is on another line. Can you hold on?
- A: Конечно.
- C: Grey speaking.
- A: Здравствуйте, г-н Грей. Это Джек Локк. Наша делегация прибывает в Москву на следующей неделе.
- C: Glad to hear that. When will you arrive?

A: В понедельник.

C: That's good. And what do you think of our offer?

A: Наши люди все еще изучают ваше предложение и каталоги. Но нам кажется, что ваши цены слишком высоки.

C: Well, we can meet next week and discuss the prices. A: Хорошо, г-н Грей.

2. A: Wood and Co. Can I help you?

B: Я бы хотел поговорить с г-ном Смитом.

A: What is your name, please?

B: Это Владимир Белов из "Ростелеком".

A: Hold on, please. I'll find if he is available.

B: Хорошо.

A: Hello? This is Mr. Wood's secretary speaking. I'm sorry; Mr. Wood is very busy at the moment. Could you tell me your telephone number? Mr. Wood will call you later.

B: Конечно, 559-36-42.

A: And where are you calling from?

B: Из Львова.

A: Could you tell me the code for this city?

B: 340-44.

A: Thank you.

#### **d) Translate into English and act out the dialogues**

1. A: Это офис м-ра Власова.

B: Я бы хотел поговорить с м-ром Власовым.

A: Одну минуту. Не вешайте трубку, я посмотрю, у себя ли он. Мне очень жаль, но м-ра Власова пока нет на месте. Он все еще на совещании у начальника. Но я думаю, что он вернется через несколько минут. Что-нибудь передать ему?

B: Да, я буду вам признателен, если вы попросите его позвонить мне в любое время до обеда. Мой номер 445-77-86, фамилия - Холл.

A: Хорошо, я запишу. Значит, 445-77-86, м-р Холл. Я вас правильно поняла?

B: Совершенно верно. Благодарю вас.

A: Не за что. До свидания.

B: До свидания.

2. A: Алло!

B: Алло! Это квартира Ричарда Брука?

A: Да.

B: Я бы хотел поговорить с Ричардом.

A: Подождите, пожалуйста.

C: Алло!

B: Это ты, Ричард? Говорит Эдвард. Как твои дела?

C: А, Эдвард! Спасибо. Все в порядке. А как у тебя?

B: Хорошо, спасибо. Я звоню тебе, чтобы сказать, что в следующую субботу вечером у меня вечеринка. Приходи, пожалуйста.

С: Большое спасибо. Охотно.

В: Отлично. Начнем примерно в половине седьмого.

С: Постараюсь не опоздать.

В: Хорошо. Буду ждать тебя. Пока. До субботы.

**e) Prepare the dialogue with your partner as if you are organizing the birthday party for the best friend of yours**

## **2.4 Part 4**

### **Topic “British Holidays”**

**2.4.1 Read the texts, looking the meaning and pronunciation of the words in bold in your dictionary**

#### **a) Text “Bank Holidays in the UK”**

Every country and every nation has its own holidays, **customs and traditions**. The British people are very proud of their traditions, **cherish** them and carefully keep them up, because many of them are associated with the history and cultural development of the country. Speaking about British traditions we should distinguish **bank, or public holidays, annual festivals, celebrations and pageant (пышная процессия) ceremonies**.

The term "bank holiday" dates back to the 19th century when the Bank Holiday Acts of 1871 and 1875 declared certain days to be bank holidays, that is days on which banks were to be closed. Today their observance is no longer limited to banks only. Post offices, most factories and shops are closed too. There are 8 bank holidays: **New Year's Day, Good Friday, Easter Monday, May Day Bank Holiday, Spring Bank Holiday, August (or Summer) Bank Holiday, Christmas Day and Boxing Day**. All public holidays, except New Year's Day, Christmas Day and Boxing Day are **movable**, that is they do not fall on the same day each year.

Most of bank holidays are of **religious origin**, and meant **holy days**. But for the greater part of the population they have long lost their religious significance and are simply days on which people relax, eat, drink and make merry.

Christmas Day, which is the 25th of December, is the most widely celebrated and the most colourful and merry of all bank holidays.

On Christmas Eve everything is **rush**. Offices close at one o'clock, but the shops stay open late. The last preparations and **purchases** are made. Christmas trees are decorated, Christmas cards are arranged on shelves and tables, stockings are hung over the end of the bed, a carrot for the **reindeer** is left on **the mantelpiece**.

On Christmas Day many people go to churches, open their Christmas presents and eat a Christmas dinner of **roast turkey** and Christmas pudding. Many people watch the Queen's Christmas broadcast on TV. This day is a traditional family **reunion** and a special day for children. They wake up early to find the stocking on their bed full of small presents. Other presents, opened when everyone is together, are arranged

around the Christmas tree, which is usually decorated with multicoloured lights. Christmas meal is really traditional: stuffed turkey, boiled ham, mashed potatoes to be followed by plum pudding, mince pies, tea or coffee and cakes,

People travel from all parts of the country to be at home for Christmas.

Boxing Day on the 26th of December is the day of visiting friends, of giving Christmas boxes or gifts of money to servants, many people still give a Christmas gift to **paperboys and papergirls**. But most people sit in front of TV recovering from Christmas Day.

New Year's Day is on January 1. In England New Year is not as widely observed as Christmas. Some people even ignore it, but others celebrate it in one way or other. The most accepted type of celebration is a New Year party. Traditional parties and dances are held on **New Year's Eve**. Most people see the old year out and the New Year in with their friends and relations. At midnight on New Year's Eve when Big Ben is chiming everybody join hands and sing Robert Burns's poem "Auld Lang Syne" ("The good old days", "The days of long ago"). The most famous celebration is round the statue of Eros in Piccadilly Circus, where people sing, dance and welcome the New Year.

In Scotland the New Year's Eve is called Hogmanay and it is a very special time for merrymaking and exchange of presents. There and in the North of England people go **first-footing (первый гость в доме)**. To symbolize good luck the visitor carries a piece of coal and a glass of water,

On New Year's Day people make New Year's **resolutions**. They decide to do something to improve their lives. For example, to give up smoking or go to the gym once a week at least, Good Friday is the Friday before Easter when the church marks the death of Christ. On this day people eat hotcross-buns — small sweet rolls marked on top with a cross. On Easter people give each other chocolate Easter eggs. Easter Monday is a traditional day for the start of the summer tourist season; as schools close for two weeks.

May Day Bank Holiday is the first Monday after May 1 (May Day). May Day which is not a bank holiday is a celebration of the coming of spring. Different outdoor events are held, and May-queen, the most beautiful girl of the celebration, is selected. In villages throughout Britain children dance and sing round the **maypole («майское дерево»)** to celebrate the end of winter and welcome summer:

Spring Bank Holiday falls on the last Monday in May. Summer (August) Bank Holiday is held on the last Monday in August. These two bank holidays are great days for excursions. In Britain people generally make a beeline for the coast. Throngs of cars take to the road to get the family to some seaside resort for a bathe or a game on the beach. On these days the beaches are crowded with visitors from inland. On the last weekend in August there is a big **carnival** at Notting Hill in West London. People who take part in it dress up in **fabulous costumes**. Bands play African and Caribbean dance music, people dance and **blow whistles**. It is the biggest carnival outside Brasil.

## **b) Text “Festivals and Ceremonies in the UK”**

Besides bank, or public, holidays there are festivals, **anniversaries** and celebration days on which certain traditions are observed, but unless they fall on a Sunday, they are ordinary working days. They are: **St. Valentine's Day, Pancake Day,**

**April Fool's Day, Bonfire Night (or Guy Fawkes' Night), Remembrance (or Poppy) Day, Halloween** and many others including **Royal Ascot** — the biggest horse race in Britain, the Proms — a series of classical music concerts, **the London Marathon, Harvest Festival, Dog Shows** and so on.

The British people are also proud of pageants and ceremonies of the national capital — London. Many of them are world famous and attract numerous tourists from all over the world. They include daily ceremonies and annuals. **Changing of the Guard** at Buckingham Palace at 11.30 a. m. **Ceremony of the Keys** at 10 p. m. in the Tower, **Mounting the Guard** at the Horse Guards square are most popular daily ceremonies. Of those which are held annually the oldest and the most cherished are: the glorious **pageantry of Trooping the Colour**, which marks the official birthday of the Queen (the second Saturday in June); **Firing the Royal Salute** to mark anniversaries of the Queen's Accession on February 6 and her birthday on April 21; **Opening of the Courts** marking the start of the Legal Year in October; and **the Lord Mayor's Show** on the second Saturday in November, when the newly elected Lord Mayor is driven in the beautiful gilded **coach** pulled by 6 white horses to the Royal Court of Justice where he takes his oath of office and becomes second in importance in the City only to the **Sovereign** (Queen).

### c) Text “Round the British Year”

So the British national calendar of events ranges from the offbeat activities of Mayday dancing and Shrove Tuesday **pancake-racing** to the royal pageantry of Trooping the Colour and the great sports fixtures at Wembley Stadium, Royal Ascot and Lord's Cricket Ground. Here they are month by month round the year.

#### January

**New Year's Eve:** all over Britain on December 31 there are New Year celebrations. Most people see in New Year with friends and relations. At midnight on New Year's Eve everybody joins hands and sings "Auld Lang Syne", a poem by the Scottish poet Robert Burns. In Scotland and the North of England, people go **first-footing**. They call at friends houses, trying to be the first person through the door after midnight. To symbolize good luck, the visitor carries a piece of coal and glass of water.

**New Year's Day:** on New Year's Day (January 1) people make New Year's resolutions. They decide to do something to improve their lives, for example, to give up smoking or go to the gym once a week.

#### February

**Crufts Dog Show:** dog breeders from all over the world bring their valuable dogs to take part in Crufts Dog Show in London. There are prizes for most breeds and one for the best dog, who is given the title Crufts Supreme Champion.

**St. Valentine's Day:** February 14. People send a Valentine's card to someone they love, fancy, admire or secretly like. Usually you don't **sign your name**. The person, who receives the card, has **to guess** who sent it.

#### March

**The Boat Race:** rowing race between the universities of Oxford and Cambridge has been held on the River Thames in London almost every year since 1836. The length of the course is 4,5 miles (7,2 km).

**Pancake Day:** Pancake Day, or Shrove Tuesday, is the day before **Lent** starts. Lent is a Christian fast, which lasts for 40 days before **Easter**. **Pancakes** are made of flour, eggs and milk: all things, which should not be eaten during Lent. Nowadays people don't fast, but some people give up sweets or smoking. During the race each competitor carries a pancake in a frying pan. While running, they have to throw the pancake in the air and catch it again in the pan. The competitors are usually women.

#### April

**April Fool's Day:** April 1. You can play jokes on people, even on teachers. When they discover the joke, you say: "April Fool!" You have to play the joke before 12 o'clock midday; otherwise the joke is on you.

**Easter:** Schools close for two weeks at Easter. On Good Friday people eat hot cross-buns, which are small sweet rolls. They eat them toasted with butter. People give each other chocolate eggs on Easter Sunday. The eggs are usually hollow and contain sweets.

**The London Marathon:** one of the biggest marathons in the world. Each year about 30000 people start the race and about 25000 finish. Some people take part to raise money charity often wearing costumes. There is also a race for people in wheelchairs.

#### May

**May Day:** in villages throughout Britain on May 1 you can see children dancing around the maypole and singing songs. It is a pagan festival to celebrate the end of winter and welcome summer.

**FA (Football Association) Cup Final:** the biggest day in the football calendar. Two English football clubs play to win FA Cup. The match takes place at Wembley Stadium in London. Scotland has its own FA Cup Final, played at Hampden Park in Glasgow.

**Chelsea Flower Show:** Britain's most important flower and garden show. Thousands of people come to see the prize flowers and specially built gardens. It is held on May 29 (Oak Apple Day), the anniversary of the restoration of Charles II, who founded the Chelsea hospital for veteran and invalid soldiers in 1682.

#### June

**Royal Ascot:** one of the biggest horse-race meetings in Britain. It is held at Ascot, in the south of England. The Queen drives there from Windsor Castle. Ascot lasts for 4 days. It is traditional for men and women to go to the hoarse-racing at Ascot wearing their best hats.

**Trooping the Colour:** this is the second Saturday in June and celebrates the Queen's official birthday (her real birthday is April 21). She watches the parade of hundreds of soldiers. There is a lot of marching, military music and the soldiers are dressed in Colourful uniform.

#### July

**Wimbledon:** one of the 4 great world tennis championships and the only one, which is played on grass. It is held in the last week of June and the first week of July at Wimbledon, in southwest London. Tickets for Wimbledon are sold on the day. Lots of people queue overnight to get ticket for the Centre Court, the best tennis court. The queue often turns into a party.

**Henley Regatta:** the largest rowing competition in Britain, It is held at Henley-on-Thames, where the Thames runs in a straight line for over 2 km and makes it an



ideal place for rowing. The regatta, or boat racing competition, has been held there almost every year since 1839.

**Saint Swithin's Day:** it is said that if it rains on Saint Swithin's Day, July 15, it will rain for 40 days afterwards.

#### August

**Notting Hill Carnival:** the last weekend in August there is a big carnival at Notting Hill in west London. People who take part dress up in **fabulous costumes**. Steel bands play African and Caribbean dance music and people dance and **blow whistles**. It's the biggest carnival outside Brazil. Thousands of people go to the Notting Hill Carnival for the party atmosphere!

**The Proms:** a popular series of classical music concerts. The season lasts 7 weeks and there are concerts every night. Most of the concerts are performed at the Royal Albert Hall, in London. A lot of people like to go to the **Last Night** of the Proms. The orchestra plays popular tunes. People sing along and wave flags.

#### September

**Blackpool Illuminations:** every year 16 million visitors go to the holiday resort of Blackpool. When summer ends there are still things to see. From September 1 to November 1, the **promenade** has a special illuminated display at night. The theme of the display changes every year. Blackpool Illuminations along 7 miles of promenades is the most visited attraction in Britain.

**Harvest Festivals:** in the autumn harvest festivals are held. This is a Christian festival and churches are decorated with fruit, vegetables and flowers that people bring. Traditionally, the festival was held to say thank you to God for a good harvest. People put their food and vegetables on the **altar** at the harvest festival.

#### October

**International Motor Show:** every second year car manufacturers from all over the world display their latest models at the National Exhibition Centre (NEC) in Birmingham.

**Halloween:** October 31. This **pagan** festival celebrates the return of the souls of the dead who come back to visit places where they used to live. In the evening there are lots of Halloween parties or **fancy dress parties**. People dress up as **witches, ghosts, devils, cats, bats or anything scary**. Houses are decorated with **pumpkins with candles put inside**. Some children follow the American custom called "**Trick or Treat**". They knock at your house and ask: "Trick or treat?" If you give them some money or some sweets (a treat), they go away; otherwise they play a trick on you, like **squirting** water in your face.

#### November

**London to Brighton Veteran Car Rally:** this is usually the first Sunday in November. Hundreds of **veteran cars** are driven from London to Brighton, on the south coast of England. The cars in London to Brighton Veteran Car Rally were all built before 1905. People are dressed in the clothes of those times. It is not a race; it is a colourful demonstration of old cars.

**Guy Fawkes' Night (Bonfire Night):** Guy Fawkes is Britain's most famous terrorist. On November 5, 1605, Guy Fawkes planned to **blow up** the Houses of Parliament and the King of England, James I. The plot was discovered and Guy Fawkes was hanged. Every

year on November 5, people celebrate by **setting off fireworks**. They also make models of Guy Fawkes and burn them on big bonfires.

#### December

**Pantomimes**: these are plays put on before Christmas, usually for children. They are based on fairy tales, such as **Cinderella or Aladdin**, and mix comedy, song and dance.

