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Гуманитарный
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Дистанционное образование

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**ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО
ИНОСТРАННОГО ЯЗЫКА
АНГЛИЙСКИЙ ЯЗЫК
ПРАКТИКА РЕЧИ
ЮНИТА 8**

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Рекомендовано Министерством общего и профессионального образования Российской Федерации в качестве учебного пособия для студентов высших учебных заведений

ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА АНГЛИЙСКИЙ ЯЗЫК ПРАКТИКА РЕЧИ

Юниты 1–9: Разговорные темы.

ЮНИТА 8

Содержит тексты и диалоги по темам “Театр, кино, телевидение и пресса в Великобритании и США.” Сопровождается комплексом тренинговых упражнений, ролевых игр и творческих заданий.

Прилагается аудиокурс СГУ – ЕСР 04–08.

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ОГЛАВЛЕНИЕ

	Стр.
ТЕМАТИЧЕСКИЙ ПЛАН	4
ЛИТЕРАТУРА	5
ПЕРЕЧЕНЬ УМЕНИЙ	6
LESSON 1 (УРОК 1): Cinema and theatre	7
LESSON 2 (УРОК 2) Cinema and theatre (<i>continuation</i>)	25
LESSON 3 (УРОК 3): Television	45
LESSON 4 (УРОК 4): Television (<i>continuation</i>)	62
LESSON 5 (УРОК 5): Radio and press	78
ГЛОССАРИЙ *	

* Глоссарий расположен в середине учебного пособия и предназначен для самостоятельного заучивания новых понятий.

ТЕМАТИЧЕСКИЙ ПЛАН

В данной юните содержатся тексты и диалоги на следующие темы:

- Урок 1: Отношение к театру и кино в США и Великобритании, приглашение в кино, театр; жанры фильмов и театральных пьес.
- Урок 2: Театр в современной Великобритании; посещение кинотеатра и обсуждение фильма.
- Урок 3: Телевидение в Великобритании; телевизионные каналы на британском телевидении; видео.
- Урок 4: Средства массовой информации в США; формирование общественного мнения; влияние телевидения на детей.
- Урок 5: Радиовещание; история создания и развития BBC; музыкальные радиопередачи; крупнейшие газетные издания в Англии.

Каждый урок сопровождается комплексом упражнений и творческих заданий для закрепления новых слов и выражений из активного словаря по каждой конкретной теме.

ЛИТЕРАТУРА

Базовый учебник

1. Swan M., Walter C. The New Cambridge English Course. Cambridge University Press, 1998.

или

2. Abbs B., Freebairn I. Blueprint. Longman, 1996.

Дополнительная литература:

3. Porter - Ladousse G. Language Issues. Longman, 1997.

4. Longman Language Activator. Longman, 1996.

5. English Vocabulary in Use. Upper-intermediate and Advanced. Cambridge University Press, 1998.

6. Alexander L.G. Right Word Wrong Word. Longman, 1997.

ПЕРЕЧЕНЬ УМЕНИЙ

№ п/п	Умение	Алгоритм
1.	Составление summary	1. Прочитайте текст. 2. Выделите основные понятия и идеи текста. 3. Составьте предложения, обобщающие смысл текста, употребляя слова-связки. 4. Прочтите summary, внесите необходимую орфографическую, грамматическую и стилистическую правку.
2.	Составление собственного диалога	1. Прочтите данный в юните диалог. 2. Определите сюжет и участников Вашего диалога. 3. Составьте реплики персонажей, используя активный словарь урока и базовый диалог юниты. 4. Составьте диалог полностью, внесите необходимую редакторскую правку.
3.	Ситуация	1. Опираясь на данное в юните задание, определите сюжет и участников ситуации. 2. Составьте выступление (диалог) от своего лица либо участника ситуации, используя активный словарь урока. 3. Разыграйте ситуацию со своими коллегами.
4.	Составление собственного рассказа по теме	1. Определите сюжет и персонажей Вашего рассказа. 2. Составьте план рассказа. 3. Используя активный словарь урока либо тексты юниты, составьте предложения (реплики). 4. Прочтите черновик, сведите фразы в единое целое, внесите редакторскую правку.
5.	Составление вопросов к тексту (фразам)	1. Прочтите текст (фразу). 2. Определите части предложения, к которым Вы хотите задать вопрос. 3. Определите тип задаваемого вопроса (общий, специальный, разделительный). 4. Постройте вопросительное предложение, соблюдая соответствующий данному типу порядок слов.

CINEMA AND THEATRE**PART 1**

 **TASK 1. Listen to and read the following text.**

CINEMA AND THEATRE**I. New York**

When the New Yorker goes to the cinema, he expects to see a large program: a newsreel (which is usually the first item on the program), a cartoon, a documentary and a feature film (a full-length film in a cinema program). Sometimes two feature films are included in the program. Foreign films are shown with subtitles or are dubbed into English. The program may have one or two intervals during which refreshments of all kinds are offered. In some American cinemas there is a continuous showing of the program from opening till closing time. In that case exact show times are not fixed and the seats are not reserved. You may enter or leave the hall any time during the show and take any seat you like.

There is a parking ground attached to big cinemas. For those who want to see a film without leaving the car there are drive-in cinemas (so called drive-ins).

Most of the New York big cinemas and theatres are situated in Broadway and Times Square, which is the theatrical district of the city.

A great number of various films are released in the USA every year. Hollywood-released films differ in genre as well as in artistic value. Hollywood's early films were westerns (with their fast action, uncomplicated heroes, and clear-cut conflicts between good and evil; horror films (with their mysterious and supernatural happenings, ghosts and monsters); comedies (very often not in good taste even vulgar). Then there were romance films (which showed life as could be lived in one's imagination and made the viewer escape from reality into a dream world).

Musicals (which like westerns are wholly American production, created and developed in Hollywood) are still popular with the cinemagoers. There are films based on novels (so-called adaptations, that is novels adapted for the screen) and films which deal with historical events. In such films you see the familiar characters brought

to life and you feel satisfied if they look exactly as you have pictured them.

Hollywood, that was justly accused of creating a dream world which had nothing in common with reality, has changed greatly since the time of westerns. American films of today are realistic and up-to-date. For instance, science fiction films, which took the place of the horror films, offer the viewer flying saucers, extraterrestrial living beings, space battles and explosions of planets. They introduced to lovers of science fiction computers and robots going mad and attacking their creators, ugly creatures born of mutation and devastating their superweapons.

Gangster films are often inspired by gloomy front page stories. Many of the films raise urgent problems facing contemporary society and give food for thought. The screen examines the causes of criminal behaviour and suggests that bad characters are often the result of the circumstances and the environment. The idea that science threatens man is often stressed. It is suggested that human control of science may cause great disasters and in the end lead to the destruction of the world.

Most American films are made with great professional skill. Camera work, setting and acting are usually excellent. But there are also cheap second-rate films, which critics call stupid, badly written and badly directed.

Such films, as they say, are neither instructive nor entertaining. Well, critics know best, but one thing is certain: there is too much sex, cruelty and violence on the American screen. More than is good for the viewer, in fact.

The theatre in America is less popular than the cinema. With the popularity of television, the theatre lost a great deal of its attraction. Besides, theatre tickets are so expensive that the theatre is a luxury. Not many theatres risk staging serious intellectual plays. Producers avoid them as unprofitable. They are sure that the public will not like them as one goes to the theatre to relax. They think that if people do not expect to be entertained and amused at the theatre, they would rather stay at home.

Most new plays are presented first on Broadway. Plays shown off Broadway, though modestly staged in small theatres, rank sometimes with the best Broadway performances in professional skill.

If a play is a hit, it may have a long run (that is it may be shown for a very long time), which is the case with a great number of musicals.

The nation's leading opera and ballet companies are situated in New York in Lincoln Centre for Performing Arts, which also houses a

symphony orchestra, a theatre and a library museum. Touring ballet companies also perform in Madison Square Garden (which is not a garden but a show place and a stadium). Classical music can be heard in Garden Hall. Films coupled with a stage show may be seen in Radio City Music Hall, one of the world's theatres seating over six thousand people.

II. London

In London one can see drama, opera, musicals, ballet and variety. The chief theatres, music halls and cinemas are in the West End. The oldest concert in London is the nineteenth century Albert Hall. Well-known foreign musicians give the performances there when they are in London. The Albert Hall saw very many outstanding conductors. London's most acoustically perfect concert hall is the Royal Festival Hall, which is part of London's modern Cultural Centre.

Opera can be heard in Convent Garden (the Royal Opera House) and at English National Opera (the former Sadler's Wells theatre).

The famous Royal Shakespeare Theatre is situated outside London, at Stratford-upon-Avon, Shakespeare birthplace.

If one does not feel like queueing for tickets at the box office or at a theatre agency, one can reserve them by telephone several days in advance.

The best seats are those in the stalls in the dress circle. Then comes the pit, and last of all balcony and the upper balcony. Ticket prices vary according to the seats. Seats in the upper balcony are the cheapest, those in the boxes are the most expensive. Tickets for afternoon performances are cheaper than those for evening performances.

VOCABULARY

cinema – кино (вид искусства); кинотеатр

go to cinema (go to, the picture) – ходить в кино

newsreel – [ˈnju:zri:l] кинохроника, журнал

item – пункт, часть

cartoon – [kɑ:ˈtu:n] мультфильм; карикатура

documentary – документальный фильм

feature film – [ˈfi:ʃɪl] “гвоздь” программы, основной фильм

subtitle – подзаголовок; субтитр

to be dubbed into English – [dʌbd] быть дублированным на английский язык

interval – [ˈintəvl] перерыв, антракт

refreshments – легкая закуска и освежающие напитки
 continuous showing of films – непрерывный показ
 кинопрограммы
 exact (meaning, time) – точный (о смысле, времени)
 show – сеанс
 the seats are (not) reserved – места (не) нумерованы
 parking ground – стоянка автомашин
 to attach smth. (to smb.) – присоединять что-либо к чему-либо,
 прикреплять
 so-called – так называемый
 drive-in – кафе, кинотеатр и т. п. для автомобилистов
 district – район (города)
 to release smth. – освободить; выпускать кинофильм,
 разрешать публикацию чего-либо
 to differ in smth. – различаться по чему-либо
 genre – жанр
 as well as – так же, как... ; как и ...
 western – ковбойский фильм
 fast action – стремительно развивающееся действие
 to complicate smth. – усложнять что-либо
 complicated hero – героическая личность; положительный
 герой
 good and evil – добро и зло
 horror – ужас
 mysterious – таинственный
 (super)natural – (сверх)естественный
 ghost – призрак, приведение
 based on a novel (a story, etc.) – поставленный по роману
 (рассказу и т. п.) (о фильме, пьесе)
 to adapt oneself (smth to/for smth) – приспособляться
 (приспосабливать что-либо) к чему-либо
 the screen – экран
 the stage – сцена
 adapt smth for screen (for the stage) – экранизировать
 (инсценировать) роман, фильм и т. п.
 historical – исторический (роман, фильм), относящийся к
 прошлому
 event – событие
 familiar (to smb.) – известный, знакомый кому-либо
 justly – справедливо
 have nothing in common with smb. (smth) – не иметь ничего
 общего с кем-либо, чем-либо

reality – реальность, действительность
up-to-date – современный, идущий в ногу со временем
flying saucer – летающая тарелка
(UFO –unknown flying object) – НЛО (неопознанный летающий объект)

extraterrestrial living being – инопланетянин

battle – битва

explosion – взрыв

to attack smb. (smth) – нападать на кого-либо

ugly – уродливый, отвратительный

creature – существо, создание

to devastate smth – опустошать. разорять

to inspire smb. – вдохновлять кого-либо

gloomy – мрачный, угрюмый, удручающий

front page – первая полоса газеты

contemporary – современный

to give food for thought – давать пищу для размышлений

cause (of smth) – причина, повод

circumstances – обстоятельства, условия

environment – окружающая среда; окружение

in the end – в конечном итоге

skill – мастерство, искусство, сноровка

camera work – операторская работа

cameraman – оператор

setting – художественное оформление; декорации

acting – игра актеров

cheap – дешевый (прямой и переносный)

second-rate – второсортный, второразрядный

stupid – тупой

direct a film – ставить фильм

director – режиссер

instructive – поучительный

entertaining – развлекательный

They know best. – Им виднее (Они знают лучше).

cruelty – жестокость

violence – насилие преступления, связанные с жестокостью

more than is good for smb. – слишком много, больше чем

нужно

a great deal of smth. – большое количество чего-либо

expensive – дорогой, недешевый

luxury – роскошь

to risk smth. (doing smth.) – рисковать

to stage a play (an opera) – ставить пьесу (оперу)

(un) profitable – не (выгодный)

to relax – отдыхать, расслабляться

to amuse smb. – забавлять, смешить кого-либо

I would rather stay at home – я бы предпочел остаться дома

modest – скромный, умеренный

performance – представление

hit – хит

which is (not) the case with... – как это имеет место с..., что верно в отношении, чего нельзя сказать о...

company – компания, общество; труппа

to perform – давать представление, выступать

variety – разнообразие, отсутствие монотонности

variety show – эстрада (жанр), эстрадный концерт

century – столетие, век

outstanding – выдающийся

conductor – дирижер

former – бывший, предшествующий

famous – известный

outside smth. – вне за пределами чего-либо

to queue (up) (for smth.) – стоять в очереди за чем-либо, в ожидании чего-либо

box-office – касса (кинотеатра)

theatre agency – касса театра (в городе)

reserve tickets – заказывать, бронировать билеты

by telephone (by cable) – билеты по телефону (телеграфу)

several (five) days in advance – за несколько (пять) дней до чего-либо

to vary – разнообразить

seats in the stalls (in the dress circle, in the boxes, in the pit, in the balcony, in the upper balcony) – места в партере (бельетаже, ложе, амфитеатре, на балконе, на галерке)

TASK 2. Complete the sentences.

1. In the New York cinema the program (never includes more than one item, usually includes several items; sometimes includes a newsreel; a documentary, a feature film and other items, never includes cartoons or documentaries).
2. Foreign films (are never shown in America; are dubbed into English, are shown with subtitles).
3. In most American cinemas (the seats are reserved; the seats

are not reserved; there is continuous showing of films).

4. Hollywood–released films differ in (artistic value, genre, cost of production; professional skill).
5. Hollywood's early productions were (westerns, films based on books, films dealing with historical events; science fiction films, horror films, musicals, comedies, romance films).
6. In westerns you can see (mysterious and supernatural happenings, ghosts and monsters, flying saucers, space battles and explosions of planets, uncomplicated heroes, familiar characters from bestsellers).
7. Romance films are characterized by (clear-cut conflicts between good and evil, fast action, slow action, unrealistic situations).
8. In science fiction films.... (life is shown as it could be lived in the imagination, you can see familiar characters brought to life, a dream world is created which has nothing in common with reality, robots go mad and attack their creators, extraterrestrials living beings visit the earth, ugly creatures frighten people, superweapons devastate whole countries).
9. Today Hollywood releases films which ... (raise urgent problems facing contemporary society, examine causes of criminal behavior, suggest that criminals are often the result of the environment, stress the idea that human control of science may cause great disasters and in the end lead to the destruction of the world, keep up with the latest developments in science and technology).
10. Among the problems raised by Hollywood–released films today are films that deal with ... (rise in crime, ecology, drug addiction, ethnic conflicts, politics and morals, human control of technology, extraterrestrial civilizations).
11. In most American films ... (there is a lot of violence and crime, the action develops fast, the action is slow, acting is realistic? the acting of stars and of the supporting cast is excellent, everything ends happily).
12. Most American films ... (are made with great professional skill, are vulgar and stupid, are characterized by excellent camera work, good setting and talented acting, are second–rate, are badly directed, are both instructive and entertaining, are neither instructive nor entertaining).
13. The theatre in America ... (is more popular than the cinema, is

- less popular than TV and the cinema, has a great deal of its attraction, is a luxury because theatre tickets are expensive, is not popular as TV and the cinema).
14. In America ... (producers stage a lot of serious intellectual plays, producers avoid serious plays as unprofitable, producers and directors find intellectual plays unprofitable, producers are of the opinion that one goes to the theatre to relax, to be entertained and amused).
 15. In New York ... (most new plays are presented first on Broadway, all new plays are presented first off Broadway, plays staged in small theatres off Broadway are very often acted with great professional skill and are worth seeing).
 16. Tickets to the theatre ... (can be bought at the box-office or at the theatre agency, can be reserved by telephone, can be booked several days in advance, are sold at box-offices and theatre agencies).
 17. Seats in the stalls ... (are the worst, are more expensive than seats in the balcony, are cheaper than seats in the balcony, are the best).
 18. The theatrical district of New York is ... (Washington Square, Wall Street, Broadway and Times Square).
 19. The chief theatres, music halls and cinemas in London are situated ... (in the West End, in the East End).
 20. In London you can hear symphony music in ... (the Albert Hall, Carnegie Hall, Covent Garden, the Royal Festival Hall).
 21. Ticket prices vary according to ... (the seats, the cast, the time of the performance, the reputation of the theatre).

TASK 3. Make up the questions to the following answers.

1. No, it would be tiring to see such a large program.

2. As it would be not interesting to see a film without understanding what people speak about.

3. Because it is convenient to see a film without leaving the car.

4. Yes, bestsellers are often adapted for the screen.

5. Times Square is the theatrical district of New York.

6. The theatrical district of New York is Times Square.

7. As producers avoid them as unprofitable.

8. My Fairy Lady is based on B. Shaw's Pygmalion.

9. One can hear symphony music in Carnegie Hall.

10. Yes, at the Albert Hall one can hear well-known musicians from many countries.

11. No, there aren't. The only great theatre outside London is the Royal Shakespeare Theatre.

12. Tickets can also be reserved by telephone.

13. No, seats in the gallery are certainly not the best.

TASK 4. Complete the questions and answer them.

1. Are there usually many items included in the program at cinema, theatres or _____?
_____?

2. Are foreign films shown with subtitles or _____?
_____?

3. Does one have to leave the car in a drive-in or can one see a film without _____?

4. Can one see only westerns, horror films and such like thrillers on the American screen or are there also _____?
_____?
5. Do all theatres risk staging serious plays or _____?
_____?
6. Is My Fairy Lady based on a novel or _____?
_____?
7. Was the Albert Hall built in the 19th century or _____?
_____?
8. Which seats are the best, those in the circle, in the gallery or _____?
_____?

TASK 5. Correct the following sentences.

1. Bestsellers are seldom adapted for the screen in the USA.
2. There are parking grounds attached to big cinemas in New York.
3. All westerns and horror films are worth seeing.
4. The greater part of Broadway productions are of great artistic value.
5. If a variety show is a hit it has a long run.
6. In London one can see only variety shows and musicals.
7. The oldest concert hall in London is the Royal Festival Hall.
8. No foreign conductors ever give performances in London.
9. Tickets for evening performances are less expensive than those for afternoon performances.
10. Tickets can be reserved several days in advance.

TASK 6. Answer the following questions.

1. Which is more popular in America, the cinema or the theatre? Why?
2. Describe Hollywood's first films. What is characteristic of westerns (comedies, horror films, romance films, musicals)?
3. Which films are called adaptations?
4. How did Hollywood change? Are these changes for the worse or for the better?

5. What can one see in science fiction films?
6. What is the Russian for 'variety' (as a genre)?
7. What can you say about the technical side of American films?
8. What kind of plays do producers and directors prefer to stage?
What is their opinion of the theatre-goer's tastes and preferences?
9. What is the theatrical district in New York?
10. Are the chief theatres and cinemas situated in the East End or in the West End?

TASK 7. Translate into Russian.

1. Novels and stories by classics as well as by modern writers are often adapted for the screen.
2. We've had a great deal of trouble with the car.
3. He spends a great deal of money on compact discs and books.
4. If I were you, I wouldn't risk going on a trip after a heart attack.
5. Would you like to walk to the station?
6. I'd like to see a feature film.
7. She wouldn't like to have seats in the balcony.
8. 'Let's go to the theatre'
'I'd rather not go out tonight'.
9. Did you ever risk your life?
10. My contemporaries are good listeners, which is not the case with the younger generation.
11. The film *Gone with the Wind* is based on the bestseller of the same name by Margaret Mitchell.
12. I hate queueing up for anything.

TASK 8. Translate into English.

1. Эта программа очень популярна, чего не скажешь об остальных программах этой радиостанции.
-
-

2. Вы бы лучше попытались убедить его.
-

3. Пьеса поставлена по одному из детективных рассказов Агаты Кристи.

4. Я бы предпочёл не говорить с ней об этом.

5. Терпеть не могу стоять в очереди за чем бы то ни было.

6. Она талантлива, чего не скажешь о ее дочери.

7. Мы можем опоздать на последний поезд. Нельзя рисковать.

8. Мы очень многое видели, когда путешествовали по Индии.

9. Он очень много знает.

10. Я не буду ждать. Я не могу рисковать.

11. Основой спектакля послужили письма Чехова и Лики Мизиновой.

12. Я готов постоять в очереди за билетами.

13. Ты бы лучше на них не полагался.

14. Фильм «Унесенные ветром» поставлен по одноименному бестселлеру Маргарет Митчел.

PART 2

 **TASK 1. Listen to, read and dramatize the following dialogues.**

DISCUSSING PLAYS AND FILMS

1. — Did you go to the theatre last week?
— We did. We saw....
— It was the first night, wasn't it?
— That's right.
2. — Well, how was it?
— It was a success. The house was full. The audience was carried away by the performance.
3. — How did you like the acting?
— The cast was very good. Especially the leading lady. A talented actress. She acted with great feeling.
— Who played the part of the banker?
— Roy Wild, if I'm not mistaken.
4. — How did you like the acting?
— It was wonderful. Hard to believe it's amateur performance.
5. — Well, what do you think of the play?
— It's certainly worth seeing. I enjoyed it immensely.
6. — How was the performance?
— It was the waste of time. I didn't like at all. As a matter of fact it was a complete failure.
— What about the play itself?
— The play is no good either. The plot is primitive. There are other weak points too.
7. — Did you like the film?
— Not very much. The action is slow, some scenes are dull.
— It's a good thing you didn't go to see it. You wouldn't have been bored.
8. — You asked me about the film. Well, evil is not punished and virtue doesn't triumph. And no stars. It's not your kind of film.