**Christmas cards**: most people send Christmas cards to their friends and relatives. Some shops sell **charity cards**, and the **profits** made from selling these cards go to good causes.

**Christmas Day**: the most important day of all the holidays is December 25, or Christmas Day. Children wake up early to find a **stocking** full of small presents on their bed. Other presents, opened when everyone is together, are arranged around the **Christmas tree**, which is usually decorated with multicoloured lights. A traditional Christmas dinner includes roast **turkey**, roast potatoes and brussel sprouts, followed by Christmas **pudding**.

**Boxing Day**: this is December 26. It is usually spent in front of the TV-set recovering from Christmas Day.

#### **d) Text “St. Valentines’s Day”**

Valentine's Day is a day **to share** loving feelings with friends and family. It is also known as a holiday honouring **lovers**. Long before February 14 shops come to life with displays of attractive and brightly coloured "I love you" Valentine cards. There seems to be no limit to variety of cards on sale for the celebration of the day. They are happy or sad, romantic or humourous, serious or ridiculous. They cater for all tastes (including vulgar) and prices (from 10 pence to 10 pounds) depending on the depth of your love and the depth of your pocket.

On St. Valentine's Day boys and girls, **sweethearts** and lovers, husbands and wives, friends and **neighbours**, and even the office staff will exchange **greetings of affection**, undying love or satirical comment. And the quick modern way to do it is with a Valentine card, as there are all kinds, to suit all tastes.

The first Valentine was a **bishop**, a Christian **martyr** who before he was put to death (273 AD) by the Romans sent a note of friendship to his jailer's blind daughter. There was also another St. Valentine. He lived in Rome and was known as a Christian **priest** who would marry young couples against the order and will of the Emperor, who believed that unmarried young men were better soldiers. The Christian Church took for the saint's day February 14, the date of an old pagan festival when young Roman maidens threw decorated love missives into an urn to be drawn out by their boyfriends. This Roman custom was completely forgotten during the early Middle Ages. Then it was revived in the age of the Renaissance with its profound interest in Ancient Greek and Roman culture.

And love lotteries became very popular once again. That revived custom, mentioned by Chaucer and Shakespeare, and later became known as **name-drawing**. There used to be a custom in England on St. Valentine's Day that the names of young unmarried men and girls were mixed up and dropped into a jar or Valentine box and drawn out by chance. The person of the opposite sex whose name came out after yours was to be your Valentine (or sweetheart) for the year.

Young people hoped to find their own mates on Valentine's Day. They chanted magic charms and spells trying to foretell their future and make their wishes come true. Nowadays many girls keep this tradition of telling fortunes on this day. One of the easiest and humorous ways of telling fortune is by counting the buttons on the clothes saying:

*Rich man, poor man, bagger man, thief, Doctor, lawyer, merchant, chief.*

The English colonists brought the custom of telling fortune by cutting an apple in two and counting the seeds with the verse:

*One I love, two I love, three I love,  
I say,  
Four I love with all my heart,  
Five I cast away.  
Six he loves, seven she loves, eight  
they both love;  
Nine he comes, ten he tarries,  
Eleven he courts, twelve he marries.*

It has become a tradition to exchange gifts on St. Valentine's Day. **Present-giving** was not confined to sweethearts only. Until very recently children used to go about singing:

*Good morrow, Valentine, First 'tis yours, then 'tis mine,  
Please to give me a Valentine.*

They were given some small presents, money, fruit or Valentine Buns specially made for the occasion. This was a morning activity, and children were supposed to go out before sunrise. In some parts of Britain St. Valentine's Eve was a great present giving anniversary both for children and adults. Anonymous gifts of all kinds were laid upon the door-steps of houses, and the givers took care to do it secretly and get out of sight before the door was opened. The secrecy was essential as a great part of the fun of St. Valentine's Day consisted in trying to identify the anonymous giver. There was time when the presents given on this day were more numerous than Christmas ones.

Verses and other valentine greetings were popular even in the Middle Ages. At that time few people could read or write. Lovers usually said or sang their valentines to their sweethearts. Written valentines began about 1400. The oldest known one was made in 1415 by a Frenchman Charles, the Duke of Orleans. He was captured by the English in a battle and imprisoned in the Tower of London. There he wrote valentine poems many, of which were saved and can be seen in the British Museum.

In the last century sweethearts of both sexes would spend hours fashioning a home-made card or present. **Lace, ribbon, wild flowers, coloured paper, feathers and shells** were brought into use. The results of some of those **painstaking efforts** are still preserved in museums.

It was only in the early 1800s that factories began to make black and white valentines. As time passed valentines became more fancy: folded, decorated with laces, framed for pictures, brightly coloured and with moving parts, some of the cards more

than two feet long. The ornaments that decorated valentines were symbols of love and friendship. Each had a special meaning. A fan meant "Open up your heart", a ribbon — "You are tied up" or "You are my girl", lace — "You have caught my heart in a net". As valentines became more and more popular so did **valentine parties**. Among the first grand valentine parties was the one arranged by a French princess, Madame Royale, in the early 1600s. She named her palace "The Valentine". There were dancing, name-drawing and putting verses into a valentine box at her parties. Valentine parties and dinners became very popular. Sometimes the participants wore masks and dresses like famous couples: Cinderella and the Prince, the King and the Queen of Hearts. Children used to play "Drop the Handkerchief" at the parties. The boy kissed the girl who dropped the handkerchief, but he had to catch her first. "Post Office", another kissing game, was also very popular.

At valentine parties and dinners **romantic symbols** were sometimes hidden in a cake. Each guest got a slice and, if he was lucky, a symbol which told his fortune. Rice meant a wedding; a ring also meant **wedding or an engagement**. A coin meant a person would marry someone wealthy. Sometimes a boy got a red mitten, which meant that his girl did not like him. Today hearts are the most common romantic symbol. Candy, cookies and even cakes are made in heart shapes and decorated in pink or red as they are valentine colours. Another most famous valentine symbol is **Cupid** with his **bow and arrow**. Red, gold and silver symbols are sometimes put in gift packages.

Nowadays on February 14 young men and women **declare their feelings** for each other, some seriously, some humorously (humorous variety of cards seem to be the most popular). But the tradition is to do this anonymously. Some people disguise their handwriting in order to maintain their anonymity. Many people hope to receive the cards and presents on the day. If they receive nothing it can cause great disappointment. Romantic flowers, mainly red roses and cakes are most popular presents on this day.

Men sometimes send valentines as **proposals of marriage**. The young lady may send one in return, saying "yes". In the past a lady could propose to a gentleman on Valentine's Day and it was shameful to reject the proposal.

Every St. Valentine's Day thousands of people travel to a small village on Scotland's border with England to get married. The village is called Gretna Green. Its romantic reputation began in 1754. In those times in England marriage for the people under the age of 21 without **parents' permission** was banned. However, in Scotland this permission was not required. Gretna Green was the first stop across the border. Many young couples from England came to Gretna Green to get married. Now in that place at least one couple gets married every day of the year. Weddings for St. Valentine's Day have to be booked 3 months in advance. Nowadays the saying "Gretna Green marriage" denotes marriage without **parents' consent**.

Here are some examples of love messages for St. Valentine's Day.

*February the fourteenth day,  
It's Valentine, they say,  
I choose you from among the rest,  
The reason was I loved you best.  
Sure as the grape grows on the vine  
So sure you are my Valentine.*

*The rose is red, the violet blue,  
Lilies are fair and so are you.  
In your thought  
Forget me not.  
Lilies are white,  
Rosemary's green,  
When you are king,  
I'll be your queen.  
Round is the ring that has no end,  
So is my love for you, my friend,  
Again do take this in good part,  
Along with it you have my heart.  
But if you do the same refuse,  
Pray burn this paper and me excuse.*

**MY VALENTINE** (by M. C. Parsons)

*I have a little Valentine  
That someone sent to me.  
It's pink and white,  
And red and blue,  
And pretty as can be.  
Forget-me-nots  
Are round the edge,  
And tiny roses, too; and  
Such a lovely piece of lace  
The very palest blue.  
And in the center  
There's a heart  
As red as red can be!  
And on it's written  
All in gold,  
"To you, With Love from Me".*

Also there was in early times a strong belief that on this day birds choose their mates.

## **2.4.2 Exercises**

### **2.4.2.1 Answer the questions on the texts**

1. Which are bank holidays in Britain? How do they differ from the others?
2. What pageants in Britain can you name?
3. What is the most important holiday for the Britons?
4. How is St. Valentine's Day celebrated? Who was the first Valentine? Why is Gretna Green associated with the day?
5. What can you say about British holiday's traditions? Do they differ much from those in your country?

6. What holiday or celebrations in Britain do you like most of all? Why?

#### **2.4.2.2 Find the following sentences in the texts**

1. Британцы гордятся своими традициями, они берегут их и продолжают потому, что многие из них связаны с историей и культурным развитием страны.
2. Рождество, которое отмечается 25го декабря, отмечается с наибольшим размахом и весельем из всех официальных.
3. Кроме официальных праздников в Великобритании проводятся фестивали, пышные церемонии, характеризующиеся собственными традициями, которые в свою очередь не являются выходными днями, если только не выпадают на воскресенье.
4. Многие празднества, проводимые в Лондоне известны по всему миру, привлекая множество туристов.
5. Быстрый и современный способ признаться в своих чувствах сегодня – написать «валентинку», которую можно выбрать по своему вкусу.

#### **2.4.2.3 Finish the following sentences**

1. There are 8 bank holidays: .....
2. Most of bank holidays are of .....
3. Christmas Day, which is the 25<sup>th</sup> of December, is the most .....
4. On New Year's Eve people make .....
5. The first Valentine was a .....
6. Nowadays the saying "Gretna Green marriage" denotes .....

**2.4.2.4 Imagine you are a journalist. Prepare an interesting report about some British holiday**

#### **2.4.2.5 Make the calendar of American and Russian holidays**

**2.4.2.6 Write a post-card to your friends or relatives. Mind that when writing postcards in English, we often leave out a lot of words (the, there, are, is, my, we're, be) to save space. For example: ~~We're~~ having a great time.... ~~The~~ food is wonderful....**

**Here is the postcard from New York:**

Dear Pete and Sarah,

having a great time here in the Big Apple.

Weather brilliant - hot and sunny. Spent most of today shopping - fantastic department stores here: credit card's not looking too healthy! Hoping to do some sightseeing tomorrow - 5th Avenue, Times Square, etc. Nightlife also incredible ... nobody seems to go to bed!

Back in a couple of weeks, love Sue and Joe

**2.4.3 Find in the dictionary the meaning of the words "idiom", "saying" and "proverb". Point out the difference between them**

### **2.4.3.1 Read the given information and explain the role of idioms in the English language**

An important fact which must be stressed is that idioms are not only colloquial expressions, as many people believe. They can appear in formal style and in slang. They can appear in poetry or in the language of Shakespeare and the Bible. What, then, is an idiom? We can say that an idiom is a number of words which, taken together, mean something different from the individual words of the idiom when they stand alone. The way in which the words are put together is often odd, illogical or even grammatically incorrect. These are the special features of some vocabulary. Because of the special features of some idioms, we have to learn the idioms as a whole and we often cannot change any part of it (except, perhaps, only the tense of the verb). English is very rich in idiomatic expressions. In fact it is difficult to speak or write English without using idioms.

### **2.4.3.2 Look the meanings of the idioms dedicated to different topics in the special dictionary**

#### **a) Appearance**

1. Be / look the very picture of one's (father...), be the spitting image of smb
2. (As) pretty as a picture
3. Keep one's looks / lose one's looks
4. Beauty lies in lover's eyes; Beauty is in the eyes of the beholder
5. Appearances are deceptive
6. In the flower of life (one's age) /in the prime of life
7. Bear / carry off one's age well
8. You are as old as you feel
9. A chip off the old block
10. Like father like son
11. Be a character
12. Actions speak louder than words

#### **b) Family circle**

1. Marriages are made in heaven
2. Wedding dress / ring / breakfast / reception / cake
3. Be head over ears in love
4. The apple of one's eye
5. The baby of the family
6. A black sheep
7. Family circle
8. Family hearth / Hearth and home
9. Bring up / raise a family
10. Family skeleton = a skeleton in the cupboard / closet
11. Accidents will happen / occur in the best-regulated families
12. Marry in haste and repent at leisure

### **c) Domestic matters, home**

1. Set up house / home
2. Keep house
3. Keep a good house
4. Take pains to make the house / flat as attractive as possible
5. Be in apple-pie order
6. Live in (grand) style, live in opulence
7. Be well / comfortably off; be well-to-do
8. Receive guests / visitors; play host to smb
9. Keep open house L Make oneself at home.
10. Make smb feel at home
11. Home from home; Home away from home
12. Home bird
13. Within the walls of
14. Under the same roof
15. Answer the door
16. Show smb the door
17. Kick downstairs
18. Not enough room to swing a cat
19. Live cooped / penned up together .
20. The more the merrier
21. Walls have ears
22. A / no roof over one's head
23. A condemned house
24. For domestic reason
25. Home life
26. Home sweet home

### **d) Medicine, health**

1. Alive and kicking
2. Feel fit
3. Feel quite oneself
4. (As) fine / fit as a fiddle
5. Be a picture of health
6. Be (as) right as rain
7. A bag of bones = skin and bone
8. Feel like a boiled / wet rag
9. Feel like death / warmed up
10. Go (all) to pieces
11. Go from bad to worse
12. Under the weather
13. Between life and death
14. Catch a cold
15. Catch a disease
16. Catch one's death



17. Look like a death's head
18. Cause disease
19. Smb's days are numbered
20. Breathe one's last (breath or gasp)
21. Die a natural death
22. Die in one's boots / Die with one's boots on
23. Hope against hope
24. Be a martyr to smth / die a martyr to
25. Cheat death
26. Take one's life in one's own hands
27. Take medicine
28. The best medicine

**2.4.3.3 Match the following English idioms to their respective dictionary definitions (topics "Appearance" and "Family Circle")**

|                             |   |
|-----------------------------|---|
| The baby of the family      | Be like one of his/her parents in character and behaviour     |
| Be head over ears in love   | Look after a child; try to give it some beliefs and attitudes |
| Be a character              | Be in the best and most productive period of one's life       |
| A black sheep               | The worst member of a family                                  |
| The apple of one's eye      | Behave like one's father                                      |
| Like father like son        | A hidden and shocking secret                                  |
| (As) pretty as a picture    | Someone's favourite person or thing                           |
| In the prime of life        | An interesting person   |
| A skeleton in the cup-board | Love smb dearly   |
| Bring up a family           | A younger child in the family                                 |
| A chip off the old block    | The members of a family                                       |
| Family circle               | Very pretty   |

**b) Use some idioms to make up a story. A student starts it with "I have a friend named Mary." Other students should take turns building upon this sentence, turn by turn**

**2.4.3.4 In the following sentences, there is an idiom. Decide what you think is the key word, then look in your dictionary to see if you are right. Rewrite the sentences in non-idiomatic English**

Model: Mary is as pretty as a picture. She has large blue eyes a delicate nose, exquisite teeth, and a beautiful skin. She's not only attractive. Mary is a wonderful person; she's friendly and reliable.

1. Sweet little Mary is as pretty as a picture.
2. John was struck down by a heart attack in the prime of life.
3. The Browns' new house is pretty as a picture.
4. John looks like his father - a real chip off the old block.
5. Mary kept promising to get a job; John finally looked her in the eye and said, "Actions speak louder than words!"
6. Bill and Mary are head over heels in love with each other.
7. Nick's car is the apple of his eye.
8. Don is the black sheep of the family. He is always in trouble with

the police. 9. Diana's grandmother brought her up. 10. My brother was expelled from the university a year ago. That's our family's skeleton in the closet. 11. John is the very picture of his father. 12. My grandmother kept her looks even in her old age.