- Definitely not. Give me an all-star cast and a happy ending. I want good value for money.
9. — What kind of the film is that?
— A thriller. But rather stupid, when you come to think of it.
10. — Does it reflect reality?
— They say so.
— Then, judging by our films, our life is hard and gloomy.
— May be our films are not realistic?
11. — The seats are not reserved, so don't come late.
— I'll do my best. Keep a seat for me, will you?
— I'll try to.
12. — Is this seat taken?
— No, it's vacant.
13. — Am I in your way?
— I'm afraid so. Could you move to the left, please?
14. — Where do we meet?
— Will it be all right for you if we meet at the entrance to the theatre?
— As you say.
— Don't forget to take along your opera glasses. We have seats in the tenth row.
15. — What is on in the local cinema?
— Some old musical as usual, I suppose.

VOCABULARY

the first night – премьера

How was it? – Ну как? Какое впечатление?

to be a (great) success – пользоваться (большим) успехом, иметь большой успех

The house is full. – Зал полон. (Свободных мест нет.)

to be carried away (by smth.) – увлечься (чем-либо)

How did you like the acting? – Как вам понравилась игра (актеров)?

the leading man – актер, исполняющий главную роль

talented – талантливый

to act with great feeling – играть с большим чувством

to play the leading part (the part of smb.) – играть главную роль (роль кого-либо)

amateur – не профессионал, любитель

amateur performance – любительский спектакль (самодеятельность)

I enjoyed it immensely. – Я получил (от этого) огромное удовольствие.

It was a waste of time. – (Это была) потеря времени. Время было потрачено впустую.

cast – состав исполнителей

to be a (complete) failure – не иметь (никакого) успеха, провалиться

The play (film) is no good. – Пьеса (фильм) никуда не годится.

The action is slow. – Действие развивается медленно.

dull – скучный; тупой

to be bored – скучать, испытывать скуку

Vertue triumphs. – Добродетель торжествует.

happy ending – счастливый конец

thriller – остросюжетный фильм

to reflect smth. – отражать (свет, лучи); отображать, воспроизводить что-либо, служить опережением чего-либо.

to judge – судить, составлять мнение (о чем-либо.)

Judging by it. (By what you said).... – Судя по этому. (Исходя из того, что вы сказали ...)

keep a seat for smb. – занимать для кого-либо место

The seat is taken. – Место занято.

vacant seat – свободное место

Am I in your way? – Я вам не мешаю (не загораживаю экран, сцену)?

entrance to the theatre (club) – вход в театр (клуб)

opera glasses – театральный бинокль

We have seats in the tenth row. – Мы сидим (наши места) в 10 ряду.

What's on in the local cinema? – Что идет в соседнем кинотеатре?

TASK 2. Complete the sentences.

- A.** 1. When we were at the theatre last, we had seats ... (in the stalls, in the pit, in the boxes, in the dress-circle, in the balcony, in the fifth row).
2. We bought the tickets ... (right before the performance, five days in advance, at the box-office, at the theatre agency).

3. It was ... (an evening performance, an afternoon performance).
4. The house was ... (full, nearly empty).
5. The play we saw ... (is based on a novel by a well-known American writer, is written by a young English playwright).
6. It is ... (a new production, the first production of a young director, the latest production).
7. The play is ... (amusing, dull, boring, not bad, awful, stupid).
8. The play ... (raises a lot of problems, gives food for thought, has a happy ending).
9. The plot is ... (quite simple, most interesting, primitive, rather unusual)
10. The cast was ... (excellent, not very good, not bad, bad).
11. The main part was played by ...(a talented young actor, a well-known actor, a new star).
12. The actor appeared on the stage for the first time ... (in the part of..., in the latest production of... , in an amateur performance).
13. The performance was ... (a success, a failure, a great success, a complete failure).
14. I ... (liked it, didn't like it at all, enjoyed it immensely, think it was a waste of time, wish I had stayed at home).
15. The audience ... (was carried away by performance, followed the play with great attention, remained cold, was bored).

- B.**
1. When we were at the theatre last, we saw...
 2. We bought tickets at....
 3. We had seats in.... .
 4. The performance began at.....
 5. The house was.... .
 6. The play is by.... (is based on....)
 7. The cast was.... .
 8. The leading lady (man) was.... .
 9. The most exciting scene is....
 10. What I liked about the play was (is) that....
 11. I liked the play because....
 12. The film I saw recently was released by.....
 13. The script was written by ... (The film is based on ...).
 14. The main characters are

15. The action takes place in
16. The acting of ... is
17. The most interesting moment of the film is when


🎭 TASK 3. Listen to, read the dialogue, memorize and dramatize it.

- Good evening, John!
- Good evening, Peter! This is a small world! How are you?
- Fine, thanks. How are you?
- Life is going its usual way. Thanks.
- Pleased to hear it. Incidentally, where do you have a seat?
- In the stalls, row C. And where is your seat?
- In the box, close to the stage.
- So you don't have to use opera glasses.
- That's right. What do you think of the play?
- The action develops slowly. Some scenes are dull. The cast is not very good. Do you share my opinion?
- Frankly speaking I do. That happens to be a rather poor performance. Have you been to this theatre before?
- Haven't had a chance, you know. I am here for the first time. I like the hall. It is beautifully decorated. The chairs are comfortable and the chandelier is wonderful. To put it in a nutshell everything here is magnificent but the performance.
- I advise you to see 'Othello' by Shakespeare at this theatre. You will be impressed.
- I have been dreaming of seeing any play by Shakespeare in this country. I'll do my best to see 'Othello'.
- I want to inform you that the best actors are engaged in the performance. The leading man is the famous actor. His name is well-known in this country and abroad.
- I hope I'll enjoy the performance. The lights are going down.
- We must hurry to the hall. In a minute the curtain will be up.
- Be seeing you later.

TASK 4. Role-play.

Dramatize the following situation.

One of the students presents himself (herself) as a film-star (director, cameraman, sponsor etc.). Other students acting as interviewers ask him (her) questions about his (her) biography, work, interests, projects.

 **TASK 5.** Listen to the tape (text “An evening at the cinema”). Prepare to answer questions to this text in class.

 **TASK 6.** Listen to, read and act out the dialogues.

1. — Hello! Can I speak to Carol, please?
— Speaking. Hello, Jack!
— How about going to the movies tonight?
— Is there anything special on?
— No, nothing special, I just wanted to take you out. You are staying indoors too much. Shall I book the tickets for the seven o'clock show?
— That would be fine. Will you call for me or shall we meet at the entrance?
— I'll call for you.
— Thank you, bye-bye.
— See you later.
2. — Well, what do you think of the film?
— I enjoyed every minute of it. What about you?
— I think it is splendid. I haven't laughed so much for a long time, though normally I don't very much like comedies.
— Neither do I, but they have chosen the best actors for the film and that did it. Besides, the music is wonderful, don't you think so?
— Yes, the music and the acting and the whole thing was first-class from beginning to end.
3. — Hello, Molly, it's Peter. Are you free tonight?
— Peter? Yes, I am. Why?
— Would you like to come to the cinema with me?
— Oh, yes. I'd love to. What's on?
— It's an old James Bond film.
— Great! What time does it start?
— It starts at 8. 30. It's at the Odeon cinema.
— What time shall we meet and where?
— Let's meet outside the cinema just before 8. 30.
— All right, see you then. Thanks for the call. Bye.
— Bye. See you later.


4. — Did you watch the musical yesterday?
— Yes, I did. It's very different from what I had seen before.
— The music was fascinating and the plot was thrilling, but frankly speaking I didn't like the acting.
— On the contrary, what I liked most was the acting.
5. — Have you seen 'Gone with the Wind'?
— Yes, I have.
— What's your opinion? Is it worth seeing?
— It's one of the best movies I've ever seen. I was greatly impressed by it.

YPOK 2

LESSON 2

CINEMA AND THEATRE (*continuation*)

PART 1

 **TASK 1. Listen to, read the text and answer the following questions. Discuss this text in your group, give a summary of the text.**

THEATRE IN BRITAIN TODAY

I must talk about why people don't go to the theatre in England today, in our time, and I would say first of all it's to do with the rise of other media, particularly film, particularly the cinema, and even more importantly, radio and television, particularly television. So it's a matter of competition, to some extent. I think that's probably the largest, the main reason why people don't go to the theatre very much, is that there's an easy alternative. And in the past, particularly, although things are changing somewhat now, it was quite a business to go to the theatre. And also there was a sense, there is a sense. As understood in Britain that theatre is for a minority part of the population. A certain class of people go to the theatre: middle class, upper middle class, and above. And when England was more class – conscious you could talk about classes like that. And the working class did not go to the theatre: it wasn't their thing. So that's a change and difference that we can observe compared with Shakespeare's days. Then the so-called working class would go to the theatre.

So to some extent there is a class aspect to the whole thing, why people don't go to the theatre. I think, putting aside historical reasons,

really, it's a question of theatre having developed as a speciality, a leisure activity for a certain class of people. And then the rivalry of the other media coming in, particularly in the twentieth century. And those two factors together lead us to this very small percentage of people that actually go to the theatre.

And I think of those people that go to the theatre, there is – one of the problems of the theatre is that it's a sort of delicate medium, in the sense that if one goes to the theatre and one sees something that one doesn't like, it can be an acutely painful experience, in fact. And it's very easy to put people off the theatre. You can go to the theatre maybe for the first time, you see something awful, and never want to go to the theatre again.

It's the same experience that people sometimes have of Shakespeare for the first time. When they come across Shakespeare at school, it's presented to them badly or they're too young to appreciate it, it's a bore, it's a drag, and all they want to do is to get away from Shakespeare for the rest of their lives, which they invariably do. So Shakespeare is intimately connected with theatre, of course. He's at the very heart of our idea in England of what theatre is, and so there's a whole wedge of the population alienated from – just from education itself, through the education process.

That's, on the other hand, if you go to the theatre and see something that is a positive experience, then the chances are you'll be a convert to the theatre, and the chances are it'll be something you'll see from time to time throughout your life.

Now the revolution that's happened in our time in the theatre is that theatre has become rooted in reality, and begins to present all forms of everyday life to people. And so that, I think, that's widened the theatre audience as well. Theatre has become realistic; theatre has become relevant. And this happened in the fifties, with *Look Back in Anger*, *Pinter*, the *Birthday Party*, plays like that. So there's been a big change.