**b) The following sentences all contain an idiom with one word missing. Choose one of the four alternatives to complete the idiom. Agree or disagree with these statements. Give your own views with reasons**

1. My friend is a chip off the old \_\_ (brick, block, buck bug). 2. You are as old as you \_\_ (figure, find, fit, feel). 3. Marriages are made in \_\_ (hearth, hell, heaven, harmony). 4. \_\_ (acts, actions, abilities, accounts) speak louder than words. 5. My mother carries off her \_\_ (ache, age, award, aim) well. 6. Beauty lies in \_\_ (leader's, lady's, lover's, lad's) eyes. 7. Actions \_\_ (say, speak, sing, screech) louder than words. 8. I am head over \_\_ \_\_ (eyes, elbows, eye-brows, ears) in love. 9. My brother/sister is the black \_\_ (ship, sheep, shop, shed) of the family. 10. Without the help of the government there could be only loss of \_\_ (heart, health, house, hearth) and home and starvation for workmen who lost their jobs. 11. I don't have any skeleton in the \_\_ (coatroom, closet, club-house, cloak-room).

**2.4.3.5 In the following sentences, there are idioms on the topic "Family Circle". Decide what you think is the key word, then look in your dictionary to see if you are right Rewrite the sentences in non-idiomatic English.**

Model: It's open house tonight. We expect a lot of quests to come to our place. The more the merrier.

1. It's open house tonight. 2. My grandmother keeps house. 3. Mr. Brown gave his son a lot of money to set up house. 4. Betty took at pains to conceal the truth from her friends. 5. Mary left every-ling in apple-pie order. 6. I was delighted to receive my friend. 7. John made his friends feel at home. 8. The Smiths want to try and all their relatives all under the same roof. 9. Come in and make yourself at home. 10. Of course you can join us. The more the merrier. 11. The Blacks' flat was very small. There wasn't enough room to swing a cat. 12. Shhh, walls have ears. Someone may be listening. 13. My friend took pains to decorate the room exactly right. 14. My friend's family is quite well-to-do. 15. Some people have the ability to set up home wherever they happen to find themselves. 16. The house was condemned as unfit for people to live in.

**b) Read the following passages and choose the correct key word to complete the idioms. Use your dictionary to check your answers. Translate the passages into Russian.**

1. \_\_\_\_\_ About forty-two years old and a very (well-to-do/well-read) bachelor, Thriplow was a timid man, but his timidity took a curious form, for it drove him, whenever he had a holiday abroad, into discomforts you did not connect with timidity. He couldn't bear social contacts, and so he chose for the scene of his escape those parts of the world where there were few fellow-tourists.

(From the Lottery Ticket by Or. Greene)

2. Sallie McBride just put her head in at my door. This is what she said: "I'm so \_\_\_\_\_ (homeless / homesick) that I simply can't stand it. Do you feel that way?" I smiled a little and said no. I thought I could pull through. At least homesickness is one disease that I've escaped! I never heard of anybody being asylumsick, did you?

(From Daddy-Long-Legs by J. Webslef)

3. The house was furnished in extremely good taste, with a judicious mixture of the antique and the modern. Julia had insisted that she must have her bedroom as she liked, and having had exactly the bedroom that pleased her in the old house in Regent's Park which they had occupied since the end of the war she brought it over bodily. It was the only room in the house in which Julia \_\_\_\_ (fit /felt) completely at home.

(From Theatre by W. S. Maugham)

#### 2.4.3.6 Match the idioms on the topic "Medicine and Health with their meanings

|                                |  |
|--------------------------------|--|
| Under the weather              | Respond to treatment                       |
| (As) fine as a fiddle          | To make someone live, regain consciousness |
| To be alive, active and lively | To die while still working                 |
| To look very healthy           | To avoid death                             |
| Bring smb to life              | To feel slightly ill                       |
| Feel like death                | To feel very badly                         |
| Feel fit                       | To get better when you are treated         |
| Alive and kicking              | To be very cold and become ill             |
| Catch one's death              | To be completely healthy again             |
| Breathe one's last             | To die                                     |
| Die in one's boots             | To be healthy                              |
| Cheat death                    | Being treated by a doctor                  |
| Smb is a picture of health     |  |
| Under the doctor (for)         |  |

**b) Use some idioms to make up a story. A student starts it "Laughter is the best medicine". Other students should take turns building upon this sentence, turn by turn.**

#### 2.4.3.7 In the following sentences there is an idiom. Decide what you think is the key word, then look in your dictionary to see if you are right. Rewrite the sentences in non-idiomatic English.

Model: When I saw my grandfather last time, he was alive and kicking. He didn't look his age. He was still active and energetic.

1. When I saw my grandfather last time, he was alive and kicking. I'm afraid, my grandmother is not feeling fit. 3. You'll catch a cold, if you go for a walk in cold weather. 4. It was a matter of life and death. 5. Good health is above wealth. 6. My sister nursed her husband back to health. 7. A famous doctor is going to perform this operation. 8. My friend's illness is responding to treatment. 9. My aunt is an elderly person, but as fit as a fiddle. 10. There's nothing to worry about. The patient

soon will be as right as rain. 11. The patient feels like death warmed up. 12. I'm a bit under the weather. 13. Walter caught an infectious disease. His days are numbered. 14. As far as I know, her father died a natural death. 15. My grandfather wants to die in his boots. 16. Her grandmother managed to cheat death. 17. I took my medicine in the morning. 18. My nerves have gone to pieces.

**b) Read the following passages and choose the correct I word to complete the idioms. Use your dictionary to your answers. Translate the passages into Russian.**

1. You'll catch your death of \_\_\_\_ (hold/cold) standing there with nothing on. There's quite a cold wind now that the sun's gone dc

(From The Sandcastle by I. Murdoch)

2. "I think I shall go to Japan as I did last year," she said. "The doctor says I must get out of the heat if I don't want to go all to \_\_\_\_ (pieces /parts)"

(From The Painted Veil by W. S. Maugham)

3. I suppose if I died you'd cry a bit. That would be nice of you and very proper. But I'm all alive and \_\_\_\_ (licking/kicking). Don't you find me rather a nuisance?

(From The Bread-Winner by W. S. Maugham)

#### **2.4.4 Listen to Philip's report about St. Petersburg**

##### **2.4.4.1 Look the following words and expressions in your dictionary**

A sign of civilization, the lively atmosphere, to be crowded, classical and baroque architecture, the Palace Square, magnificent, Winter Palace, the Mariinsky Opera and Ballet Theatre, Pete's and Paul's Fortress, St. Isaac's Cathedral, to be worth seeing, attractions, monk, czar, a pedestrian dream, white nights, granite embankments, drawn up bridges, to fall in love, unique.

##### **2.4.4.2 Answer the questions**

- 1) What can you say about St. Petersburg's atmosphere?
- 2) What is the best season for a visit?
- 3) What are the most famous attractions of this Northern Venice?
- 4) Who designed St. Isaac's Cathedral?
- 5) Why do people consider St. Petersburg to be unique?

**2.4.4.3 Represent this report orally to your classmates using words and expressions from exercise 4.4.1**

**2.4.4.4 Make the report about your native town. Don't forget about its traditions, customs and ceremonies**

**2.4.4.5 Explain the meaning of the idioms used by Max and Philip (“An apple a day gives a doctor away”, “Your words are like a tonic for me”) giving their Russian equivalents**

## **2.5 Part 5**

### **Topic “National Character”**

**2.5.1 Read the following texts. Pay attention to the words and word combinations in bold**

#### **a) Text “British National Character”**

Almost every nation has a **reputation** of some kind. The French **are supposed** to be **amorous**; the Germans dully **formal, efficient**; the Americans **boastful, energetic, gregarious and vulgar**. The British have been known as **superior, snobbish, aloof, hypocritical and unsociable**. Though these characteristics have been noted by people from all over the world, the traditional opinion about British was based on the habits of those Britons, who could afford to travel: diplomats, merchants and those who were taught by Public School.

An unusual geographical position of the country produced a certain **insular spirit** among its inhabitants tend, a little more than other people, to regard their own community as the centre of the world. The British look on foreigners in general with a slight **contempt** and think that nothing is as well done elsewhere as in their own country. That, perhaps, explains why Andre Maurois, a French biographer and novelist, described Britain as "a far country, far not in distance but in customs and ideas" where it is so difficult for a foreigner "to find his depth".

Like any other nation or society, the British like to create an agreeable picture of themselves. They think that their important national values are **tolerance, decency, moderation and consensus**. The British pride themselves on **fair play** and a **genius for compromise**. As seen by outsiders, qualities of the typical British also include **reserve and modesty, politeness and helpfulness, a gift for understatement and awkwardness with women and children**. One writer, contrasting England with neighbouring France, said: “At times it seems that French and English national characters could be expressed in a series of antitheses: wit — humour, logic — tradition, gallantry— courage, thrift — expenditure, taste — comfort, town — country, vanity — pride”.

Many more books have been written by foreigners than by Englishmen on English traits, English ways of life and the English character. Their authors are by no means always in agreement. But there is one quality of the British national character which remains indisputable. The British people are known to be profoundly **conservative** by temperament. They always prefer their glorious past with its reassurance to the uncertainty of the future. Their conservatism on a national scale may be illustrated by reference to the public attitude to the Monarchy, an institution which is held in affection and reverence by nearly all British people, to the old traditions and ceremonies which are so carefully cherished.

National conservatism explains why tradition and creativity are in conflict in Britain and why antimodernism has been a prevalent theme in British culture: in architecture, art, design, craft and manufacture. There was a strong **revolt** against the brutality of Modernist architecture, against the use of bare concrete and against the high-rise buildings. In the late 1980s Prince Charles openly championed a return to traditional architecture and building materials. The British think it safer to live with the quiet authority of a rural past than the uncertainties of the urban present

Being conservative they love old familiar things and suspect change, intellectuals and ideologies, fads, fancies and foreigners. Unlike elsewhere in Europe, someone described as "intellectual" usually feels embarrassed rather than flattered. Due to their conservatism the British were slow in adopting the metric system which came into general use only in 1975. Being traditionally-minded the British people are less fashion-conscious than other Europeans. The majority dress conservatively, "safely", rather than fashionably. The British may be among the least smartly dressed people in Europe, they wear what they want when they want. Clothing bought "off the peg" is most popular

The British are **community-minded people**. They have had a long tradition of democracy, not so much in the sense of creating formal institutions, but in the active sense of popular cooperation to uphold the will of the people. The British have a strong **civic sense** and participate in public affairs as their birthright. There are 160000 **charities** officially registered with the government, and another 200000 **voluntary organizations**, including sports clubs, trade-unions, rambling clubs, protest groups and societies. Britain is described as "the country of voluntary obedience, of spontaneous organization". Due to that kind of activity and organization there is a fundamental liberty in Britain not easily found elsewhere.

The British are not only community-minded but **individualist-minded** people as well. They emphasize individuality because they hate the idea of appearing the same. British individualism is built into custom and practice, into local work and community organization. Every regiment in the army, every school or university, many municipal corporations, clubs and other institutions tend to have their own uniform, traditions or their signs identifying them and making them different from others. British sense of dignity and importance of the individual explains their **extraordinary toleration of individual eccentricities**. And it is their individualism which explains why the British sense and feeling for privacy is so notorious.

**"The Englishman's home is his castle"** is the saying known all over the world. The British people more strongly than other nations are attached to their country and to their homes. British **patriotism** is almost **fabulous** and it is based on insular pride, on a deep **sense of security**. Englishmen as individuals may have been insecure, threatened with the loss of job, unsure of themselves or unhappy in many ways. But as a nation they have been for centuries secure in their national success. This national sense of security, hardly threatened by the Armada, or by Napoleon, or by World War I, has been weakened by World War II (the loss of the empire) and by the invention of the atomic bomb. But his home remains to be his castle. For them there is no place like home, there they feel most comfortable and their privacy is guaranteed. Everyone in Britain dreams of living in a **detached house** (separate building) with a beautiful garden and smooth lawn in front of

it. **Tower-blocks** (or high-rise blocks) are the least popular housing, as they do not create a **rural feeling** and don't suit British attitudes. Only 40 % of the population live in high-rises, Many of them hating those flats and dreaming of coming into possession of their own house with a "real fire". A **fire-place** is a traditional symbol of warmth, the atmosphere which is exceptionally dear to the British heart. Nowadays, those who can not afford "real fire" can buy an imitation of open fire with plastic coal.

Britain is supposed to be **the land of law and order**. The British deeply respect law, both written and unwritten, and strictly obey it. They never violate traffic order or game rules; they play fair and prefer to turn any conflict into a compromise. They are prudent and careful about almost everything. **Cleanliness and orderliness** are regarded to be next to godliness, so everything is orderly with them: streets and houses, lawns and flower-beds, gardens and parks. Drinks are carefully measured, seats are carefully assigned, closing and opening hours are vigorously observed. **Queueing** is noticed to be the national passion. An Englishman, even if he is alone, forms an orderly queue of one. On Some special occasions (Wimbledon tickets, for example) overnight queues may often turn into a party.

Many British people are guided by **Victorian values** and make them the principle of their life. Margaret Thatcher has been an ardent champion of them rightly considering them to be eternal values and the way to making a good society. Victorian values teach **to work hard, to improve yourself, to live within your income, to give a hand to your neighbour, to respect yourself, to be self-reliant, to be a good member of your community, to take it as duty to help others voluntarily when you get greater prosperity, to have tremendous pride in your country.**

The best known and universally marked qualities of the British people, especially English, are **coldness and reserve**. They do not talk very much to strangers; do not show their emotions openly. But foreigners also confess that English reserve is not unpleasant. And when you get to know the English better they will turn out to be very **companionable, friendly and warm-hearted** people.

Closely related to British reserve is British **modesty**. English people hate **boastfulness**.

**Snobbery** is not as common in England today as it was at the beginning of the century. It still exists, however, as the British accept and enjoy the distinctions of social class. They love **hierarchy** and see nothing wrong in the differential attitude that it breeds. The simplest **clue to class distinction is accent**. George Bernard Show once made the famous remark that an Englishman cannot open his mouth without making some other Englishman despise him. For the way English is spoken gives away not only regional identity but class status too. The so-called RP (**Received Pronunciation**) systematically established through the Public School is the accepted dialect of the national **elite**. There are two kinds of RP: "unmarked" (the language of well-educated people, BBC radio and television) and "marked" RP (the language of high social class). Although spoken by less than 5 % of the population, RP has immense influence and those who speak it enjoy a social authority that contradicts democratic ideals.

The majority of middle class people speak a sort of classless, democratic version of RP, with a slight admixture of a local regional accent. People's attitudes to the various regional accents depend on a whole range of historical and social factors. The Birmingham is considered ugly, cockney is associated with criminals, Scottish is thought of as serious and sensible, Irish as poetic, West Country accent is identified with farm-workers, sometimes considered stupid by city folk. It is the Cinderella among accents, confined to comedy and gardening programs.

The British people are great **lovers of gardens, dogs and horses**. Their devotion to animals and gardening is a tradition that is rooted not only in their own souls but in the minds of the rest of the world too. Animals are not only loved but protected by law. The Royal Society for the Prevention of Cruelty to Animals (RSPCA) was established in 1824, more than half a century before its national counterpart for the prevention of cruelty to children (1884). Nowhere in the world cats and dogs are so deeply cared for as in Britain. There are even special **dogs' cemeteries and monuments** in the country and a "Birds" Hospital in Cornwall.

One of the most striking aspects of the national character is the **love of the countryside**. The British view life in the city as an "unnatural" economic necessity. The British idea is to preserve a piece of country and fit a house into it or hide in it.

English people have many times been described as a **nation of flower-growers**. **Gardening** is one of the most popular hobbies in the country. To meet people's interests there are large garden centres where people can buy shrubs and other plants for outdoor and indoor cultivation. Many social activities are connected with gardening. There are flower-shows and vegetable-shows, with prizes for the best exhibits. Gardening clubs and evening classes in this subject attract a large number of enthusiasts.

**"Do-it-Yourself"** has become another popular hobby in Britain. The average British is keen on doing the various jobs about the house himself and only occasionally hires professional help. Books and magazines are published giving step-by-step instructions and there are also shops, which cater for the requirements of the amateur craftsmen.

Though Britain does not often produce world-famous sportsmen the British people are **sport-lovers** and taught the rest of the world **organized games**. Golf was first played in Scotland in the 15th century; cricket was first played in England in the 16th century. The first team sports such as football, rugby and hockey were first played in British Public Schools. Besides these popular national games there are sports "essentially dear to the English nature... to the gentleman class": **fox-hunting, rowing and horse racing**. But they have remained primarily upper-class **pastime**. Most British people go in for cheaper sports for pleasure and to keep themselves fit. The British are great lovers of **competitive sports**.

The British are a **gambling nation**. The total amount staked on all forms of gambling probably amounts to 1/20 of all earnings. There are thousands of **betting shops** in Britain. The most popular forms of betting, apart from horse racing, are bingo and football pools. Hundreds of cinemas are now used as bingo halls, and it is estimated that more than 6 million people, mainly women, play bingo fairly regularly — though the stakes are very small.



The British people are the world's greatest **tea drinkers**. They drink a quarter of all the tea grown in the world each year. Tea is the national beverage. Many of the British drink tea on at least 8 different occasions during the day. In a British home there is the early morning cup of tea, tea at breakfast, tea at 11 o'clock in the morning, tea at lunch, then tea after lunch; there is tea for tea, tea for supper and then the last thing at night is tea.

One of the points, which is difficult for foreigners to understand, is the English **sense of humour**. This is perhaps the most fundamental trait the British have in common. It is an **ironic** sense of humour which lends itself to self-caricature.

British people are known to be **practical and realistic**; they are full of common sense and are not easily misled by romantic delusions. The English tradition in philosophy has always been realistic and hostile to mysticism. And they always prefer practical compromises to theoretical exactness.

British people are **polite in public** much more than any other nation. It is considered polite to give up one's seat to a woman who is standing, carry things for her and so on. British people do not readily ask each other to do anything; they prefer to wait for a service to be offered before asking for it. If they do ask, then they say something like "I don't really like asking you, but".... They are **friendly and warm-hearted**, they talk quietly and are never too **talkative** because they respect silence and think that "no one will blame you for silence". They try to avoid making **confidences**, particularly about other people. Though **gossip** exists there, as everywhere, yet it is less common and more serious.

A good conclusion about the British national character may be the reference to the words of Arthur Kolstler, a foreign writer who lived in Britain for many years and who described **average Englishman** as an **attractive hybrid between an ostrich and the lion**: keeping his head in the sand as long as possible, but when forced to confront reality capable of heroic deeds.

### **b) Text "Ways of British Life"**

There are various **stereotypes** of different ways of life of the British people which is well-known to marketing people. Upper class people cook French food for an evening meal which they call dinner or supper, and they drink wine with it; they watch tennis and rugby; they read The Times or The Daily Telegraph; they name their sons Piers or Edward, and their daughters Rebecca or Sophie; they listen to classical music; and they buy stocks and shares. Working class people microwave ready-made supermarket meals for an evening meal which they call tea, and they drink tea with it; they watch snooker and football; they read The Sun or The Daily Mirror, they name their sons Darren or Paul and their daughters Ashley or Lizzie; they listen to pop music; and they buy lottery tickets.

These stereotypes are humorous and only half true. But there are some **definite features of life** which are quite serious,

**Social contacts.** Much social contact takes place in people's homes, and an invitation to tea is a common way of keeping in touch with friends and relatives. Besides endless cups of tea, there are thin bread and butter with jam, meat or fish paste and some home-made or bought cakes. On special occasion the family may go out to tea — to a tea-shop or a cafe and order **high tea**, which is a fairly substantial meal often consisting of fish

and chips, or boiled ham and salad, followed by bread and butter and cakes. High tea is eaten in most working class houses in the North.

All letters concerning social affairs — invitations to parties, dinners, weddings, etc. — have to be directed to the wives and husbands together, never to the husband alone. They are, as a rule, written by the hostess who is responsible for the social affairs of her household. The habit of taking flowers to the hostess is not observed in England. "**White Tie**" means full evening-dress.

Whenever you have spent a night or a weekend in somebody's house you have to write a letter, if possible at once when you get back, a so-called **bread-and-butter letter**. It would be considered very bad manners not to observe this custom — even if you haven't enjoyed yourself at all.

**Sunday dinner.** Sunday dinner is in many parts of the country a great **family occasion**. Sunday dinner is indeed a special occasion. On Saturday the **housewife** chooses a weekend **joint of beef or lamb** (pork is not eaten very much in England). The joint is carefully roasted in the oven and gravy made from the natural juices. After having sharpened the **carving knife**, father sets about carving the joint and mother adds the roasted or boiled potatoes and other vegetables; covering it with rich gravy. For "**afters**" there may be a heavy pudding followed by a cup of tea.

**Eating habits.** The British cannot claim to be a nation of good cooks. Best restaurants are usually run by foreigners. But interest in cooking has widened and menus have become more imaginative helped by better equipped kitchens, cookery journalism, TV demonstrations and great variety of recipe books.

Cheese and vegetables (but not potatoes) are among the **foodstuffs** consumed in greater quantities while the **consumption** of bread and flour declined. More butter is eaten in Wales; the Scots eat more biscuits and cakes. The consumption of considerable quantities of sweets and chocolate remains a notable feature of British eating habits.

Britain has some excellent traditional food: lamb from Wales, shellfish and fresh salmon from Northern Ireland, fresh or smoked fish from Scotland, cheese from England and Wales. But good British food is difficult to find. Only 2 % of restaurants serve British food. Most restaurants are Italian, Chinese and Indian.

People in Britain are more likely to eat **fast food**: hamburgers and French fries (chips). But not all fast food is American. Kebab houses, often run by Greek and Turkish Cypriots are also very popular. People spend less time cooking now.

About 10 % of British people are **vegetarians**, and there are quite a few vegetarian restaurants in Britain.

**Drinking habits.** Britain has been known as a **sober country**. The consumption of alcohol has never been there as high as in other European countries. The British usually drink water or beer with their meal. **Spirits** are generally too expensive for normal household except on some special occasions. The hours of selling drinks are regulated by local authorities and drinks may only be sold in the establishments licensed for such sales.

It was the Saxon king Edward (before Norman invasion) who tried to regulate drinking habits and installed limit marks for ale and wine. Only one out of 10—15 orders is whisky, double whisky is rare, triple is practically never ordered.

But drinking habits in Britain are changing. With tastes acquired abroad consumption of wines, spirits and **liqueurs** has **increased**. When alcohol habits began to

change, prices on **ale** were cut. Government takes care to preserve ale as the national and most popular alcoholic drink in the country.

**New relationship in marriage** is a tendency of the present time. The husband accepts a greater share of the burdens of household, as both husband and wife share more or less equally **financing of their home**. With the increased number of **labour-saving equipment** husbands are more actively involved into domestic affairs. **Laundry**, for example, has completely become the duty of husbands. And the housewives who nowadays cannot afford to pay high wages to cooks and housemaids or dine daily in restaurants must themselves practice domestic arts. Many of them attend **domestic economy classes**. But there is no better teacher than necessity and a young woman of today is acquiring skill in the running of her house, her chief domestic help being her husband.

**Holiday Making**. The holiday program in Britain is dominated by the sea. More people between 35 and 64 than any other adults go to the sea, some because they have become used to it and many because it is the best and easiest way of keeping the children happy. Tent life has enormous appeal to many. Very few people in Britain have **summer-houses** to visit for holidays and week-ends. Some people bring their own **caravans** (передвижной дом на колесах) pulling them behind their cars; others **hire** caravans already in position. These caravans provide opportunities for holiday making in solitude or in the friendly atmosphere of an organized caravan site.

There is another sort of family holiday very popular in overcrowded England, **the holiday camp**. It is a comparatively recent development: it is a holiday town or village, consisting of great number of small chalets together with central dining halls, dance halls, etc. Camping holidays with **tents** are not as well popular as in continental Europe. The summer weather too often can be very unpleasant for **tent dwellers**.

**Pubs**. Decidedly English institutions which **evolved** over the centuries are clubs and pubs. They play an important part in social life of the country.

There are many pubs **prospering** at present whose history goes back to Norman times. Thus, "The Road to Jerusalem" was founded in 1189 (Nottingham). Pubs (**public houses**) date back to the **inns and taverns** of the Middle Ages, places where local people met and where travellers stayed. In every town and village nowadays there are plenty of pubs where people can go for a drink and a chat

Most pubs had at least two different rooms for drinking, the public bar and slightly more expensive saloon bar. It was only to saloon bars that women were taken until the greater social liberation of the 1960s. Pubs are still essentially **male institutions** and there are some conservative areas where women are not welcome.

Today the increasing number of pubs serves food and coffee or tea as well as alcoholic drinks. The best pubs produce excellent **home-made food** and welcome families.

It seems that the English think it rather indecent to drink alcoholic drinks in any place where they can be seen from outside. So pubs not only have no tables outside, but are so built that it is impossible for people outside to see in, or for those who are inside to see out. There are few exceptions to this. Even modern pubs look as if they were several hundred years old. The staff of the bar usually knows the regular customers and chats with them.

Pubs, besides offering a wide variety of alcoholic and non alcoholic drinks and providing (but not all of them) hot and cold food, serve as places for meeting friends and entertainment. Many have TV sets; **amusement machines and juke-boxes** and provide facilities for playing darts, billiards, dominoes and similar games. Some employ musicians for evening entertainment.

There has been new development. Many pubs are known for their special character, some might be working class pubs and others might attract middle class people or have a strong national character (Irish, for example). Some pubs have also become favoured by particular sub-cultures: motobikers, punks, and so forth. But the increased "specialization" of pubs has undermined an essential feature of pubs as local community centres where people meet to relax.

In big cities the traditional pub has a new **rival** - the wine bar. This is a very different sort of place, much quieter and with no sport on TV and no smell. May be this is the future for British drinkers, but the old fashioned pub will take a very long time to die.

**Clubs.** Clubs are an **unchallenged English invention**. The point of a British club is not who it lets in, but who it keeps out. The club is based **on two ancient British ideas—the segregation of classes and the segregation of sexes**. And they remain insistent on keeping people out, long after they have stopped wanting to come in.

Nowadays there are clubs of many kinds in Britain but it is the West End men's clubs which are world famous. Some clubs, such as Brooks's (1764), Boodle's (1762) and White's date from the 18th century. Some **cater** for special professions or interests: this can be clearly seen in such names as the Army and Navy, the Travellers, the United University, and so on. At the Garrick you will meet actors, at the Savage — writers, actors, artists, at the Reform — the Liberals, at the Carlton— the conservatives. In many clubs you can find restaurants, reading rooms, libraries, living-rooms and bedrooms. The members of the club can stay there from several hours to several months. Some clubs are for to enjoy the company, others — to escape the company.

### c) Text “**Holidays and Family Traditions in the USA**”

The major holidays in America are **New Year's Day**, **Easter** (the first Sunday after the first full moon on or after March 21), **Memorial Day** (May 31), **Independence Day** on the fourth of July, **Labor Day** on the first Monday of September, **Halloween** on October 31, **Thanksgiving** on the last Thursday in November, and **Christmas**, December 25. Although they are not themselves official holidays, New Year's Eve and Christmas Eve are among the most **festive occasions**. Other holidays include **Presidents' Weekend** in the middle of February to honor Presidents Washington and Lincoln and **Martin Luther King Day** on January 18. **Hanukkah** (or Chanukah) is a Jewish holiday celebrated in December that has become roughly speaking a kind of Jewish counterpoint to Christmas.

Because families more and more consist of **intermarried faiths**, some celebrate the holidays of more than one religion. Orthodox Christmas continues to be celebrated on January 6 and 7. Although public schools are not supposed to get involved with the celebration of religious holidays they have begun to teach more

about the customs of different religious groups, so that, for example in December children will learn about both Christmas and Hanukkah.

American family traditions are often most evident on the big holidays. This may involve visits to or from parents and grandparents. If relatives do not live too far away, people will usually drive by car to visit them. It is on the major holidays when Americans will have large meals in the mid-after-noon. **Turkey dinners** are typical for Thanksgiving and sometimes for Christmas, when goose is also common. Naturally, many families have their own favorites, including roast beef and ham, and all kinds of ethnic variations and additions are possible. For summer, fall, and spring holiday's **picnics and barbecues** are common. The fourth of July is the one holiday that is celebrated in big crowds that gather in the evening to watch fireworks displays.

Halloween (abbreviated from All Hallows Eve, an ancient **pagan holiday** when the spirits of the dead came back) is an occasion for children to get dressed up as witches, goblins, and ghosts and go "**trick or treating**". This involves going around a neighborhood dressed in costume and knocking on doors. When the door opens, the children call out, "trick or treat." People then give the children candies (the treats). Originally, the idea was to give out treats so that the children would not play tricks on them. Unfortunately, recent years have seen an increase in incidents of deliberately contaminated candy, so that trick or treating is being replaced by supervised parties for the children.

Candy also plays a large role in traditional Easter **egg hunts**, when children hunt after colored eggs, chocolate bunny rabbits, and other candies their parents have hidden in the house and/or the yard.

Americans who celebrate Christmas use this occasion for the exchange of gifts among families and the exchange of greeting cards among friends. A common greeting, whether expressed orally or by a card, is "Merry Christmas and Happy New Year!" Church services celebrating both Christmas Eve and Christmas Day are popular. In fact, many churches have their highest attendance at Christmas and Easter. In general, the attending of religious services, of whatever denomination, may be a family custom.

The past several decades have seen a tremendous growth in the commercialization of all the major holidays. Beginning in early October, **advertisements** for Halloween appear, soon to be followed by more advertisements for Thanksgiving. The Christmas season, which for commercial purposes begins the day after Thanksgiving, is the most heavily saturated with advertising. Even the New Year brings no relief, as post-season sales are widely advertised. Many Americans, who are accustomed to seeing a commercial slant on nearly everything, complain that excessive commercialization of religious holidays distracts from their original purpose.

American families also have many everyday traditions. These are often connected with **mealtimes and bedtime**. At meals some families say **grace (a blessing)** before a meal. Meal preparation, table setting, and washing up may be distributed among family members on one basis or another. **Toasts** are usually saved for special occasions and even then they are often very brief. Americans like the toasts of other languages and will often say "skol", "prosit", "lacheim", and "na zdorovie".

Bedtime for children may be a chance for a parent or grandparent to read or tell a **bedtime story**. Routines and traditions vary from family to family, from ethnic group to ethnic group, and sometimes even from region to region. As the ethnic and cultural **makeup of America** becomes ever more complex, so do its family traditions.

#### d) Text “Some Behaviour Tips for Foreigners Coming to the US to Remember”

Contrary to the wide-spread opinion that American people mostly don't observe the conventional manners in everyday life, a visitor to the US will be pleasantly surprised that Americans **keep to the formulae of politeness** which in some instances may be simplified. But the general atmosphere of politeness is something that cannot be disregarded in talking about American manners. Probably one of the leading words one can read or hear in public places is: "Be **courteous** to others!" which shows a sense of **personal responsibility** towards other people.