VOCABULARY

particularly – [pəˈtɪkjʊləli] особенно, в частности, подробно

extent – [ɪksˈtent] пространство; to some extent — в какой-то степени

alternative – [ɔːltəːnətɪv] выбор, альтернатива

sense – чувство, ощущение, сознание, разум, смысл

minority – [maɪˈnɔrɪti] меньшинство

class-conscious – [ˈkɒnʃəs] классовое сознание

to observe – [abˈzə:v] наблюдать, изучать
 rivalry – [ˈraɪvəlɪ] соперничество, конкуренция
 percentage – [pəsentɪdʒ] процент
 medium – [ˈmi:djəm] средний, умеренный
 awful – ужасный
 to appreciate – [əˈpri:ʃieɪt] оценивать, высоко ценить, отдавать
 должное
 drag – [dræg] обуза, тормоз
 grind – [graɪnd] тяжелая, однообразная работа
 invariably – [ɪnˈvɛəriəbli] неизменно, постоянно
 wedge – [ˈwedʒ] клин
 alienated – [ˈeɪljənətɪd] отчужденный, отдаленный
 convert – [ˈkɒnvɜ:t] новообращенный
 to root – [ru:t] пускать корни
 widened – [waɪdn] расширенный
 relevant – [ˈrelɪvənt] уместный, относящийся к делу

TASK 2. Answer the following questions.

1. Which media does the speaker say in competition with the theatre?
2. Which classes of people go to the theatre in Britain?
3. How have audiences changed since Shakespeare's time?
4. Why can easily be put off theatre-going?
5. How does the education system affect people's attitude toward Shakespeare?
6. How is this relevant to people's attitude to theatre in general?
7. What can turn people into lifelong theatre-goers?
8. When did theatre begin to change in Britain? How?

TASK 3. Discussion.

1. Why do you think the speaker works in the theatre?
2. What is your own experience of studying or seeing plays in English?
3. What sort of people go to the theatre in your country?
4. Do you ever go to the theatre? Why? (Why not?)
5. How can experiences at school affect people's attitude to the theatre?

TASK 4. Translate from Russian into English.

Во многих кинотеатрах Нью-Йорка программа часто состоит из киножурнала, мультфильма, документального и художественного фильмов.

Иностранные фильмы показываются с титрами или дублируются на английский язык.

В большинстве кинотеатров фильмы показываются без перерыва. Места в таких кинотеатрах не нумерованы.

Большинство театров и больших кинотеатров Нью-Йорка расположено на Бродвее и на Таймс Сквер. Это - театральный район города.

Ежегодно в Соединенных Штатах выпускается огромное количество фильмов. Выпускаемые в Голливуде фильмы различны по своему жанру и художественной ценности. Голливуд справедливо упрекали в том, что он создаёт на экране мир грёз, который не имеет ничего общего с действительностью. Сейчас продукция Голливуда изменилась. Сегодня большинство американских фильмов современны и реалистичны. Они поднимают важные социальные вопросы, стоящие перед современным американским обществом. Экран исследует причины криминальных поступков и высказывает мысль о том, что отрицательные персонажи порождаются окружающей обстановкой.

Научно-фантастические фильмы акцентируют предположение, что огромные научные достижения человечества могут в конечном итоге привести мир к катастрофе.

Конечно, выпускается такое большое количество второразрядных фильмов, не являющихся ни познавательными, ни занимательными. Но в любом случае (in any case) постановка, съемки (работа оператора) и игра актеров обычно на высоте.

Театр в Америке менее популярен, чем кино. Лишь немногие театры рискуют ставить серьезные "интеллектуальные" пьесы. Продюсеры избегают их, так как они могут оказаться невыгодными. Администрация театров считает, что зрители ходят в театр только для того, чтобы отдохнуть и развлечься.

[illegible]

PART 2

 **TASK 1. Listen to, read the text. Give a summary of the text.**

THEATRE AND CINEMA

The theatre has always been very strong in Britain. Its centre is, of course, London, where successful plays can sometimes run without a break for many years (They ran and ran!). But every large town in the country has its theatres. Even small towns often have repertory theatres, where different plays are performed for short periods by the same group of professional actors (a repertory company).

It seems that the conventional format of the theatrical play gives the undemonstrative British people a safe opportunity to look behind the mask of accepted social behaviour. The country's most successful and respected playwrights are usually those who explore the darker side of the personality and of personal relationships (albeit often through comedy).

British theatre has such a fine acting tradition that Hollywood is forever raiding its talent for people to star in films. British television does the same thing. Moreover, Broadway, when looking for its next blockbuster musical, pays close attention to London productions. In short, British theatre is much admired. As a consequence, it is something that British actors are proud of. Many of the most well-known television actors, though they might make most of their money in this latter medium, continue to see themselves as first and foremost theatre actors.

THEY RAN AND RUN!

In the second half of the twentieth century, the two longest-running theatrical productions have been *The Mousetrap* (from a novel by Agatha Christie) and the comedy *No sex please, we're British*. Both played continuously for more than fifteen years.

TASK 2. Role-play.

You are one of the British group on an exchange visit to Moscow. During your stay in the country you are to do a project on TV in Russia. You are present at a discussion on the role of Television in society. Your special interest is the impact of television on children as you are afraid that very often children grow up addicted to the telly and are exposed to commercials, violence and etc.

🎭 TASK 3. Listen to, and read the following words and expressions.

USEFUL EXPRESSIONS

Theatre

Where would you like to go? – Куда вы хотели бы пойти?

What about going to the.... – Как вы смотрите на то, чтобы пойти в...

Let's go to the billboard and see what's on. – Давайте пойдем к афише и посмотрим, что идёт.

Have you seen the ballet.... with.... – Видели ли вы балет с участием....

I'd like to see the premiere(first night) – Я бы хотел пойти на премьеру

Who is it by? – Чья это опера (пьеса)?

Is it worth seeing? – Стоит её посмотреть?

No, I wouldn't say I'm a theatre -goer – Нет, я бы не сказал, что я театрал.

They are going to stage.... – Они хотят поставить...

It is the first night – Это премьера

It seems it's going to have a long run. – Похоже, что она (пьеса) долго будет идти.

This play always has a full house. – Театр всегда бывает полон, когда идёт эта пьеса.

Tomorrow the Drama Theatre will give its first performance of.... – Завтра драматический театр даёт своё первое представление

The Satire Theatre – Театр сатиры

The Opera House – Оперный театр

The Bolshoi Theatre – Большой театр

The Maly theatre – Малый театр

The Opera and Ballet Theatre – Театр оперы и балета

The Operetta Theatre – Театр Оперетты

The Drama Theatre – Драматический театр

The Puppet Theatre – Театр кукол

a matinee (performance) – утренний спектакль

an evening performance – вечерний спектакль

a tragedy – трагедия

a comedy – комедия

a vaudeville – водевиль

an opera – опера

a play – пьеса

a performance – представление (спектакль)

a dress rehearsal – генеральная репетиция

(the) first night (premier) – премьера

a scriptwriter – сценарист

a make-up man – гримёр

a producer – режисёр, постановщик

a prompter – суфлёр

a company (of actors) – труппа

a touring company – гастрوليрующая труппа

a summer tour – летние гастролы

crowd scenes – массовые сцены

a character – действующее лицо

scenery – декорация

a tragic actor – актёр-трагик

a comedian – актёр-комик

setting – место действия (декорации, обстановка действия)

sets – декорация к определённой сцене

footlights – рампа

a theatre-goer – театрал

a dressing-room – артистическая уборная.

How much is the admission? – Сколько стоит входной билет?

How much are the front stalls? – Сколько стоят первые ряды партера?

How much is the ticket in the boxes? – Сколько стоят билеты в ложу?

The house has been sold out long in advance. – Все билеты были распроданы задолго до начала.

There are no tickets at the box-office for today. – На сегодня в кассе нет билетов.

Did you get your tickets in advance? – Вы взяли билеты заранее?

I'll make arrangements for Saturday night. – Я закажу билеты на субботу.

I've got the tickets for.... . – Я достал билет на...

I've managed to get two tickets for.... . – Я сумел достать на...

Thanks for the tickets. – Спасибо за билеты.

There are many ticket sharks that sell tickets at the entrance. – У входа много театральных барышников, которые продают билеты.

Have you an extra ticket? – Нет ли у вас лишнего билета?

You'd better reserve the tickets in your name. – Вы лучше закажите билет на своё имя.

Where are your seats? – Где наши места?

The attendant (usher) will show us our seats. – Билетёр проведёт нас к нашим местам.

Is this seat engaged? – Это место занято?

Here is the vacant seat, take it. – Вот свободное место, занимайте его.

orchestra stalls – первые ряды партера

stall – партер

pit – амфитеатр

box – ложа

dress circle – балкон первого яруса (бельэтаж)

balcony – балкон

gallery – галёрка

The seats in the gallery are the cheapest. – Места на галёрке самые дешёвые.

Let's mount to our seats in the balcony. – Давайте поднимемся к своим местам на балкон.

The bell's ringing. – Звенит звонок.

The curtain is going up. – Занавес поднимается.

The lights are going down. – Свет гаснет.

How long will the play last? – Сколько будет продолжаться спектакль?

It's a play in three acts, isn't it? – Пьеса в 3-х действиях, не так ли?

The performance will be over by 12 o'clock, I suppose. – Я полагаю, что пьеса закончится к 12 часам.

The sets are nicely done. – Декорации хорошо сделаны.

Where is the dressing-room? – Где артистическая уборная?

What does the make-up man do? – Что входит в обязанность гримёра?

The stagehands do all kind of odd jobs on the stage. – Рабочие сцены выполняют разную работу на сцене.

They have a revolving stage here. – Там имеется вращающаяся сцена.

They have wonderful dresses. – У них изумительные костюмы.

Who's your favourite actor? – Кто ваш любимый артист?

What actors are engaged in this play (film)? – Какие артисты заняты в этой постановке (фильме)?

It's her first appearance on the stage (screen). – Она снимается впервые.

She played the part of.... in.... – Она играла роли.... в.... .

The actor who played the leading part (role) was previously unknown to the public (cinema-fans, theatre-goers) – Актёр, который играл ведущую роль раньше не был известен публике.

He is a great comedian. – Он великий комик.

She quitted the stage (screen) long ago – Он давно уже не играет на сцене (не снимается)

Her sun is set. – Её звезда закатилась.

He played his part with conviction and passion. – Он играл свою роль убедительно и с чувством.

The critics praised her acting. – Критики хвалили её игру.

The acting of Sue was unanimously praised. – Игра Сью вызвала всеобщую похвалу.

She really attracts the attention of the public with her play. – Она действительно привлекает внимание публики своей игрой

That is a rather touching scene. – Это довольно трогательная сцена.

It gives me impression it is real life (is life itself) – Создаётся впечатление, что это сама жизнь.

The secret of the success of the play lies in the masterful and talented performance of the actors. – Секрет успеха спектакля заключается в мастерской и талантливой игре актёров.

The lack of feeling in her acting was ridiculous. – Безжизненность её игры смехотворна.

The audience was irritated. – Публика была раздражена.

Who's playing the leading role (part)? – Кто играет ведущую роль?

Who's dancing (singing) the part of.....– Кто танцует (поёт) партию...