Alongside this Americans try to be **economical in greetings** often limiting them to "How are you", "Hi", "How are you doing", etc. One doesn't have to answer these at all or confine oneself to saying something like: "Thank you, I'm doing fine", or just "Fine!"

No introductions are usually made unless a meeting or a party are very formal. The usual reply to someone introducing himself (herself) is "How do you do" or "Nice meeting you". Younger people would just say "Hi".

At parting "Bye" or "See you later" are most common. One can also hear phrases which sound like an invitation to come to somebody's place: "You should come over sometime" or "I'll call you soon". But they do not actually mean that you have been invited. It is just a **polite formulae for a farewell**. They may never call you or invite you unless you get a real invitation for some fixed day and hour. A very common phrase is "Take care!" which has also lost its direct primary meaning to an extent.

Having gone through the eras of hard struggle against both nature and adventurers Americans have worked out the **manner of looking a person directly in the eyes** when talking. An American may grow **suspicious** if a person he is talking to is **looking sideways**. Then they may think a person is trying to **conceal** something. So, **direct eye contact** is very important.

Americans are very **open and friendly** to newcomers. Thanks to their **mobility and businesslike manner** they are quick to establish contacts with people. But the initial phase of the acquaintance which radiates warmth and welcome doesn't necessarily mean that the acquaintance will develop into a long-lasting friendship. Some newcomers to the US are taken in by this open and friendly manner and are apt to believe that this is going to be the beginning of a long friendship whereas in reality it is just a show of polite welcome.

Be aware of the **aversion** Americans feel for **touching them on the hand or the arm** if you are not very close. **Hugging people** who are on very close terms is common but otherwise physical contact may be taken as a **sign of implied harassment**. Americans also try to avoid close physical contact in public places, so you won't see people standing in a line in a supermarket (to the cashier) or in a bank (to the

teller) close to each other. There is always an approximately one metre distance separating two people standing next to each other.

As to conversational topics there are some which are definitely **avoided**, such as the financial status of a person, the cost of the house or his (her) other property, his (her) religion, the relations in the family and some others which would be the same as in any other country.

### **2.5.1.2 Answer the questions on the texts a and b**

1. How are British? People reputed?
2. How has insular position of the country influenced the national character of the population?
3. How do British people-describe themselves?
4. What do foreigners think about the British nation?
5. What antitheses do French and English national characters make?
6. What can you say about British conservatism?
7. What does British community-mindedness and individualist-mindedness mean?
8. What is British men's attitude to "home" and privacy?
9. What is meant by "Victorian values"? By "Received Pronunciation"?
10. What are British people widely known hobbies?
11. What do you know about British people's eating habits (drinking tea, Sunday dinner, favourite food and drink)?
12. What are the accepted rules of social contacts?
13. What can you say about pubs in Britain? And clubs?

### **2.5.1.3 Find the English equivalents for the following sentences in the texts c and d**

1. Главные американские праздники – это Новый Год, Пасха, День Памяти, День Независимости, День труда, Хэллоуин, День Благодарения и Рождество.
2. Семейные традиции наиболее ярко проявляются во время празднования больших праздников.
3. Последнее время характеризуется ростом коммерциализации основных американских праздников.
4. Американские семьи чтят и обыденные ежедневные традиции, связанные в основном с приемом пищи и временем отхода ко сну.
5. Так как этнический и культурный образ страны усложняется, меняются и семейные традиции.
6. Американцы следуют общепринятым формулам вежливости, но в упрощенном варианте.
7. Американцы скупы в приветствиях, ограничиваясь словами «Здравствуйте», «Привет», «Как дела?»
8. Знайте, что американцы не любят, когда вы трогаете их за руку, если конечно вы не в близких отношениях.
9. Что касается тем разговора, некоторые исключаются, такие как: финансовое положение, стоимость дома или другой собственности, внутрисемейные отношения и другие.

**2.5.1.4 Using different adjectives characterize Americans and Britons as the nations. Fill in the table 1 distinguishing positive and negative ones. Compare them with the characteristics of your own nation**

**Table 1**

| <b>nation</b>       | <b>positive national features</b> | <b>negative national features</b> |
|---------------------|-----------------------------------|-----------------------------------|
| <b>Americans</b>    |                                   |                                   |
| <b>Britons</b>      |                                   |                                   |
| <b>The Russians</b> |                                   |                                   |

**2.5.1.5 Discuss with your classmates the following questions**

1. Which qualities of British and American people appeal to you most? Give your reasons
2. Can you share British people’s rural (сельский) ideal and love for country? Give your grounds.
3. Compare the way of celebrating some common holidays in the USA and in your country.
4. Do you agree that “In Rome do as the Romans do?” Give your reasons.

**2.5.1.6 Imagine you are a journalist in some well-known English newspaper. Write an article about Russian national character**

**2.5.2 Read the following texts. Try to understand their meaning. Render the important facts to your groupmates in Russian**

**a) Text “Verbal and Body Languages. Nationalities and Entelechies”**

If one sees a person sitting at a distant table in a cafe, and one can't hear his (her) language or accent, and yet you know they are — probably — born or raised in another country, then, if it is not possible to determine their nationality by their appearance, nor by listening, there is a way, more subtle, and somewhat more difficult, but still effective. For it is possible to "see" their nationality not by the appearance of their British, French, German, Finnish, etc. faces, but by the movements and manners of their faces, arms, hands and bodies.

Now, indeed, we are, generally speaking, humans— normally having two normal arms and hands (with five fingers on each), a normal face, with the obvious features: eyes, nose, mouth, cheeks, etc. And while people have a seemingly impossible variety of faces, and each person has his own faces' individual appearance of facial expressions, how the muscles of a face give expression, is determined to a considerable degree by a person's nationality.

The human being, as we know and experience him today, lives to great extent, as an existential being, one might say, in and via the medium of language. But commonly American English — with its established expressions, phrases, jargon, clichés, idioms, slang, etc. — in Russia, can bring a self-discerning native American speaker to recognize that the common American expressions, when used inside Russia, can be like using the words, for example, appropriate to a theatre's light comedy piece, inside of a tragedy. Sometimes the expressions just do not at all



"fit" Russia: its life, people, conditions, traditions, culture, history, humour, etc. So that one may speak perfect, contemporary native American English, and yet try to have Russian understanding of it. Even a Russian who has a good knowledge of English can reveal the limitations, also something of the social context, cultural presumptions and psychological character of American English.

And then there is the problem of the limits of language, words, and ideas, to articulate the soul. Here one can imagine that a person who could think and speak perhaps 5-7 languages could probably "think" about, or express, an idea or problem in different and more varied ways. There is the mysterious relationship of language, words and ideas and also go towards the root of human identity in so far as man (men — to think) is a creature who reasons and speaks!

What I wish to say is that both the spoken word and the somewhat unobtrusively named "body language" are the ways that a person expresses himself with the voice, face and (or) hands.

A single, small facial movement or gesture of the hands can convey an entire idea, attitude, mood, feeling, fact, etc. to someone of the same education, nationality or culture; while a foreigner, even if he had learned and spoken the language fluently, often could find it completely incomprehensible. I have often seen American lecturers here in Moscow, who are not really cognizant of these facts, tried to convey ideas and attitudes, in addition to their lectures translated verbal contents, by "body language", most of which was unknown and foreign to the Russians; and the Americans were not really aware of that their facial and hand gestures were not understandable to the Russians (though most Americans would have grasped it probably without reflection). The American lecturers were unaware that this nonverbal portion of their language itself also needed the translation—• though that is perhaps even more difficult to translate, or interpret. It may be contrary to a word that exists in the other culture, mentality, etc. This can, of course, go both ways: American to Russian, Russian to American.

The word "nationality" stems in the Latin "nation" — "to be born". One's nationality is thereby where one was "born and raised". In my experience of our world and life, I have observed people of various "nationalities" whose character, and emotions, thoughts, including facial movements, voices, etc. were preponderantly determined by the nationality into which they were born: their nationality gave them much of their character. Indeed, even in significant degree, their relationship to the experience of the world. Here one can speak of "typical" Americans, Italians, Japanese, etc. And yet it is easy enough to imagine that inside of a Russian, an American, a German, etc. there is an inner entity, which Aristotle named the entelechy (a being ["entos"]) which carries ["enhein"] its own goal in itself) which lives individually inside the person of a national character, but which is still nonetheless somehow distinct from it. As if the nationality were a very definite type of psychic "body" to the entelechy, whereby the "nationality" is more or less determined by the life and psychology of the entelechy.

For not only speech, but one's very national, "body language" is realities in part learned, and relative, to the culture where one lived, in what is sometimes inelegantly called one's "formative years".

It seems to this author that the entelechy is some inner entity, revealed, as well as hidden, by one's nationality and its verbal and body language. Many people's character is mostly determined by their nationality in its relation to their own entelechies — be it weak or strong.

### **b) Text "When in Rome, do as the Romans do"**

Traveling around the world gets easier and easier. We live in a "global village", but how well do we know and understand one another? Here is a simple test. Imagine you have arranged a meeting at four o'clock. What time should you expect your foreign business colleagues to arrive? If they are Germans, they'll be on time. If they are Americans, they'll probably be 15 minutes earlier. If they are British they'll be 15 minutes late, and you should allow up to an hour for the Italians. As you see, we have a lot to learn about how to behave with our foreign business friends. For example:

The British are happy to have a business lunch and discuss business matters having a drink during the meal; the Japanese prefer not to work while eating. Lunch is time to relax and get to know one another, and they rarely drink at lunchtime.

The Germans like to talk business before dinner.

The French like to eat first and talk afterwards. They have to be well-fed and watered before they discuss anything. Taking off your jacket and rolling up your sleeves is a sign of getting down to work in Britain and Holland but in Germany people regard it as taking it easy.

American executives sometimes signal their feelings of ease and importance in their offices by putting their feet on the desk whilst on the telephone. In Japan, people would be shocked showing the soles of their feet; it is the height of bad manners. It is a social insult only exceeded by blowing your nose in public.

The Japanese have, perhaps, the strictest rules of social and business behaviour. Seniority is very important, and a younger man should never be sent to complete a business deal with an older Japanese man (it also concerns the businessmen from the Northern Caucasus). The Japanese business card almost needs a rule book of its own. You should exchange business cards immediately when meeting because it is essential to establish everyone's status and position.

When a business card is handed to a Japanese representative in a superior position, it should be given and received with both hands, and you should take time to read it, carefully, and not just put it in your pocket. The bow is also a very important part of greeting someone. You should not expect the Japanese to shake hands. Bowing the head is a mark of respect and the first bow of the day should be lower than when you meet there after.

In France, you shouldn't sit down in a cafe until you have shaken hands with everyone you know. In Pakistan, you mustn't wink. It is offensive. In the Middle East, you must never use the left hand for greeting, eating, drinking, or smoking.

In Thailand, you should clasp your hands together and lower your head and your eyes when you greet someone. If a person comes from a particular country, don't

assume he 1 will behave like a "typical" person from that country— whatever you imagine that to be! Treat each person as an individual.

Unless you know a foreign person really well, don't treat him too informally as he might think you're being overfamiliar or even insincere.

### c) Text “Distance, Positive and Negative Gestures as the Means of Communication”

The **distance** is the mutual disposition of the representatives with regard to the place of each other. It is established by unwritten laws and is "different for people of different nationalities. There are four zones the sizes of which are connected with the proximity between people,

1. Intimate zone (from 15 cm till 46 cm). The access in this zone is opened only for people who are in close emotional contact.
2. Private zone (from 46 cm till 1,2 m). This distance is observed between people in friendly parties, and official meetings.
3. Social zone (from 1,2m till 3,6m). The distance between people who do not closely know one another.
4. Public zone (more than 3,6m). The distance between a person and the group of people or the audience.

As you see the choice of distance depends on the mutual relations between interlocutors and personal peculiarities of people.

The representatives of different cultures try to keep the distance between oneself and an interlocutor that is accepted in their own country.

—During the process of communication of two interlocutors from the USA the distance between them is equal to the distance in which each of them can touch the other one with the tips of the fingers.

—When two Russian interlocutors communicate the distance between them is a palm shorter than in the previous situation.

—The conversation of the Latin-American, Italian, Arabian people is held at a distance equal to the bent arm. In some cases the touches are possible.

—The communication between the people of the English-speaking countries North Europe, Japan intends the distance eliminating the fortuity of touches.

—The representatives of French, Irish, India, Chinese cultures allow the accidentally touches.

When the representatives of different cultures meet together the difference in size of the proximate zones is observed. It leads to embarrassment and misunderstanding. The businessmen from Europe feel anxious when an unknown friendly Arabian colleague suddenly envelopes his hand or arm.

If one observes closely, one can see how the motions of a person's face, arms, and hands are "Russian", "American", "German", "Italian", etc. This can be simple, such as the manner in which different nationalities "count to ten" on their fingers: many Russians often start with the smallest finger, drawing the fingers into a fist: one, two, three, etc. Americans begin with the index finger, count down to the small finger,

and then the thumb comes the last— but hand starts with a fist, and the fingers are extended in counting. Germans begin with the thumb, and count down to the small finger. I have not noted how other nationalities do this, but there are more subtle differences, such as how the hands are held, the particularities as to how the counting is done (using the finger of the same hand, or the other hand to count the digits, for example).

**Gestures** in general play an important part in human communication. They often have national peculiarities. One can distinguish positive and negative gestures.

**Positive gestures:**

1. Gesture of attracting attention.

The fingers are crooked. It is used to make the words more earnest.

2. Gestures of establishing the contact between the interlocutor and audience.

a) The arms are bent and stretched forward. The quick up and down movements are made. It is used for introduction and fixing the spoken information in the memory of the listeners.

b) The right arm is bent and pulled ahead. The fingers are moved apart. This gesture is showing the contact with each interlocutor at the room.

3. Gesture of subdivision.

The right arm is bent and turned up; the hand is opened and toned ahead. The, arm makes rhythmical up and down movements.

4. Expressing the request of support.

Both arms are bent and pulled ahead with the palms up.

5. Gesture of calming the audience.

Both arms are bent and pulled ahead with the palms down. The up and down rhythmical actions are made. It's used in order to relieve the tension of the audience.

6. Gesture of expressing one's own point of view.

Both arms are bent and pulled ahead on the breast level with the palms inside (an imitation of embrace of somebody).

7. Gestures of agreement (O. K!).

a) The right arm is bent and raised on the breast level. The tips of the thumb and forefinger adjoin. As a result the ring is formed. The rest fingers are pulled apart.

b) The right hand is bent and raised on the breast level. The fingers make a fist, the thumb is risen tip.

8. Gestures of meeting and parting.

**The handshake** is the indispensable condition of any meeting or parting. It may be very informative, especially its intensity and duration.

The very short in duration and inert handshake of very dry hands may be an evidence of indifference. It is often called "dead fish". On the contrary, the prolonged handshake and too moist hands may be an evidence of nervousness. A bit prolonged handshake accompanied by a smile and warm glance demonstrates friendliness. However you shouldn't hold the partner's hand too long. It may provoke irritation.

With the help of different turn of the palm you can communicate different meanings. When your hand captures the person's hand and as a result your palm is turned down, then it is an authoritative handshake. Such kind of handshake testifies

that you want to dominate in the process of communication. When you stretch your palm up, it means the humble handshake. Sometimes it is necessary when you have to give the initiative to another person. The handshake in which both hands of interlocutors are remained in the identical position means that both partners express respect and mutual understanding to each other. The handshake with a straight, not bent arm, as an authoritative one, is a sign of disrespect. Its major purpose is to keep the distance and to mention inequality.

The handshake of the tips of the fingers reminds the hand shake with the straight arm, instead of the hand the fingers are only gathered into the hand. The purpose of the initiator of this handshake is to keep the communicators at a convenient distance.