Who plays the title role in..... – Кто играет заглавную роль в....

Who's performing (acting, playing) the part of.....– Кто исполняет роль...

The title role is played by.... . – Заглавную роль исполняет....

This is her first appearance on the screen (stage). – Это её первое появление на экране (сцене).

The entire cast of this play is made up of young actors. – Весь состав исполнителей в этом спектакле подобрали из молодых актёров.

The cast was simply wonderfull. – Состав был просто изумительным

The characters of the play are.... . – В состав действующих лиц входят...

They've got an excellent cast tonight. – Сегодня играет превосходный состав.

How did you enjoy the play? – Как вам понравилась пьеса?

Have you had a good time? – Вы хорошо провели время?

Was the play good? – Пьеса была хорошей?

Was it a good (nice) piece? – Это была хорошая вещь?

Was the acting good? – Была хорошая игра?

How did you like the comedy? – Как вам понравилась комедия?

I enjoyed every minute (bit) of it. – Я наслаждался ею от начала до конца.

It was splendid. – Это было великолепно.

We had a very good(wonderful) time this evening. – Мы очень хорошо провели этот вечер

I was deeply impressed by the play. – Пьеса произвела на меня глубокое впечатление.

Oh, I've enjoyed it immensely (so much). – О, я получил огромное удовольствие.

I've been looking forward to this evening with keen delight. – Я с большим нетерпением и радостью ждал этого вечера.

The play was received by the public well. – Пьеса имела большой успех у зрителей.

it's too funny for words. – Это так смешно, что трудно передать словами.

I haven't laughed so much for a very long time. – Я давно так не смеялся.

There was a storm of applause when the curtain rose. – Когда поднялся занавес, раздался взрыв аплодисментов.

Her success was beyond all expectation (exceeded all hopes). – Её успех превзошёл все ожидания.

The play (evening) was a failure. – Пьеса успеха не имела.

The play turned out a frost. – Пьеса провалилась.

It was horrryfyng. – Она была ужасной.

The play was a success. – Пьеса имела успех.

The performace of his play was quite a sensation. – Постановка его пьесы явилась настоящим событием.

Rather cheap stuff (coll.) – Довольно плохая пьеса.

Oh, it's awful. – О, постановка ужасна.

It's rather poor production. – Пьеса довольно плохая.

I was bored to death. – Мне до смерти надоело (смотреть эту пьесу)

Where is this film showing? – Где идёт

Where is the film on? – этот фильм?

The film has had a successful run. – Фильм имел успех.

The script was written by the well-known film producer. – Сценарий был написан известным режиссёром-постановщиком.

The novelist himself took part in the filming of his book. – Сам писатель принял участие в съёмке картины по мотивам своей книги.

I am familiar with the plot. – Я знаком с сюжетом.

The third part is still being shot. – Третья серия ещё снимается.

The first scenes of the film are set in a small village. – Первые сцены фильма происходят в маленькой деревне.

What do you think of this picture? – Как вам понравилась эта картина?

It's worth seeing. – Фильм стоит посмотреть.

It was a hit. – Это был успех.

This film is a first prize-winning film at the festival. – Этот фильм получил первую премию на фестивале.

The film is said to be a thriller. – Говорят, что это захватывающий фильм.

It's an English talkie, isn't it? – Это английский звуковой фильм, не так ли?

The music is superb. – Музыка прекрасна.

The film is dull (boring) in spots. – Местами фильм скучен.

The acting, the direction, the conception of the story, The musical score – all are excellent. – Игра, художественное руководство, замысел, музыкальное оформление – всё великолепно.

I like the open air scenes with their breath-taking beauty. –

In what language is the film dubbed? – На каком языке дублирован фильм?

I have forgotten the time when I saw a mute (still) film last. – Я забыл, когда видел немой фильм последний раз.

a film (picture, am. movie) – фильм

a mute (silent) film – немой фильм

a sound film (a talkie) – звуковой фильм

a colour documentary film – цветной документальный фильм

a colour film – цветной фильм

a feature film – художественный фильм

a thriller – детективный (приключенческий) фильм

a horror-film фильм ужасов

a newsreel – хроника

a historical film – исторический фильм

an education film – учебный фильм

a popular science film – научно-популярный фильм

a colour musical film – цветной музыкальный фильм

a comedy (film) – кинокомедия

an animated cartoon – мультипликационный фильм

a puppet film – кукольный фильм

a wide-screen film – широкоэкранный фильм

an advertisement film – рекламный фильм

a nine-reel film – фильм из 9 частей

a short film – короткометражный фильм

a full-length film – полнометражный фильм

a non-stop performance – непрерывный сеанс

the title of the film – название фильма
the screen – экран
the script of the film – сценарий
a review – рецензия
a reel – часть фильма (коробка с киноплёнкой)
a scene (shot) – кадр
an episode – эпизод (кадр)
a screen adaptation (version) – экранизация литературного произведения
to screen – экранизировать
to show a film – демонстрировать фильм
to shoot a film – снимать фильм
to release a film – выпускать фильм на экран
to dub (in) a film – дублировать фильм
to direct a film – осуществлять художественное руководство
to star – появляться в ведущей роли
a cinema (movie) – кинотеатр
a show – сеанс
a cinema (movie)-goer, film fan – любитель кино
a reviewer – критик
a powerful film – сильный фильм
a realistic film – реалистический фильм
an exciting (thrilling) film (a thriller) – волнующий фильм
a moving film – трогательный фильм
an entertaining (amusing) film – занимательный фильм
a sentimental film – sentimentalный фильм
a delightful (charming) film – восхитительный фильм
a depressing (sad) film – тяжёлый (оставляющий тяжёлое впечатление) фильм.

📺 TASK 4. Listen to the following dialogues. Read and memorize them.

DIALOGUES

1. — I'm bored.
— Well ...do something interesting!
— What, for example?

- Go to the cinema.
 - It bores me.
 - Always?
 - Yes, all films are so boring. I'm not interested in sex or violence.
 - Well, what interests you then?
 - Nothing!
 - You need some fresh air.
2. — What are doing tonight?
- I'm staying in. There's a good horror film on TV.
 - What is it?
 - The blood of Frankenstein.
 - Oh, that sounds frightening.
 - Not really ... I think horror films are amusing.
 - Amusing? Horror films?
 - I went with Ann to see "Dracula" last week. I was very amused. I laughed from beginning to end.
 - What about Ann?
 - Oh, she was terrified. I hadn't expected she would be.


TASK 5. Talk on the topic.

1. What kind of entertainment do you prefer? Do you like the cinema or do you prefer the theatre? Probably you like both? Speaking of the theatre, which do you like better: drama, opera or ballet? What about musical comedies and variety shows? Do you prefer evening performances? When do you evening performances start?
2. Where do you like to have seats? Are seats in the balcony much cheaper than those in the stalls? It's most convenient to reserve tickets well in advance, isn't it? How do you usually reserve tickets?
3. What play do you like see last? Is it a new production or was it staged long ago? Probably it was the first night? How did you like the play? Was the cast good? Who played the main part? Whose acting did you like most? How did the audience take the performance? Which do you think was the most exciting scene? Do you happen to remember when the play was staged for the first time?
4. Why do you think some people prefer going to the cinema and not to the theatre? What kinds of films do you know? How long does a feature film usually last? What film did you see last?

Which studio was it released by? Do you happen to remember the name of the director? Who is the cameraman? Who wrote the script? Is the film based on a book? Who are the main characters? Who plays the main part? How did you like the acting? What do you think of the camera work? Did you watch the film with interest or was it boring? Have you read any reviews of the film? Do they praise or criticize it? Did you read the book the film is based on?

5. Do you like films with a happy ending? Why do many people like such films? How do people feel after they see a film in which evil is punished and good triumphs?

PART 3

 **TASK 1. Listen to, read the dialogue, memorize and dramatize it.**

AT THE CINEMA

K. — *Kate Williams*
Sm. — *John Smith*
T. S. — *Ticket Seller*
U. — *Usher*

- Sm.* — Shall we go to this movie?
- K* — Let's see. Let's look at the pictures. I guess I didn't see *When Harry met Sally*.
- Sm.* — They say it's pretty good. A lively and romantic comedy.
- K* — All right, let's go.
- Sm.* — Let me have two tickets, please.
- T. S.* — Orchestra of balcony, sir?
- Sm.* — Give me two seats in row "G", in the middle, please.
- T. S.* — That's 8 pounds.
- U.* — Move along, folks, immediate seating.
- K* — What time does the next show begin?
- U.* — At eight-thirty. That's in twenty minutes.
- Sm.* — Is that the feature picture?
- U.* — There are a couple of short subjects first, a newsreel and a cartoon.
- K* — I'm thirsty, John. Let's have a Coca-Cola.

- U — Move along folks, move along. Plenty of seats in all parts of the house. Don't block the exit.

TASK 2. Translate into English.

1) Когда начало сеанса?

2) Говорят, фильм хороший. Это живая романтическая комедия.

3) Два места в ряду 7, в середине пожалуйста.

4) Проходите, не задерживайтесь. Свободных мест полно по всему залу. Не скапливайтесь у выхода.

5) Я хочу пить, Джон. Давай возьмём пепси-колы.

6) Подожди, давай посмотрим на афишу!

TASK 3. Listen to, read the dialogues, memorize and dramatize them.

WHAT SHALL WE SEE?

Mr Turner — You'll have to decide. We can't stand here all night!

Joey — *Nightmare on Kings Road!*

Mr Turner — No, Joey, forget it. You're both under eighteen.

Holly — Why don't we see *Crocodile Preston*?

Mr Turner — What do you think?

Mrs Turner — Oh, I don't mind!

Mr Turner — Shall we watch *Crocodile Preston*, then?

Joey — I'm not going to.

Mrs Turner — Right, let's go home, then.

Joey — Why do we all have to see the same film?

Mr Turner — Because it's your mother's birthday! This is her birthday treat...

Joey — Anyway, we've missed the beginning. It started ten minutes ago...

BUYING THE TICKETS

Mr Turner — Screen eight, please. Three adults and one child.

Cashier — One child? The film's a fifteen.

Mr Turner — Er, yes. Sorry. I meant four adults.

Cashier — That's sixteen pounds, please.

Mr Turner — There you are.

Cashier — And four pounds change. Thank you.

Mr Turner — Thank you.

Holly Dad! — That was really embarrassing!

Joey — Yeah! I'm not allowed to see an eighteen, but Holly's allowed to see a fifteen. It's not fair.

Mrs Turner — Oh, stop it!

AFTER THE FILM

Mr Turner — Well, Anne. What did you think of it?

Mrs Turner — It was all right, but it was much too loud. I've got a headache now.

Joey — I thought it was brilliant!

Holly — So did I.

Mr Turner — It was a bit violent...

Joey — Yeah. It was great, wasn't it?

Holly — I thought Tod Baxter was fantastic! Did you like him, Dad?

Mr Turner — Well, yes. But I didn't understand the story.

Mrs Turner — Neither did I.

Holly — That's because we missed the beginning. Shall we go back and see it again?

TASK 4. Role-play.

Play in group the parts of all the members of the Turner family, and decide on a film. Important: What time is it?

TASK 5. Talk about a film or TV programme that you have seen.

What was it called? When did you see it? What did you think of it? What were the best / worst things about it? Was it funny / violent / exciting / romantic? Would you like to see it again?

TASK 6. Translate the following sentences.

1. Where did you park your car?
2. Why does Mr. Fox think the firm will profit by selling the shares?
3. I've been told there's a vacancy at the office. If the job suits me, I'll take it.
4. He is a firstnighter.
5. What makes you think it is risky?
6. Talent alone is not enough. One must know how to work.
7. The dubbing is not good.
8. The firm has made big profits in the last few months.
9. Stamps should be stuck on in the upper right-hand corner of the envelope.
10. The man is such a bore.
11. The novel was screened several times.
12. Has he been given an entrance visa?
13. He wastes a lot of money.
14. Have you got any documentary proof of it?
15. Could you throw all this into a wastepaper basket?
16. It was hard for him to adapt himself to the new surroundings.
17. There was a vacant look in his eyes.
18. The film was a box-office success.
19. These tables are reserved for special guests.
20. Opinions on this point varied.

 **TASK 7. Listen to the tape (text "A visit to the theatre"). Prepare to answer questions to this text in class.**

 **TASK 8. Listen to the following dialogue. Memorize and dramatize it.**

Nick: I say, Helen, have you got anything special on tomorrow night?

Helen: No, not really. Why?

N.: I suggest our going to the theatre.

H.: I'd love to. What are we going to see?

N.: I've got two tickets for Lady Windermere's Fan by Oscar Wilde. It's the first night.

H.: Oh, it's at the Maly Theatre, isn't it?

- N: I have heard the play is worth seeing. It is staged very well. The scenery is simple, but good and the acting is splendid.
- H: And about the seats? I hope they are not in the balcony or in the gallery?
- N: Oh, dear, no. There are in the dress circle, box 5.
- H: Let's hope we'll enjoy ourselves.
- H: Will you call for me or shall we meet at the theatre?
- N: I'd rather call for you. I don't like waiting and you take such a long time to get ready.
- H: So I do. But I love to look smart when I go to theatre.
- N: All right, then. I'll call for you at 5:30, so we'll have plenty of time to get the theatre before performance starts.
- H: That suits me perfectly. I'll be waiting for you.

🎭 TASK 9. Listen to the following dialogue. Memorize and dramatize it.

- Peter: Good evening, John!
- John: Good evening, Peter!
- P: Fine, thanks. How are you?
- J: Life is going its usual way. Thanks.
- P: Pleased to hear it. Incidentally, where do you have a seat?
- J: In the stalls, row C. And where is your seat?
- P: In the box, close to the stage.
- J: So you don't have to use opera glasses.
- P: That's right. What do you think of the play?
- J: The action develops slowly. Some scenes are dull. The cast is not very good. Do you share my opinion?
- P: Frankly speaking I do. That happens to be rather poor performance. Have you been to this theatre before?
- J: Haven't had a chance, you know. I am here for the first time. I like the hall. It's beautifully decorated. The chairs are comfortable and chandelier is wonderful. To put it in a nutshell everything here is magnificent but the performance.
- P: I advise you to see "Othello" by Shakespeare at this theatre. You'll be impressed.

- J.: I have been dreaming of seeing any play by Shakespeare in this country. I'll do my best to see "Othello".
- P.: I want to inform you that the best actors are engaged in the performance. The leading man is the famous actor. His name is well-known both in the country and abroad.
- J.: I hope I'll enjoy the performance. The lights are going down.
- P.: We must hurry to the hall. In a minute the curtain will be up.
- J.: Be seeing you later.

YPOK 3

LESSON 3

TELEVISION

PART 1

📺 TASK 1. Listen to, and read the text, answer the following questions. Summarise the speaker's views on television for children.

TELEVISION IN GREAT BRITAIN TODAY

Well, I suppose that I watch some television most days. My television watching tends to happen late at night for sort of domestic reasons and work reasons, so it's restricted by that. I watch a lot of news programmes, I nearly always watch the news, or current affairs programmes. I'm quite a sports fan as well, so if there's any sport on I tend to watch it: cricket, or football or something like that, if I've got nothing better to do.

I have a daughter who's six, and she watches children's television quite often when she comes back from school. Children's television lasts about an hour and a half. Sometimes she'll sit through right from beginning to end and other times she'll get bored and switch it off and go away and do something else.

So in our house the television tends to be on in the late afternoon and late at night. But I'm amazed at figures that I came across recently, for example that some people may watch as much as twenty-eight hours in a week. That was in winter, I think, when the weather's bad and people are inside anyway. I don't know whether that means the time that the television is on or whether people actually watch it for that amount of time, because I think in some

homes the television goes on as a kind of background and people don't actually watch it in any kind of concentrated way.

I suppose one of the things that worries me as a parent is the effect that television has on children, I don't take the same view as a lot of friends of mine who think that TV is some kind of danger to them. I think people are very inconsistent here. People never said that radio was a great danger to children, and I don't see any real difference between radio and television in that sense.

I think television can be a great benefit to children. I think there are a lot of good programmes that give them good educational information, presented in a way which is very attractive to them. For example, there's a very good nature programme, which is presented in a very exciting way on television and is very good viewing, and very educational as well. And I also think television's good for introducing children to good literature. There are often children's stories. Good children's stories are dramatised for television and this can often attract children to go and read the book, and I think that's a good thing.

The most dangerous thing, I think, for children on television is the commercialism, and I get really angry about television programmes that are produced, which are really produced not because they're interesting television programmes but because they're part of a big marketing exercise, so that at the same time the shops will be flooded with rubbers and pencils and bags and pencil cases and things like this and there's a tremendous pressure on children to go out and buy those things, and I think that is a very dangerous thing indeed.

The other dangerous thing, I think, for children is if the television is on indiscriminately, then they do, if parents are not careful, they do get to see programmes which are not suitable for them. And I think that is a big danger. But that's up to the parents to make sure that that doesn't happen, I think. I find it very difficult to say what would be a reasonable time to watch television. I think the important thing is not how much you watch but how selective you are. That you say, this is an interesting programme and worth watching, and I'll watch it, and if there are a lot of good programmes in one week, you might spend quite a bit of time watching television; another week, when the programmes are not so good, far less. So it's very difficult to say, what is a reasonable amount of time.

VOCABULARY

tend to – иметь или проявлять тенденцию к чему-либо; иметь склонность

restrict(ed) [rɪsˈtrɪkt] – ограничивать

amount of (time) – значительное кол-во чего-либо

inconsistent [ɪnkənˈsɪstənt] – несовместимый, противоречивый; непостоянный

benefit – польза, выгода

commercialism [kəˈmɜːʃlɪzəm] – торгашеский дух;

indiscriminate(ly) [ɪndɪsˈkrɪmɪnɪt] – смешанный, беспорядочный;

reasonable [ˈriːzənəbl] – разумный, умеренный, сносный, приемлемый

TASK 2. Answer the following questions.

- I.
 1. When does the speaker watch television?
 2. Which programmes does he like?
 3. When does his daughter watch television?
 4. What examples does he give of programmes that are good for children?
 5. What does he see as the two main dangers to children?
 6. Does he feel that the number of hours you watch is important?
- II.
 1. How much television do you watch in a week?
 2. What sort of programmes do you like best?
 3. Do you think there is a maximum amount of time that people should watch television?

TASK 3. Read the text.

BRITISH FILMS

Here are some of the most successful and/or respected British films of the 1980s and early 1990s:

Chariots of Fire (1981)

Gregory's girl (1981)

Gandhi (1982)

A letter to Brezhnev (1985)

My Beautiful Launderette (1985)

A Room with a View (1985)

A Fish called Wanda (1988)

Shirley Valentine (1989)

Henry V (1989)
Howard's End (1992)
The Crying Game (1992)
Much Ado About Nothing (1993)
Four Weddings and a Funeral (1994)

TASK 4. Translate into Russian.

1. You can go to the theatre maybe for the first time, see something awful, and never want to go to the theatre.
2. And also there was a sense, there's a sense, it's been understood in Britain that theatre is for a minority part of the population.
3. And the working class didn't go to the theatre: it wasn't their thing.
4. So to some extent there's a class aspect to the whole thing, why people don't go to the theatre.
5. When they come across Shakespeare at school, it's presented to them badly or they're too young to appreciate it, it's a bore, it's a grind, and all they want to do is to, get away from Shakespeare for the rest of their lives.
6. Now the revolution that's happened in our time in the theatre is that theatre has become rooted in reality, and began to present all forms of everyday life to people.
7. Theatre has become realistic, theatre has become relevant.
8. I think those are the main things, really, it's a question of theatre having developed as a speciality, a leisure activity for a certain class of people.

TASK 5. Read the text.

Do you know that...?

Some well-known arts venues:

The Shakespeare Memorial Theatre in Stratford is the home of the Royal Shakespeare Company (RSC). All the other venues mentioned here are in London.

Theatres include the Old Vic (the home of the National Theatre Company), the Mermaid, the Royal Court and the Barbican (where the RSC also performs).

For opera and ballet there is the 'Royal Opera House' at Covent Garden and the Coliseum, where the Sadler's Wells Company performs.

The South Bank area has several concert halls (notably the Royal Festival Hall) and the National Theatre.

TASK 6. Answer the questions.

1. How many hours a day do you watch TV?
2. What do you usually do while watching TV?
3. What programmes do you watch regularly?
4. What is your favourite programme?
5. Do you switch off the TV-set if the programme is not interesting to you?
6. Can you give up your work about the house if your favourite programme is on?
7. Do you switch to another channel if some of your family members watch the programme?
8. Are you a great cinema-goer?
9. What types of films do you prefer?
10. When did you go to the theatre last? Do you remember what was on? What leading actors played in the performance?
11. What kind of music are you fond of?
12. What is your favourite radio programme?

TASK 7. Agree or disagree with the following. Begin your statements with:

— I agree/disagree that ... I don't agree that ...

— It's quite true that ...

— You are absolutely right ...

— I don't think so ...

1. Television takes most of time.
2. Educational programmes are necessary.
3. Cinema and theatre are not popular because of TV.
4. Thrillers and horror films are bad for children.
5. "The News" programme is most popular with young people.
6. TV advertisements are very interesting.
7. Radio is not so popular as TV now.
8. TV is terribly bad for people's eyes.
9. Our TV programmes have become much more interesting now.

*puppet theatre – кукольный театр

**extra ticket – лишний билет

PART 2

TASK 1. Listen to, read and give a summary of the text.

A DAY OFF WORK

Last Wednesday morning Bill rang Mr. Thomson, his boss, at the office and said that he was not well. "All right," said his boss. "You may stay in bed today if you are not well." Mr. Thomson liked Bill very much. At lunch time he bought some fruit and took to Bill. Bill thanked him and said he would be able to come the next day.