The gesture, called "glove", means that the initiator is an honest person and you can trust him. Such kind of gesture is used only when interlocutors are in good relationships. The handshake with the use of both hands expresses sincerity or deep feelings towards the partner.

The extent of the depth of the feelings concerns the location of the hand. If it is put at the partner's elbow it means more feelings than if the wrist is captured. If the hand is put on the shoulder it means more feelings that the hand is at the forearm.

You should keep in mind the national differences of the handshake. For example, while meeting with a businessman from Asia you shouldn't squeeze his hand too strong and for a long time. On the contrary, businessmen from Western European countries and the USA hate inertia handshake because in their society the athletic build and energy are estimated.

#### **The forms of greeting acceptable in different countries**

| Country | Frequency                           | Gesture  |
|---------|-------------------------------------|--|
| Russia  | always<br>sometimes                 | handshake<br>embrace                                 |
| Germany | always                              | handshake  |
| Denmark | always                              | handshake (if people know each other)                |
| Finland | first meeting, after a long parting | handshake  |
| France  | always<br>sometimes                 | handshake<br>kiss                                    |
| Greece  | in some cases                       | handshake (politeness, friendship)                   |
| England | rarely                              | handshake (only during the first meeting or parting) |
| The USA | often                               | handshake  |
| Italy   | always<br>very often                | handshake<br>embrace                                 |

9. Gestures of open-heartedness are an evidence of sincerity and wish to speak to frankly. The gesture "opened arms" consists of stretching out one's hands with their palms up. This gesture demonstrates the wish to meet the needs and to establish communication with the interlocutor.

The gesture "unfasten the coat" is also a sign of sincerity. Sincere and friendly people often unbutton their jacket and even take it off in your presence. The experience shows that it is easier to reach the agreement when the interlocutors are in unbuttoned jackets. A person who changes his opinion usually unclenches his hands and unbuttons his jacket.

### **Negative gestures:**

#### 1. Gesture of aggression.

The right arm is bent and risen up, the hand is clenched into the fist Rending of the air is seen.

#### 2. Gestures of intolerance to objections.

a) The right arm is bent and pulled ahead with the palm down. The fingers (or the forefinger) are directed towards the audience or the interlocutor.

b) The right arm is bent and risen up. The forefinger is risen up and the swinging motions are made.

#### 3. Gesture of disagreement or negation.

a) Both hands are folded and imitate the movements of the scissors. The up and down movements are made.

b) Both (one) hands are bent and risen up with the palm ahead.

#### 4. Gesture of the pointlessness of the matters discussion.

The thumb is practically touched the forefinger.

#### 5. Gestures of negative information.

a)The right arm holds the nose. The left hand is lifted up on the shoulder level. This gesture is mainly spread in Britain.

b)The thumb and the forefinger hold the nostrils. This gesture is associated with the attempt to keep from bad smell. The gesture is mainly spread in the USA.

c)The right hand is bent and pulled ahead. All the fingers are clenched into the fist except the thumb, which is turned down. This gesture symbolizes the sword, which spears the defeated adversary.

#### 6. Gesture of categorical negation.

The arms are crossed and risen up on the breast level.

#### 7. Gesture of victory.

The right hand is bent and risen up above the breast level, or above the head. The palm is turned outside. The forefinger and middle finger make the sign "V". The rest fingers are clenched. Attention: you should remember that the change of the palm's side (keeping the sign "V") is the insulting gesture which means, "Go to the back". This gesture is spread in Britain.

#### 8. Gestures of lacking information.

a) The shoulders are risen up, then pulled down (a person shrugs his (her) shoulders).

b) The corners of the mouth are pulled down. The shoulders are lifted up

simultaneously, the eyebrows are risen up, the corners of the mouth are pulled down, the arms are widely pulled apart with the palms up, and the head may bend aside. This gesture is mainly an example of men's nonverbal communication.

#### 9. Gesture of meditation process.

The right arm is bent and lifted up. The thumb, forefinger and middle finger simultaneously strike both cheeks using the up and down movements.

10. Gestures of suspiciousness are an evidence of distrust, doubt of your rightness and wish to conceal something and keep something from you. In such cases the interlocutor mechanically rubs his forehead, temples and chin; tries to cover the mouth with the hand. But more often he tries not to see you in the face (the person looks aside). The other sign of secretiveness is non-coordination of gestures. For example, if a person rubs his forehead or temples and at the same time smiles it means that he tries to hide his secretiveness with the help of an artificial smile.

### **2.5.2.1 Look the meaning of the following words and word combinations in the dictionary**

Body language, nonverbal communication, gestures, mimicry, positive and negative gestures, national peculiarities, representatives of different cultures, nationalities, entelechies, interlocutor, handshake, embrace, meeting or parting, intimate zone, private zone, social zone, public zone, support, tolerance, open-heartedness, sincerity, suspiciousness, distrust, doubt, intolerance, negation.

### **2.5.2.2 Find as many synonyms to the following adjectives as you can**

Tolerant, sincere, calming, supportive, open-hearted; intolerant, aggressive, categorical, suspicious.

### **2.5.2.3 Discuss the following questions with your group mates**

1. Which of the ideas in this cross-cultural summary do you disagree with?
2. What would you tell a foreign visitor about the "unwritten" laws of nonverbal communication in your country (area, town, village, etc.)?
3. How much do you think international communication is improved by knowing foreign people's peculiarities of nonverbal communication?

### **2.5.2.4 Play the game “An Important Guest”**

Цель: формирование навыков и умений лексико-грамматического оформления речевых высказываний в диалогической речи с использованием невербальных средств передачи информации.

Ход игры: участники должны представить себе, что они ждут в гости важного, знаменитого зарубежного гостя.

Один из участников игры — зарубежный гость (или гости) — входит в комнату; здоровается со всеми по очереди; отвечает на вопросы, стараясь правильно говорить на иностранном языке, а также использовать невербальные сигналы, принятые в его культуре (стране).

Все остальные участники задают ему различные вопросы о его планах, работе, семье и т. д., избегая повторения.

Гость отвечает на них и сам задает вопросы окружающим. Каждый приглашает зарубежного гостя побывать у него дома, соответствующим образом стремясь заинтересовать его. Гость должен выбрать только одно предложение и аргументировать свой выбор.

### **2.5.2.5 Play the game “Getting to Know One Another”**

Ролевая ситуация: все участники игры приглашены на праздничный обед.

Задача участников игры: познакомиться с каждым из присутствующих.

С целью выполнения задания все участники игры сначала читают свои и чужие ролевые предписания, а затем начинают поочередно беседовать с гостями (знакомиться с ними, расспрашивать, где они живут, чем интересуются; необходимо выбрать минимум три интересных вам человека).

1. Kate Kittings (an Italian).

Everything you want to know about the future will be answered by her and she will train you to become a clairvoyant as well.

2. Jack Goodrich (an American).

He will help you to become an expert in making money. You will never be poor again.

3. Dr. Tiful (a Belgian).

She is an expert at cosmetic surgery and will help you to achieve the appearance you have always dreamed of. She can even alter your height and shape.

4. Prof. Win Weigh (a German).

He will help you to become very intelligent.

5. Don Smith (an Englishman).

He is a specialist in adventures and exciting trips to foreign countries. Your life will be dangerous but never boring.

6. L. L Wright (a Norwegian).

He will teach you how to be optimistic. Even in the most depressing situation, you will always see a good point.

7. Smirnova (a Russian).

She is an expert in growing old. You will learn how to accept old age and lead an interesting and fulfilling life after 60.

8. Alex Fame (a Frenchman).

He will help you to become famous. Whatever you do will be well-known everywhere.

9. Mr. Rakai (a Japanese).

He will develop your artistic abilities. Mr. Rakai will help you to become a good painter or a sculptor, a photographer or a draughtsman. Your art will be talked about and bought by the world's leading museums.

10. Pop Ular (a Turk).

She will help you with your family life. It will be very happy and satisfying.

11. M. O. Ther (an American).

He will promote your popularity with lots of people. You will always have a lot of friends.

12. Stave Valentine (an Englishman).



He is an expert in love. With his help, you will find the right partner.

13. July Oreiro (a Brazilian).

She will help you with self-education and insight into your own personality.

14. Tom Work (a Scot).

He will help you to find the job which is up to you.

15. Rose Van-Lee (a Chinese).

She is an expert in originality. She will help you to become full of ideas for every situation in your life and your job as well as your hobbies and family life.

## **2.6 Part 6**

### **Check up your progress**

#### **2.6.1 Dialogues**

##### **2.6.1.1 Dialogues to Part 1**

a) Max: Hello! My name is Max. I'm a student at St. Petersburg University. And it's my fourth year. I don't usually spend much time doing my housework, but today I'm having a very special day. My friend Philip is coming from Holland to stay with me. He is a journalist and we met two years ago in London. We had great time together, became good friends. This is my flat and it's really messy at the moment. So, I've got much work to do. I've got to tidy my room, and I've got to make up my bed. So, I've got to do the dishes. And I've got to do the washing. (The bell is ringing) It's Philip! Hello, Philip! How lovely to see you! You do look well!

Philip: Hi, Max! Nice to see you again! I have not seen you for ages!

M: Two years!

Ph: Yeah, two years!

M: Oh, come on in. Make yourself at home. Take your seat. Stretch and relax. So, anyway, did you have a good journey? How was the flight?

Ph: Not too bad, thanks.

M: Not too bad. What do you mean?

Ph: Well, to start with my car broke down on my way to the airport and I could not catch a taxi. So, guess what! I missed my flight!

M: Can you believe that! His car broke down on his way to the airport and he could not catch a taxi. So, he missed his flight.

Ph: Just one of those days when everything goes wrong, you know. But I was determined to leave as soon as possible. So, I phoned the railway station from the airport and found out they had a train to Moscow that night.

M: A direct train to Moscow?

Ph: There was a change in Warsaw. But still it wasn't too bad.

M: Oh, I see.

Ph: So, I took a taxi and went straight to the station, rushed to the ticket-office, bought a ticket for the first class.

M: Oh, for the first class?!

Ph: Yeah, it was very expensive. Then rushed to the platform and managed to jump on to the train just at the moment it was leaving the station.

M: Well, then?

Ph: Yeah, it was a relief until the next morning I found out myself in Paris.

M: Oh, in Paris! You're kidding!

Ph: I took the wrong train.

M: Took the wrong train?!

Ph: It really shows how unlucky can you get, does not it? Well, anyway, the direct flight from Pars was fully booked.

M: Fully booked – What do you mean?

Ph: All the tickets were sold out So, I had to take the connected flight by Helsinki.

M: You didn't miss this one, did you?

Ph: Oh, no. But while we were changing the planes in Helsinki, they lost my luggage.

M: Lost your luggage?! I can't believe that!

Ph: Well, believe it or not, but that rucksack is everything I've got at the moment.

**b) M:** So, tell me how did you spend these two years? I have not got anything from you for a long time. What did you do?

Ph: You see, two years ago I decided to have a break off my studies and spent half a year in Eastern Europe.

M: Where did you go?

Ph: I went to Poland, Czech Republic and Hungary.

M: Oh, that sounds interesting. But why did you go there?

Ph: You see, I think what they give us at the university is not enough to become a real journalist. I went there, because I wanted to get some new experience, really. And of course I worked there as well.

M: Do you mean you wrote about their life?

Ph: Yes, I wrote some articles for one Dutch magazine and took a couple of interviews, not a lot actually.

M: What was your greatest impression?

Ph: Mm, biking holiday in Switzerland.

M: But wait a minute! Did not you tell me that you went to Eastern Europe?

Ph: That's right. But after half a year in Eastern Europe you realize you need a holiday. And I could not afford a proper holiday somewhere in Spain for example, because I did not have much money. Then my Hungarian friends invited me to join them for a biking holiday and I decided to go because I always enjoyed cycling.

M: And because you wanted to get a bicycle.

Ph: Exactly! Bicycles are very cheap over there. We had a great time in Switzerland. It was absolutely beautiful!

### **2.6.1.2 Dialogues to Part 2**

**a) M:** Oh, what a fool I am! You must be very hungry! Did you have your breakfast this morning?

Ph: No, I'm afraid I didn't.

M: Why didn't you tell me?! By the way, you are vegetarian, aren't you?

Ph: Oh, no, definitely I'm not.

M: I'll go and see what I've got in my fridge. Would you like steak and some beans for the breakfast?

Ph: I'm afraid that's not for breakfast. I'm slimming, you know.

M: Slimming!

Ph: Yeah, I'm on a diet. So, I'd like some fruit, some salad with olive oil and some mineral water maybe.

M: What kind of fruit would you like?

Ph: An orange or an apple, some grapes would be nice too. I like bananas very much, but I quit eating them. Getting fat, you know.

M: I don't have anything he wants in my fridge. I didn't know what to buy for my friend. It seems like everything I've got here is wrong. By the way, I don't have breakfast at all. I can't eat much in the morning. Normally my breakfast consists of a cup of coffee, some newspapers and cigarettes. Would you like some newspapers and cigarettes for your breakfast?

Ph: Pardon me?

M: Never mind! There is a little shop near here. I'll go and buy something you like, but don't get bored. For a start have an apple. (Luckily there was one in the fridge). You'll be very slim and healthy – an apple a day keeps a doctor away.

Ph: What's that?

M: That's an English proverb. I'll be back in a second.

Ph: An apple a day keeps a doctor away!

M: Finish with the apple? Great! There are many things in this bag I've got you some mineral water.

Ph: Thank you!

M: It's oranges, Some juice.

Ph: Oh, thank you so much!

M: There is also something for salad: tomatoes...

Ph: Excuse me, but...

M: Wait, wait, wait. Some cucumbers for salad too.

Ph: Thank you!

M: Here is a lemon for your tea, a package of milk.

Ph: Excuse me!

M: They didn't have any olive oil, so I've got a can of olives. Would you care for some juice? Definitely you would. I've got here a pack of apple juice. Oh and there is also some...

Ph: Oh, excuse me.

M: Why is that?

Ph: I think you were right.

M: What do you mean I was right?

Ph: Well, definitely fruit and salad is not enough for breakfast. You said something about a steak and some beans.

M: Would you like them for your breakfast?

Ph: I'm afraid, yes.

M: Some bacon and eggs too?

Ph: Yes, please.

M: Some salad and fruit?

Ph: Yes.

M: You'll never get slim.

Ph: Pardon me?

M: Never mind! Just kidding... Friends say I'm a great cook. I'm sure Philip will like the meal. There is some bacon sliced thin in the fridge. Are there any eggs? Yes, here. Is there any butter? There must be some. I'm sure I bought it yesterday. Oh, here it is. Some butter, some bacon, some eggs, a steak and some beans. Breakfast will be served in a few seconds.

**b) Ph: Max!**

M: I'm coming.

Ph: There is something I want to tell you.

M: There is something I've got to do in the kitchen.

Ph: Wait, wait, wait! Take a seat. It will take a minute. Talking about beans, do you know this joke about a husband who liked beans?

M: Hm, no I don't think so.

Ph: Oh, listen. That woman was surprised by her husband's behaviour. "What's the matter with you, darling", - she said - "What happened to you? Monday you loved beans, Tuesday you loved beans, Wednesday you loved beans, Thursday you liked beans and then all of a sudden Friday you don't like beans!" Sound that funny?

M: Hm, I don't know. Yes, sure, it's funny. But I've got to think about... Oh, mind!

Ph: Max, what had happened?

M: Talking about beans, do you know the joke about two guys who were going to have some beans for breakfast? They are having breakfast in a café because some meal burnt. Isn't that funny?

Ph: Oh, no!

**c) Ph: So, are we eating out late?**

M: Yes, we're going to the café.

Ph: But I can't go in this. I must have a change.

M: Yes, but please be quick. I'm starving.

Ph: Could you do me a favour, Max?

M: Yes, sure. What is it?

Ph: Could you lend me something to wear? I mean, can I borrow some of your clothes please?

M: Certainly, Phil! I hope you can choose something from here. Feel free to take anything you like, ok? And I've got to shine my boots.

Ph: Oh, let's see. A sweater, a shirt, a T-shirt, a pair of trousers and some beautiful ties. This shirt is definitely too big, this T-shirt is definitely too small. This shirt is nice, but red doesn't really suit me, does it? Max, have you got anything black?

M: Black?

Ph: Yeah, I found the black trousers and a red shirt, but that's a problem: red shirt doesn't suit black trousers. So, I need something black or a white shirt but not red. Max?

M: Yes?

Ph: I found black trousers and red shirt. But that's a problem: a red shirt doesn't match black trousers, so I need something in black or a white shirt, but not red.

M: Not red. I'm not sure, but there is a black bag in a wardrobe. Look there, will you?

Ph: Ok. Let's have a look. What's here? A skirt! A blouse, a hat, a dress! Do you really wear all these things, Max?

M: Yes, Philip, I do. I'm afraid this is my style. I don't care much of fashion, to be honest. I'm sure they'll fit you very well. We are of the same build, aren't we? Come on, Philip, I'm ready!

Ph: Well, if you insist!

M: Hey, Philip, I'm ready!

Ph: Darling!

M: Nice!

Ph: Do you fancy me, Max? This dress fits me very well, doesn't it? There was also a lovely skirt, but it was not my size.

M: Oh, Phil, where did you get it from?

Ph: That black bag in the wardrobe.

M: Oh, no! It must be my sister's.

Ph: Well I suppose I'd better stay what I am in at the moment. What do you think, Max?

**d)** M: Lovely, isn't it?

Ph: Yes, it is. But listen, Max, it looks like a bore. Do they serve real food here? I'm hungry as a wolf!

M: Don't worry, Phil. They've got a rich choice here. The finest selection of pizzas, all kind of pasta, carna rosto, espresso, gelato. We'll dine Italian today.

Ph: Wait a minute! Did you say "Dining"? We were about to have breakfast?

M: Of course we were. But look at your watch. It's a dinner time. I'm telling you, Phil, everything is going to be fine. You'll enjoy it. By the way, they have got English speaking staff here; you'll be able to order by yourself.

Waiter: Bon Journo, seniori. Can I help you?

Ph: Yes, please, can I have a look ay your menu?

W: Here you are.

Ph: All in Russian. I suppose I shouldn't ask Max for help. After all, he told me I could order by myself.

W: And what would you like for your main course?

Ph: I'd like this, this and this.

W: And for you, sir?

M: Same for me, please.

W: And what will you drink?

Ph: Espresso.

W: Espresso. And what would you like for your dessert?

M: Gelato.

W: Gelato. Would you like to have a drink while you are eating?

Ph: Yes, jinn and tonic for me, please.

M: Same for me, please.

W: Thank you, gentlemen.

Ph: By the way, Max, I'm not experienced in eating at restaurants in Russia. Are we supposed to tip a waiter?

M: No, I don't think so. You see, the place is pretty expensive. So, It is included in the price. What's up, Philip? You don't look very happy.

Ph: I don't, Max. I don't. This is my problem. Never mind!

M: But I can't leave it like this. You're my friend. Come on, tell me. What is it?

Ph: Ok, I'm really confused, Max. You know, I always wanted to be a journalist. When I was a kid, I used to pretend I was a reporter and I used to write articles for my school newspaper, interviewed my classmates. I made reports and sent them to different magazines. And I used to be very energetic. I could write a report a day. And I used to have very good memory: I could remember many faces, names, figures. And now I've started forgetting things. You know, in the evening I can hardly remember what I had for breakfast and I'm not that energetic any more. You know, once I was asked by the biggest magazine in Holland to prepare report about my school and I was able to do that, you know at the age of 14! Can you imagine that!

M: I can't get you, Phil. What's this all about? What is wrong about being a journalist? Oh, you wanted to be a journalist. Of course it was a dream, but one day the dream will come true. You can make it.

Ph: I can, I can. But do you really want it? I don't know anymore. Why a journalist? Why not a belly – dancer?

M: Oh, Phil, can you dance?

Ph: But it was an example. Why not a moony star?

M: You can be a TV star. Phil, I know what your problem is. You are like a car without fuel.

Ph: I don't have a car.

M: I'm not talking about any particular car. It is a metaphor. When did you make your last report?

Ph: Five months ago.

M: This is it. You need to have more practice. Instead of rusting like a car without fuel, why don't you write an article about St. Petersburg or make a couple of video reports. You can make it. You can make a great journalist!

Ph: Oh, Max, your words are like a tonic. I'll think about video reports.

M: Phil, wake up! Are you with me?

Ph: Oh, yes, I'm just looking around.

M: Looking around! I'll cheer you up! Do you know that joke about a blind man with his guide – dog in a supermarket? No, - so, a blind man with his guide – dog on a lead entered a supermarket. And after they find themselves right in the middle of the supermarket, the guy suddenly raises his hand up and starts turning his guide – dog all around above his head and certain shop assistant noticed that and he gets worried. "What the hell is the guy having in his head?" He approaches the blind man and says:

“So, would you like anything?” and the blind man goes: “No, thanks, I’m just looking around!” Funny? Isn’t it?

Ph: Certainly, it’s funny. Is this Russian joke?

M: I don’t know. It can be Russian.

Ph: And that must be another Russian joke.

M: What?

W: Your order, gentlemen.

M: Oh, excuse me. It must be a mistake. You know, we couldn’t have ordered all that.

W: There is no mistake, sir. This is exactly what you ordered.

M: Ok, ok, Phil, let’s see what we can do about it. Say, you have 2 pastas, I have 2, ok? No, you have 3, I have 3. Agree? Phil, are you numb? For Christ’s sake, say something!

Ph: I must have asked Max for help. Excuse me, but I’m afraid we are not able to consume all this staff. Can you possibly change a couple of plates for something different, can it be arranged?

W: Gentlemen, you’ve got what you ordered from menu. I’m quite positive about it. But if you wish you can talk to the manager. As you say, sir; as you say.

Manager: Born journo, seniori! Bon appetite! (...Italian speech between the waiter and the manager of the café)

M: Excuse me!

Ph: Excuse me, excuse me! Can we have a second of your time?

Manager: Seniori, we can easily solve your problem. You may order again and be careful this time. And forgive the waiter. This is his first day, unexperienced, you know.

Ph: Oh, thank you so much. But what would happen to these beautiful pastas?

Manager: Don’t worry about that! If the customers don’t want pasta, pasta will find customer for itself. Does anybody here want a plate of delicious pasta? Do you? And you? Do you want some pasta?

### **2.6.1.3 Dialogues to Part 3**

a) M: I’m so tired. It tends to be too late in the morning. I leave my flat very soon because I’ve got some classes at the University today. I’m a fourth year student now, but still study takes very much of my time. There are so many lectures to attend, all kinds of classes you could possibly think of: foreign languages, history, philosophy, economics, computer class. Tired. Not only that. Three times a week I work in a CD shop. All day long on my feet by the counter. I order new records for the shop, play them for the customers, give my recommendations. It’s fine. I mean I do like music, but I hate the job. It’s so tough. Every morning I wake up at 7 o’clock, have a shower, get dressed, have a cup of coffee and go to the University or to the shop. This week I’m going to bed later than usually because there’s so much we’ve got to talk about with Phil. I and Phil! He is sleeping at the moment. He is on vacation, free to decide what time to get up, where to go and what to do. I won’t disturb him. Let him lie in. But why don’t I have a holiday? Why don’t I have a little

rest? By the way, today is my birthday. Oh, yes, but we are not having a party because I'm working tomorrow morning. Maybe my sister will come round to congratulate me, you know, just for a cup of tea. I'd like Philip to meet her. This is my message for Phil. I'm asking him to get some cakes for our evening tea. Oh, it's time to go. See you tonight.

(The telephone is ringing)

Ph: Speaking. Oh, thank you. Yes, yes. But this is not Max. It's Philip. Hold on for a second. Max! Max! I'm afraid he is not in. I don't know. I think he's got some classes at the University this afternoon. Can I take a message? His birthday?! No, to be honest, I don't. I forgot about it. But I'll do my best to make him feel terrific tonight. We'll have fantastic party. Are you coming? Ok. Bye! What a shame! How could I possibly forget about Max's birthday! We are not going to miss it. We are going to have a fantastic celebration tonight, I think. Oh, what's that? It seems like I've got some arrangements for today. I'm sure, Max will be pleased with me.

**b) Kate:** Hell! My name is Kate.

Ph: Oh, hello! And I am Philip.

K: Oh, nice to meet you, Philip! I heard a lot about you from Max. He is my brother.

Ph: So, you are Max's sister!

K: Yes, that's right.

Ph: Oh, please, come in.

K: Thank you.

Ph: Would you like a cup of coffee?

K: Oh, no, thanks. Not for me. But a cup of tea would be nice.

Ph: Ok. I won't be long.

K: Hello! My name is Kate. I am Max's sister. I study at the medical college. So, I'm going to be a nurse. I can't say I enjoy my studies very much. I don't mind going to college, but I hate revising for my exams. It's so boring.

Ph: Your tea!

K: Oh, thanks.

Ph: So, you like playing chess, don't you?

K: Oh, yes, I love it.

Ph: Shall we start again?

K: Ok.

Ph: Kate?

K: Yes, Phil?

Ph: You know, today is Max's birthday. But he doesn't want to have a party, too busy, he says.

K: Oh, yes, he is busy at the moment.

Ph: Yes, I know, but still why don't we organize something? Let's have a party. It'll be a nice surprise for him. What do you think?

K: Oh, sounds like a good idea.

Ph: Sure do that?

K: Why not?



Ph: Max left me a message. Here it is: “Dear Phil, would you please buy some biscuits for tea”. But I suppose, that’s not enough for a real party.

K: I know, definitely it is not.

Ph: So, this is my plan. I’m going to buy some red wine and of course some beer and some juice, then a birthday cake. I’m going to buy ready made, I think, because I can’t bake. And I’m going to get some small candles for it. So, when Max comes, we’ll stick the candles into the cake and light them.

K: And sing “Happy birthday!”

Ph: Yes! What do you think?

K: Great!

Ph: But what about a birthday present? What shall we give him? Do you know what he likes?

K: Oh, he likes skiing – that’s in winter and he enjoys swimming – that’s in summer.

Ph: But it’s spring now, isn’t it?

K: Yeah, oh, he likes roller skating. Why don’t we buy him a pair of roller skates?

Ph: They are too expensive, I’m afraid. I can’t afford that.

K: Yeah, that’s a problem.

Ph: Yes... Listen, Kate. I’ve got an idea. You said something about skiing and swimming.

K: Yes?

Ph: He must enjoy sports then. What about giving him a football, you know really cool big black-and-white football. By the way, does he like playing football?

K: I don’t know. He doesn’t like playing football at all. He hates it. He finds it’s extremely boring.

Ph: Oh, I don’t know then.

K: Listen, Phil. What my brother really likes is smart clothes.

Ph: Shall we give him a Versace suit or a jacket?

K: Oh, I’m not sure of his size. Why don’t we buy him a beautiful tie?

Ph: Oh, no, look at his wardrobe. He’s got hundreds of them! I don’t know, Kate, you must help me. Maybe he dreams about something special.

K: Yeah, when we were children, I remember him dreaming of being a detective. He used to pretend following people, taking their fingerprints. You know that sort of things.

Ph: Really? Ok. Now I think I know what we’ll give him.

K: What is it?

Ph: I’m not telling you. That’ll be a surprise for you too... Ok, now I’m leaving to buy all this stuff: beer, candles, a cake and wine.

K: Phil?

Ph: Yes?

K: Do you know where you can get all these things?

Ph: Yeah, I think so. Max showed me a couple of shops in the centre yesterday.

K: But do you know how to get there?

Ph: Yeah, I’ll be all right. Don’t worry. By the way, you can watch my first video report while waiting, just not to get bored, you know. It’s about St. Petersburg.

K: Oh, thanks. I’ll get the place to watch it.

Ph: Ok, Kate, see you in a couple of hours. Bye!

K: Bye, Phil! Ok, let's play it.

c) M: Home again! A hard day it was! Hello, guys! Ready for our evening tea? How I'm glad, Kate! Have you been all right?

K: Yes, Max, we are just fine. But Max, we've been waiting for you since 8 o'clock. You are late.

M: Oh, no, it's no late. We've got plenty of time till 10 or, ok, 10.30 I'm going to bet. So, tea?

K: Max, we've got some birthday presents for you.

M: Have you? Very nice. What's that?

Ph: You know, Kate told me that you wanted to be a detective and you know every detective should have something which makes him different from other people.

M: Like what?

Ph: Like a pair of sunglasses.

M: Oh, thank you!

Ph: You know without sunglasses everyone can easily recognize you in the streets. However if you wear these sunglasses, everyone will recognize you anyway!

M: How do I look?

Ph: Terrific! I mean like a real detective. Max, but there is something else we've got for you.

M: Something else?

Ph: Every detective should have a dog, a special dog, a blood hunter, a police dog. We couldn't find this kind of dog. But I suppose, almost any animal can be trained to be a blood hunter.

M: So?

Ph: So, open up!

M: Open up! What do you think is in it?! A bird? Maybe a frog? A snake? I know my sister's jokes!

Ph: Go ahead. Open up.

M: A cat!

Ph: A detective cat!

M: Detective!

Ph: Yes, the smartest and loveliest detective cat. You can teach him anything. By the way, his name is Doggy.

M: Doggy! Hi, Doggy.

K: And there is one more thing we haven't told you yet. Max, I'm afraid you are not going to bed at 10.30. Look at this.

Many Max's friends are singing "Happy birthday to you"!

#### **2.6.1.4 Philip's report about St. Petersburg**

Standing here in the centre of St. Petersburg, you can hardly believe that there has been a city here found in some 290 years and then three centuries ago there was nothing here, but moss with no sign of civilization.

The city of St. Petersburg today: you immediately notice the lively atmosphere. The city can be crowded in summer months, but it's a delight to visit it at any time of a year, but for time called winter maybe. St. Petersburg is most famous for its classical and baroque architecture. The Palace Square with its magnificent Winter Palace, the Mariinsky Opera and Ballet Theatre, Peter and Paul's Fortress are just a few St. Petersburg attractions. There is a lot worth seeing in St. Petersburg.

But there is one building you definitely should not miss while visiting the city. This is St. Isaac's Cathedral, one of the highest one-cupola constructions in Europe. The Cathedral was named after Isaac Admonisher – the vizantian monk, who was a patron saint of Russian czar Peter the Great. The St. Isaac's was designed by the French architect August Mon-Ferran and it took more than four decades to build it.

Getting round St. Petersburg is easier by underground though in the centre your best way is walking. However it's difficult to call it a pedestrian dream, because of a lot of traffic in the centre.

People here are quite friendly. Though you can't every time guess that from the way they look in the streets. Atmosphere of the place is very romantic, in a word that sums it up. The most romantic time to come to St. Petersburg certainly is June, when you can enjoy white nights here whether you take a bout trip along rivers and canals or walk along granite embankments and watch drawn up bridges. In any case this time of the year you'll fall in love with this place. Some people call St. Petersburg the Northern Venice, others say it reminds them of Athens Art. But in fact St. Petersburg is unique. There is nowhere like it.

## 2.6.2 Glossary of idioms

### a) Appearance

1. **Be / look the very picture of one's (father...)** - to look like an older relative.

E.g.: John looks the very picture of his father.

2. **(As) pretty as a picture** - very pretty.