At 3 o'clock in the afternoon Mr. Thomson locked his office door and switched on his portable TV-set. He wanted to watch an important international football match. It was England against Brazil. Both teams were playing well. It was very exciting. At 3.20 England scored a goal. Mr. Thomson jumped out of his chair. He was very excited. He was smiling happily. When suddenly the cameraman focused on the crowd, Mr. Thomson stopped smiling and looked very angry. Bill's face was there on the screen. He didn't look ill at all.

TASK 2. Role-play.

- 1) Describe the next morning at the office. Use the words: to praise (хвалить), to punish (наказывать), to fire (уволить), to shout at (кричать на), to discuss (обсуждать)
- 2) Make a dialogue between Bill and Mr. Thomson the next morning.

TASK 3. Make a conversation using the questions on the left side and the answers on the right side.

- | | |
|--|----------------------------------|
| 1. How about going to the puppet theatre* tonight? | 1. I'd be delighted. |
| 2. Why not see that comedy for a change? | 2. That would suit me very well. |
| 3. Would you like to see <i>The Three Sisters</i> by Chekhov? | 3. I'd love to, but I can't. |
| 4. What about seeing <i>Pygmalion</i> tomorrow? | 4. Perfectly. Let's make it 7. |
| 5. Have you got anything special tonight? | 5. With pleasure. |
| 6. I've got two tickets for <i>Hamlet</i> . What about going there together? | 6. No, nothing special. Why? |

- | | |
|--|---|
| <p>7. We'll meet at 7. Is it all right with you?</p> <p>8. What would you say to staying at home and watching a new TV programme?</p> <p>9. Would you mind if we go and see <i>Spartacus</i> at the Bolshoi Theatre?</p> <p>10. We've got an extra ticket** for <i>An Ideal Husband</i>. What about coming together with us?</p> | <p>7. That's a splendid idea!</p> <p>8. I'm afraid, I can't.</p> <p>9. Thank you. I don't want to.</p> <p>10. That's great!</p> |
|--|---|

🚩 TASK 4. Read the dialogues and dramatize them.

- Did you see the play on television last night?
- No, I didn't. What was it?
- *Romeo and Juliet*. I cried.
- Cried? Why?
- Well, it was very sad. At the end, Romeo killed himself and then Juliet killed herself.
- It sounds silly to me. Why did they kill themselves?
- ...for love!
- Oh, they were silly, weren't they? I wouldn't kill myself for love.
- No, you wouldn't, I know.
- What's on BBC 2 at eight o'clock?
- As far as I can remember there's a quiz programme.
- Do you mind if I watch it?
- No, I've been looking forward to it all evening.

🚩 TASK 5. Read the text, answer the questions and give a summary of the text.

TELEVISION IN BRITAIN

By the middle of the 1980s there were four channels on British TV: BBC1 and BBC2 plus the two independent channels, ITV and Channel 4. Independent channels get their income from advertisements but there is no advertising on the BBC channels: instead the BBC's revenue comes from licence fees, payable by everybody who has a television, plus some additional funds from Parliament. Both the BBC and ITV sell programmes overseas which adds to their revenue.

The BBC is incorporated under a Royal Charter, which means it is a state organisation but not government controlled. The first television broadcasts began in 1936. The Independent Television Authority was created by Act of Parliament in 1954 to provide an additional

television broadcasting service. Commercial television consists of fifteen ITV programme companies providing programmes in fourteen different regions. An increasing number of programmes are now made by independent production companies. A second BBC channel (BBC2) began broadcasting in 1964 and a second commercial (channel 4) in 1982.

Channels are generally expected to provide programmes which do not overlap with other channel's productions and there is a Broadcasting Standards Council which is designed to make sure that unsuitable programmes are not shown.

By the end of the 1980s the total number of UK TV licences was around 19 million, of which 2.5 million were for black and white sets and 16.5 million for colour. During decade, cable and satellite TV both appeared in Britain, providing a greater choice for those prepared to pay for it.

Other plans for the future include the possibility of allowing advertising on BBC, two more mainstream TV channels, more emphasis on subscription TV and an increasing trend towards deregulation.

VOCABULARY NOTES

revenue – [ˈrevɪnjʊ] (годовой) доход;

to incorporate – [ɪnˈkɔːpəreɪt] соединяться, объединяться, вводить в состав;

overlap – [ˈɔːvələp] частично показывать, частично совпадать;

mainstream – главный;

subscription – [səbˈskɪpʃən] подписание, подписка;

trend – [trend] тенденция, общее направление

TASK 6. Answer the following questions.

1. How many channels are on British TV?
2. How do Independent Channels manage to get their income?
3. What can you say about BBC's revenue?
4. Is the BBC a state organization (but not government controlled)?
5. What did the first television begin to broadcast?
6. What was the Independent Television?
7. An increasing number of programmes are now made by independent production companies, aren't they?
8. When did BBC2 and Channel 4 begin to broadcast?
9. Are the Channels expected to provide programmes which don't overlap with other channel's productions?

TASK 7. Read the table describing the broadcasting of main British TV channels. Compare them with TV channels in Russia.

THE FOUR CHANNELS

These are channels which all viewers in the country receive.

TIME	CHANNELS			
	BBC 1	ITV	BBC 2	Channel 4
	Started 1936 No advertising	Started 1954 Advertise- ments every 15-30 minutes	Started 1964 No adverting	Started 1982 Advertisements every 15-30 minutes
Early week- day	A rather relaxed style of news magazine punctuated with more		Open University	A very informal breakfast show
mornings	formal news summaries		programmes	
Mornings and early after- noons	A mixture of popular discussion programmes, quiz sows, soap aimed at schools and others with operas and an even more relaxed type of magazine programme, usually presented by a male-female pair of presenters		Educaional programmes, some aimed at schools and others with a more general educational purpose	
Late after- noons	Children's programmes, which vary greatly in style and content		General documentary and features	
Evenings	News (including regional news programmes) and the most popular soaps, dramas, come- dies, films and various prog- rammes of light entertainment and general interest		Documentaires, and programmes appealing to minority groups and minority interests: drama and 'alternative' comedy; news programmes which cover matters in more depth than those on BBC1 or ITV Open University (late at night)	
Week- ends	Much of weekend afternoons are devoted to sport. Saturday evenings include the most popular live variety shows.			

There is also a Welsh language channel for viewers in Wales.

TASK 8. Role-play.

You are a well-known journalist. You were asked to lead the discussion. In setting the problem for discussion you are provocative and extreme. Don't forget that you started your career as a producer of feature films and thus you argue in favour of cinematography. At the end of discussion you mention your intention to write the article on youth and television and you thank the participants for their valuable contribution.

PART 3

 **TASK 1. Listen to, and read the text. Make up five questions and give a summary of the text.**

WHO WATCHES WHAT?

One of the biggest changes in the way people in Britain have spent their leisure time in recent years has been the increase in the amount of time spent watching television. The average winter viewing figures are now about twenty-eight hours per week.

As you might expect, television viewing is less popular in summer than in winter and more popular with old people than with any other age group. Viewing also varies according to social class, with professional and managerial classes watching less than the unskilled and the unemployed. On average, women watch more than men.

British TV has an international reputation for producing programmes of a high quality such as documentaries, nature programmes, comedies and drama series and according to the government there should be a combination of competition, quality and choice' in any plans for the future of TV. However, not everyone agrees that more TV means better TV and it has been argued that the standard of programmes may drop in the future with companies concentrating on making programmes with a mass appeal such as soap operas, quiz shows and situation comedies. 'Minority' programmes, such as many of those broadcast on BBC2 and Channel 4, might disappear.

TASK 2. Translate into Russian.

1. The average winter viewing figures are now about 28 hours per week.

2. Television viewing is less popular in summer than in winter and more popular with old people than with any other age group.
3. Women watch TV more than men.
4. British TV has an international reputation for producing programmes of high quality.
5. However, not everyone agrees that more TV means better TV.
6. The standard of programmes may drop in the future with companies concentrating on making programmes with a mass appeal such as soap operas, quiz shows and situation comedies.

TASK 3. Role-play.

You are a final-year student. You praise television as the shortest and easiest way to gain knowledge. Screen versions of classics have helped you more than once before literature examinations. Video cassette TV is becoming a popular way of viewing and you think that the future is with it.

TASK 4. Listen to, and read the texts.

TELEVISION VIEWING IN BRITAIN

Television viewing is by far the most popular leisure pastime in Britain. Britons also call it 'watching the box' or 'the telly'. The average viewing time per person is just over 25 hours a week.

Britain is one of the world's foremost exporters of TV productions, which continue to win large numbers of international awards, especially for documentaries, nature programmes and drama serials.

Britain also buys programmes from abroad and in 1990 nearly half the programmes came from the USA. American soap operas like 'Dallas' and 'Dynasty' became very popular in the 1980s, as did detective series.

Recent years have seen the start of 'Youth TV' which aims to provide programmes for young people. Children's TV has always been very active and includes shows made by young people. One of the oldest and most popular is 'Blue Peter' on BBC1.

THE CHANNELS

BBC 1

Has been broadcasting since 1936. It specialise in general interest programmes, light entertainment, sport, current affairs and children's programmes.

BBC 2

Covers minority and specialist interests as well as music, serious drama, travel programmes, documentaries, and foreign films in the original languages.

ITV

Broadcasting is approximately 33% informative (news, current affairs, documentaries) and 66% light entertainment, sport and films. Advertisements ('ads') are shown every 15 minutes.

CHANNEL 4

Began in 1982 and aims to appeal to the interests not catered for by ITV. It shows 15% educational programmes and encourages innovation and experiment. It has ads.

TASK 5. Use the text to complete this chart for Britain.

	BRITAIN	YOUR COUNTRY
Number of channels		
Advertisements		
Foreign programmes		
Average viewing hours		
Children's programmes		

TASK 6. Programmes in Britain are divided into categories. Find a programme for each category.

Light entertainment (includes variety shows, soap operas, situation comedies, game shows)
News, current affairs
Documentaries

Children's
Music
Sport
Films/TV movies
Drama/plays

TASK 7. Discussion. Work in pairs.

1. What are 'minority' programmes? What do some people think may happen to these programmes in the future?
2. Do you think there should be censorship of TV programmes?

PART 4

TASK 1. Read the text and give a summary of it.

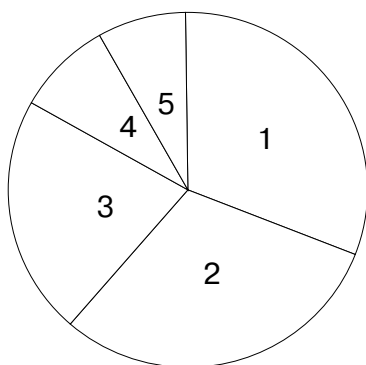
VIDEOS

Every year, more than billion worth of videos are sold or rented in Britain. More than 60% of all households in the country own a video cassette recorder. Every year these households hire an average of about twenty-five videos each and buy an average of about five videos each. Here is a graph showing the types of video that people watched in 1993.