E.g.: Now, there's that girl - she's as pretty as a picture. You look as pretty as a picture in that dress.

3. **Keep one's looks** - to continue to be physically attractive.

E.g.: She kept her looks even in the old age.

4. **Beauty lies in lover's eyes (saying)** - different people have different opinions about what is beautiful.

5. **Appearances are deceptive** - something that is deceptive seems to be one thing but is in fact very different.

E.g.: It's usually best not to judge by appearances. They say, appearances are deceptive.

6. **In the flower of life (one's age) / in the prime of life** - to be at the time in your life when you are the strongest and most active.

E.g.: He was about 40 years old, and in the prime of life.

7. **Bear / carry off one's age well** - to look younger than one actually is.

8. **You are as old as you feel** - a phrase often used to make someone feel happier if they are sad because they think they are getting too old.

9. **A chip off the old block** - a person very like his or her mother or father in character /

appearance.

E.g.: "That daughter of hers", observed the colonel, "is a chip off the old block."

10. **Like father like son** - used to say that a boy behaves like his father, especially when this behaviour is bad.

E.g.: "Like father like son", the girl said with affectionate laughter, "In our family we're smart"

11. **Be a character** - to be an interesting and unusual person.

E.g.: He's quite a character — he has so many tales to tell.

12. **Actions speak louder than words (saying)** - used to say that you are judged by what you do, rather than by what you say you will do.

### b) Family circle

1. **Marriages are made in heaven** (proverb) - they are fated to happen because mysterious force is controlling events.

E.g.: The marriage of Manuel and Susan was perhaps average. It was certainly not made in Heaven, nor was it a failure.

2. **Wedding dress** - a long usually white dress worn at a traditional wedding.

**Wedding ring** - a usually gold ring used in the marriage ceremony and worn on the third finger of the left hand to show that one is married.

**Wedding breakfast** - a meal after a marriage ceremony, for the families and guests. Although it is called a breakfast, the meal is a lunch or dinner.

**Wedding cake** - a cake made for a marriage ceremony.

The top level is saved (usually frozen) by the bride and groom and eaten on their first anniversary.

3. **Be head over ears in love** = madly in love = very much in love = This is what we would say head over heels in love (AmE).

E.g.: was obvious that they were very much in love.

4. **The apple of one's eye** - to be loved very much by someone.

E.g.: Ben was always the apple of his father's eye.

5. **The baby of the family** - a younger child in a family, often the youngest.

E.g.: He's the baby of the family.

6. **A black sheep** - someone who is regarded by other members of their family or group as a failure or embarrassment

E.g.: She's the black sheep of the family.

7. **Family circle** - the closely related members of a family.

E.g.: Don't say anything about it outside the family circle.

8. **Family hearth / Hearth and home** - the hearth is the area around the fire in a house, especially the floor of the fireplace. The hearth is often thought of as the centre of a family's life. **Hearth and home** - your home and family.

E.g.: The joys of hearth and home.

9. **Bring up / raise a family** - to look after one's children and help them grow.

E.g.: Many women return to work after raising their families.

10. **Family skeleton = a skeleton in the cupboard / closet** – an embarrassing or unpleasant secret about something that happened to a person in the past.

E. g.: They have a skeleton or two in their closets, as well as their neighbours.

11. **Accidents will happen / occur in the best-regulated families** (saying) - a phrase used when there has been an accident, meaning that it is impossible to avoid them and so not worth worrying about them.

E.g.: My dear friends, accidents may occur in the best-regulated families.

12. **Marry in haste and repent at leisure** (proverb) - to fall in love with smb and marry him / her soon and then to be sorry for and wish one had not done it.

E.g.: Love at first sight is a dangerous thing. Nothing is truer than that wise old proverb - marry in haste, repent at leisure.

### c) Domestic matters, home

1. **Set up house / home** - start to live in a house, especially with another person.

E.g.: Helen and John are thinking of setting up house together.

2. **Keep house** - to do all the cooking, cleaning (etc) in a house.

E.g.: He keeps house and I go out to work.

3. **Keep a good house** - to be good at receiving guests.

E.g.: He lives in a small cottage but he certainly knows how to keep a good house.

4. **Take pains to make the house / flat as attractive as possible** - to make a great effort to do it.

E.g.: She takes great pains to make her house as interesting and attractive as possible.

5. **Be in apple-pie order** - to be in perfect order or perfectly arranged.

E.g.: His house is always in apple-pie order.

6. **Live in (grand) style; live in opulence** - to be wealthy, affluent and very rich.

E.g.: They live in grand style. They have a magnificently opulent mansion.

7. **Be well / comfortably off; be well-to-do** - to be rich enough to be able to do and buy most of the things that they want E.g.: He came from a well-to-do family.

E. g.: Well-to-do families do not live in this neighbourhood.

8. **Receive guests / visitors; play host to smb** - to provide the place, food, etc for a special meeting, event; receive guests and provide food, drink, and amusement for them.

E.g.: She only receives guests on Monday afternoons.

9. **Keep open house** - welcome visitors at any time.

E.g.: We keep open house at Christmas.

10. **Make oneself at home** - to behave freely, sit where one likes, etc, as if one were in one's own home.

E.g.: Make yourself at home. I'll be back in half an hour.

11. **Make smb feel at home.**

E.g.: She has a way of making everyone feel at home.

12. **Home from home; home away from home** - a place as pleasant, comfortable, welcoming, etc, as one's own house.

E.g.: He doesn't mind paying handsomely for his "home from home".

13. **Home bird** — someone who prefers to stay at home rather than going to parties, traveling, etc.

E.g.: He seldom goes out in the evenings. He's a home bird.

14. **Within the walls of**- inside a certain area and not beyond it.  
E.g.: He found himself, for the first time in his life, within the walls of a library.
15. **Under the same roof**- in the same house.  
E.g.: She and I can't live under the same roof.
16. **Answer the door** - to open the door to let someone in.  
E.g.: Will you answer the door?
17. **Show smb the door** - to make it clear someone is not welcome and should leave.  
E.g.: When he became aggressive his host showed him the door.
18. **Kick downstairs** - to push someone or something downstairs with the foot or feet.  
E.g.: Be off, or I'll kick you downstairs!
19. **Not enough room to swing a cat** - very little space.  
E.g.: He found his friend in a little flat where there was not enough room to swing a cat.
20. **Live cooped / penned up together** - to live in a building, room that is too small.  
E.g.: There is no need to coop ourselves up any longer.
21. **The more the merrier** - a phrase used to tell someone that you will be happy if they join you in something you are doing.  
E.g.: Let him stay in. The more the merrier.
22. **Walls have ears** - other people may hear us.  
E.g.: Let's not discuss this matter here. Walls have ears, you know.
23. **A / no roof over one's head** - somewhere to live.  
E.g.: He has not any job. But at least he's got a roof over his head
24. **A condemned house** - a house which is not safe enough to be lived in or used.  
E.g.: The fire department called it a condemned house.
25. **For domestic reason** —concerning family relationship and life at home.  
E.g.: He had to leave for his home for domestic reason.
26. **Home life** - relationship with your family.  
E.g.: The child has had an unhappy home life.
27. **Home sweet home** - used to say how pleasant it is to be in your home.
28. **Be homesick** - having a great wish to be at home, when one is away from it. People feel homesick because they miss their family and friends or places and customs that are familiar to them.
29. **An Englishman's home is his castle** (proverb)-an Englishman can do whatever he wants in his house.  
E.g.: - The neighbours don't like this loud music. - Pooh! An Englishman's home is his castle.
30. **East or West, home is best / there's no place like home** (proverbs) - a person's own home is the best place in the world for him.  
E.g.: Occasionally we go to London, and when we return we always say the same, "There's no place like home".

#### **d) Medicine, health**

1. **Alive and kicking** - if someone or something is alive and kicking, they are not only still living or in existence, but are also very active and lively.

E.g.: / was alive and kicking and thinking of you.

2. **Feel fit** - to be healthy.

E.g.: You're not feeling fit. You're pale.

3. **Feel quite oneself**- to feel fine.

E.g.: She hasn't been feeling quite herself since their last meeting.

4. **(As) fine / fit as a fiddle** - completely healthy.

E.g.: He is 85, but as fit as a fiddle.

5. **Be a picture of health** - to look very healthy.

E.g.: He was a picture of health.

6. **Be (as) right as rain** - to be completely well and healthy again, e.g. when someone has just recovered from an illness or a shock.

E.g.: Don't worry! You 'll soon be as right as rain.

7. **A bag of bones = skin and bone** - very thin.

E.g.: He is very thin, just a bag of bones.

8. **Feel like a boiled / wet rag** - very tired.

E.g.: I'm just recovering from flu, and I don't think there is any illness which makes one feel more like a wet rag than that does.

9. **Feel like death / warmed up** - to feel very ill.

E.g.: Much of the time she feels like death.

10. **Go (all) to pieces** - to be nervous.

E.g.: His nerves had gone to pieces. She didn't go to pieces as they feared she might.

11. **Go from bad to worse** - to become more difficult.

E.g.: After that things went from bad to worse.

12. **Under the weather** - feeling slightly ill.

E.g.: He looks a bit under the weather.

13. **Between life and death** - an extremely serious, dangerous situation when someone may die if people do not act immediately.

E.g.: Phone an ambulance. She's between life and death. It's a matter of life and death.

14. **Catch a cold** - to become ill with a cold.

E.g.: Don't go out. You'll catch a cold.

15. **Catch a disease** - to get a disease by being infected.

E.g.: He's caught an infectious disease.

16. **Catch one's death** = catch one's death of cold - to be very cold and probably become very ill.

E.g.: Don't go out in wet weather! You'll catch your death cold

17. **Look like a death's head** = to look like death (warmed up)

18. **Cause disease** - to cause smth, means to make it happen.

E.g.: Filthy unsanitary conditions cause disease.

19. **Smb's days are numbered** - there only remains a short time before smth unpleasant will happen to someone.

E.g.: He's ill. His days are numbered.

20. **Breathe one's last (breath or gasp)** - to die.

E.g.: He sighed and breathed his last.

21. **Die a natural death** - to die quietly of old age or illness rather than because of an accident, in war...

E.g.: He had been in action all through the war. But he died a natural death.

22. **Die in one's boots / die with one's boots on** - to die while still working.

E.g.: I'd much rather die in my boots.

23. **Hope against hope** - to hope for smth that seems impossible.

E.g.: We hoped against hope that he'd become better.

24. **Be a martyr to smth / die a martyr to** - to suffer greatly / die, because of smth.

E.g.: He died a martyr to his duty. She is a martyr to severe headaches.

25. **Cheat death** - to manage to avoid death even though it seemed that someone would not be able to.

E.g.: He has cheated death by some poison.

26. **Take one's life in one's own hands** - to put oneself in danger of death.

E.g.: Every time you cross this busy road you take your life in your hands.

27. **Take medicine** - take a substance used for treating illness, especially a liquid one drinks.

E.g.: Don't forget to take your medicine.

28. **The best medicine** - the best way of making you feel better when you're sad.

E.g.: Laughter is the best medicine.

29. **Respond to treatment** - to get better when you're treated.

E.g.: His illness is not responding to treatment.

30. **Perform an operation** - to cut into smb's body to repair or remove a part that is damaged.

E.g.: A very skilled surgeon may perform this operation.

31. **Nurse smb back to health** - to nurse someone until they're well again.

E.g.: She nursed her elderly relative back to health.

32. **Bring smb to life** - to make someone live, regain consciousness.

E.g.: She was brought to life by the doctor.

33. **Be on call** - if a doctor is on call, he's ready to go and help whenever he's needed as part of his job.

E.g.: He's on call 24 hours a day.

34. **Under the doctor (for)** - being treated by a doctor (for).

35. **Hospital bed** - a place in a hospital for a sick person.

36. **The medical profession** - doctors, nurses, and other people who treat people who are ill.

37. **An apple a day keeps the doctor away** (proverb) - eating apples does you a lot of good. They are not only a valuable source of vitamin C, but the chewing is good for your gums and the juice keeps your breath sweet.

38. **Good health is above wealth** (proverb) - good health is the most important thing for a person.

### 2.6.3 Тест «Толерантны ли вы»

1. Как, по вашему мнению, можно трактовать «толерантность»?

Толерантность – это...



- А) сдержанность
- В) любовь к ближнему
- С) способность понять, принять, не смотря на отличительные черты

2. Как вы думаете, чем является толерантность?

- А) положительной чертой характера
- В) принципом и нормой человеческого существования
- С) отрицательной чертой характера

3. Выразите ваше мнение о месте толерантности в системе значимых личностных качеств.

- А) толерантность – необходимое качество личности, показатель ее воспитанности, зрелости
- В) в современном мире надо быть агрессивным и жестким, о толерантности не может быть речи
- С) толерантность – качество, без которого вполне можно обойтись

4. Какие прилагательные лучше и полнее раскрывают суть современного мирового сообщества?

- А) поликультурное
- В) разнообразное
- С) разностороннее

5. Как вы относитесь к факту наличия в окружающем мире разнообразных, непохожих друг на друга культур?

- А) отрицательно
- В) положительно
- С) мне все равно

6. В зависимости от того, какой иностранный язык вы изучаете, выразите свое отношение к представителям соответствующей иноязычной культуры в 1 – 2 характеристиках.

7. Перечислите основные национальные праздники страны изучаемого иностранного языка.

8. Каков политический режим, и кто в настоящем политический лидер страны изучаемого иностранного языка?

9. Трудно ли вам скрыть неприязнь к другому человеку, и часто ли возникает у вас такая необходимость?

- А) трудно – часто
- В) я стараюсь преодолеть такое чувство, понимая объективную природу различий
- С) легко – часто

10. Любите ли вы спорить, умеете принимать, признавать точку зрения партнера?

- А) да, и я чаще всего из принципа настаиваю на своем, даже если понимаю, что партнер прав
- В) нет, я равнодушен к точкам зрения других, гораздо важнее мое собственное мнение
- С) да, но легко соглашаюсь с мнением партнера, если его аргументы убеждают меня в ошибочности собственной позиции

11. Охарактеризуйте стиль своего поведения по отношению к другим людям.

А) анализирую – понимаю – принимаю

В) анализирую – не понимаю – не принимаю

С) всегда на стороже, главная защита – нападение

Подсчитайте баллы:

1. А) – 0; В) – 3; С) – 5;

2. А) – 3; В) – 5; С) – 0;

3. А) – 5; В) – 0; С) – 1;

4. А) – 5; В) – 3; С) – 3;

5. А) – 0; В) – 5; С) – 0;

9. А) – 0; В) – 5; С) – 3;

10. А) – 0; В) – 0; С) – 5;

11. А) – 5; В) – 0; С) – 1;

6, 7, 8, 9. - оценивается количество (не менее 3 ответов на каждый из этих вопросов) и правильность, достоверность ответов.

0 – 10 баллов: Вы нетерпимы к культурному разнообразию мира. Необходимо знакомиться с фактами культурных особенностей народов (например, в культуре страны изучаемого иностранного языка), развивать в себе спокойное позитивное отношение к разнообразным различиям, учиться уступать, слушать, понимать.

11 – 40 баллов: Вы признаете объективность и необходимость существования в мировом сообществе различий по культурному признаку, но не всегда положительно относитесь к данному факту. Выработайте способность положительной оценки и отношения к таким явлениям посредством изучения названных фактов, их анализа, сопоставления с аналогичными в родной культуре.

42 – 45 баллов: Вы – толерантная личность, умеющая правильно оценить значение и значимость межкультурных различий. Расширяйте свой культурный и нравственный кругозор ознакомлением с новыми фактами межкультурных явлений, их анализом, сопоставлением с идентичными в родной культуре. Реализуйте свои взгляды в стойком толерантном поведении.

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