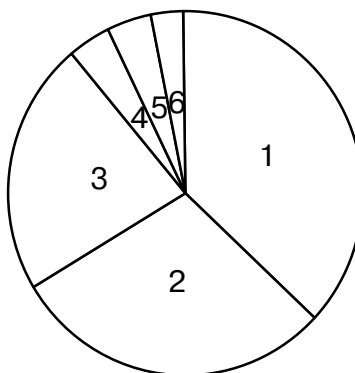
Videos for sale and rent

% of current market

Sale



Rent



- | | |
|----------------------|----|
| 1. Children's/Disney | 31 |
| 2. Films | 30 |
| 3. TV/others | 22 |
| 4. Music | 9 |
| 5. Fitness/sport | 8 |

- | | |
|---------------------|----|
| 1. Dramas/thrillers | 37 |
| 2. Action/adventure | 29 |
| 3. Comedy | 23 |
| 4. Children/family | 4 |
| 5. Science fiction | 4 |
| 6. Horror | 3 |

TASK 2. Listen to, and read the text, and give a summary of it. Be ready to discuss this text in your group.

PASSION

Gill Semmens has not got a simple life. She is surrounded by the sound of nearly a dozen video recorders storing favourite programmes to be watched later on. Her husband is a dedicated

telly-addict — a man with a mission to devour as many screen hours as he can fit into a day, and sometimes into the night too.

Barry has always been interested in technical things. The couple has eight TV sets in their three bed-roomed Bristol house. Barry's eleven video recorders constantly record from the four TV channels and twenty satellite stations available in their area.

Gill complains: 'I knew he has keen on TV when we married, but now I sometimes I can't sleep at night because he watched his videos on huge 28-inch screen in the bedroom'. Naturally the noise of rewinding and fast-forwarding disturbs Gill.

Barry defends himself: 'I'm very selective in my viewing. I like watching, mainly documentaries, news and technical programmes'. He buys a TV guide, satellite magazines and the daily papers to make his careful selection of programmes to tape. He uses over two hundreds video tapes a month!

Barry explains, 'We don't think we are anti-social, we both have jobs where we meet a lot of people'. Nevertheless, Gill does admit that she takes a tiny hand-held TV to work. 'I love game shows, particularly American ones', she says.


Barry is particularly excited about his new satellite dish for the European satellites. 'I can honestly say that video recorders have revolutionised my life', states Barry proudly. Do you agree?

TASK 3. Questions for discussion.

- What's your attitude to video?
- Do you agree with Gill and Barry?
- Imagine: the year 2000. What changes in TV (video) would you expect to have taken place?

TASK 4. Role-play.

You are a final-year student, recently married. Both your husband and you believe that TV (video) prevents everybody from going out into the world itself. No second-hand experience for you, only real books, theatres and films. You are convinced that television deprives you of the enjoyment of entertaining and that it's substitute for civilised pleasures or for active hobbies and sports.

 **TASK 5.** Jim Walker, a TV director, is rehearsing as scene from detective called 'Inspector Thaw'. Unfortunately he isn't very satisfied with actors and actresses. What does he tell them to do and not to do? Say your answers.

Example: No, no, no, Mavis. Don't laugh when you hit John. And hit him harder!

He told Mavis not to laugh when she hit John, and to hit him harder.

IN THE TV STUDIO

Cut!

John, don't fall into the camera next time!

Don't point the gun so high, Sally, and make your hand shake more.

Read the script again, Jake. Your second line was wrong.

Johnny, look more surprised when Jill enters. Jill, remember that you are supposed to be angry.

Don't smile at Tony!

And all of you, get it right this time!

Action!

TASK 6.

A DREAM COMES TRUE

If you won a day with a star from your favourite TV series, what would you ask him/her to make your day special?

Write down three things, then tell a partner what you would ask star to do.

I would ask her to give me a signed photograph.

I would ask him to take me to the TV studio.

TASK 7.

ACCIDENT OR MURDER?

A. Your friend missed an episode of his/her favourite series and wants to know what happened. Here is a scene from it. Write ten sentences to explain what happened.

Choose a suitable reporting verb from the box.

accuse	beg	say
advise	deny	swear
apologize	explain	tell

Simon: Don't go into the study, Beth. There's been a bad accident.

Simon warned Beth not to go into study. He said that there had been a bad accident.

Beth: An accident? Mike! Where's Mike?

Simon: Well, you see, he was cleaning his revolver and it just went off. Please, please believe me...

Beth: No! I don't believe you! You killed him!

Simon: No, Beth, I didn't. I swear that I'm telling the truth.

Beth: I'm sorry I accused you, Simon. It's a terrible shock.

Simon: You better sit down. I'll get you a glass of water. The police will be here soon.

B. Work with a partner. Look at scene carefully. Do you think Simon was telling the truth? What do you think might have happened? Discuss your opinions with the class.

 **TASK 8. Listen to the tape (text “Television in modern life”). Prepare to answer questions to this text in class.**

TASK 9.

WRITE YOUR OWN SOAP OPERA

Work with a partner. Invent two characters and give them names. Write a scene with at least six sentences. It can be funny or serious. Your character should ask, tell, advise, warn, accuse, offer etc.

- A. Write what each character says (direct speech). It will help if you read again what Simon and Beth say in Task 7.
- B. Together, read (or act) your scene to the class.
- C. Pupils take turns to report the scene with ask, tell, advise, warn etc.

TASK 10.

SOAP OPERA SURVEY

A. You answered some questions for a man doing a street survey about soap operas on television. What were his questions?

Write the questions in the survey.

He wanted to know if you liked soap operas.

Do you like soap operas?

1. He asked whether you watched an American soap opera called 'Manhattan'.

-
2. He wanted to know how long you had been watching it.
-

3. He asked how many of your friends or family watched it.

4. He asked you why it was your favourite soap opera.

5. He wanted to know if you would continue to watch it regularly.

6. He asked you who your favourite character was.

7. He asked you if thought soap operas should be shown at the weekend.

8. He asked you if you could name four other soap operas.

9. He asked how long you though a soap opera episode should last.

10. He wanted to know what other kinds of programme you watched.

B. Work with a partner. Imagine that you are asking question for the survey. Ask a partner more questions about soap operas. Then report questions to the class

You: Do you watch more than one soap opera?

Partner: X asked me if I watched more than one soap opera.

УРОК 4

LESSON 4

TELEVISION (continuation)

PART 1

 **TASK 1.** Listen to, and read and give a summary of the text.

AMERICAN RADIO AND TELEVISION

Mass media (that is the press, the radio and television) play an important part in the life of society. They inform, educate and entertain people. They also influence the way people look at the

world and make them change their views. "After all", say American media men, "news is not what happens – it is what you see or read about mass media." In other words, mass media mould public opinion.

Millions of Americans in their spare time watch TV and read newspapers. The daily paper dominates family life at breakfast, TV dominates the life of the family most of the time. The TV set is not just a piece of furniture. It is someone who is "one of the family". It is also habit-forming drug impossible to resist. The radio is turned on most of the time, creating a permanent background noise. It does not interfere with your activities. You can listen to the radio while doing some work about the house, reading a book or driving a car.

On the radio one can hear music, plays, news, and various commentary and discussions called forums. At a forum several authorities exchange views on social, economic and political problems, as well as on books of common interest. A number of sides are represented so that the listeners can hear various opinions. Such broadcasts are popular with the listeners. A peculiar feature of the American radio is soap opera. It is a sentimental serial drama dealing with domestic problems and meant for housewives. Soap opera is usually broadcast every day. Most people find soap opera boring.

Various radio and TV games, such as a panel game on the radio and a quiz program on TV, also attract a large audience. During a radio panel-game listeners send questions to the studio to be answered by the members of the panel, who compete for the results. During TV quiz programs questions are answered by TV viewers. There is a lot of advertising on American TV and radio.

Some of the TV and radio stations are owned big corporations or individuals. The owners can advertise whatever they choose. To advertise their goods commercial firms buy TV and radio time. So most of the radio and TV time is taken up by advertisements. The firms also sponsor show and programs that make people buy their goods. For instance, to attend a show or to take part in a quiz program you may have to send to the studio the required number of empty cartons, boxes or wrappings (depending on what product the sponsoring firm is selling). People are attracted by such programs not only because they provide entertainment. A valuable prize is usually promised for the correct answer to the main question, such as a video or radio cassette-recorder or a stereo music centre and speakers. Americans are very optimistic. Their optimism makes them believe in luck and buy things which they may not need at all. The

sponsoring firm makes a great profit on such programs. The more people attend the show, the greater is the profit of the firm.

Advertising promotes business and benefits businessman but often annoys the general public. The play you are watching on TV may be interrupted several times by an appeal to use a new perfume or detergent, or drink a certain beer. Though Americans are used to everything being advertised, watching such programs gives one a headache instead of providing relaxation. Sometimes the patience of the viewer snaps and he turns off the TV set without ever learning who murdered the innocent old lady, hijacked the plane, forgot the cheques, poisoned the wife of the millionaire, kidnapped his daughter or committed some other crime. The viewer will never know if the police caught the burglar who robbed the bank or if the criminal escaped being punished.

To convince the viewer that a certain product is the best and to persuade him to buy it takes not only a lot of imagination but also a lot of time. The same advertisements are repeated dozens of times every day, which bores the viewers.

According to some critics the immense cultural possibilities of American mass media are used mainly for the purpose of selling people more things they really need. Freedom of speech, as some critics declare, allows great commercial firm to pull the rest of the people down to their own intellectual level.

But it is hardly fair to say that American media do not try to raise the cultural level of the people or to develop their artistic taste and with great professional skill. Radio and television bring into millions of homes not only entertainment and news also cultural and educational programs. Radio stations broadcast about ten thousand hours of musical programs weekly. Many programs are made up almost entirely of classical music.

There is a lot of education both on the radio and on television. For instance, you can take a TV course in history, political economy, management, banking and in many other subjects, or learn a foreign language by radio. Educational TV films and programs are shown in schools and colleges as part of curriculum.

The opinion that all commercial programs of little artistic value can also be disputed.

VOCABULARY

that is – то есть

play an important part – играть важную роль

society – общество, общественный строй

to educate smb. – воспитывать, давать образование
 to entertain smb. – развлекать кого-либо
 entertainment – развлечение
 to influence smb. (smth) – влиять оказывать влияние на кого-либо
 after all – в конечном итоге, в конце концов
 in other words – другими словами, иначе говоря
 to mould public opinion – формировать общественное мнение
 to dominate smth. – занимать главенствующее положение где-либо
 to resist smb. (smth.) – сопротивляться, оказывать сопротивление кому-либо
 to turn on (the radio, a TV set, the television etc.) – включать (радио, телевизор)
 authority on smth. – авторитет в каком-либо вопросе
 to represent smb. (smth.) – представлять, служить чьим-либо представителем
 various – разнообразный
 to broadcast smth. – транслировать что-либо по радио
 broadcast – радиопередача
 popular (with smb.) – пользующийся популярностью
 peculiar – специфический, особый не похожий на других
 feature – черта, особенность
 most, most of the... – большая часть большинство
 boring – скучный навевающий скуку надоедливый
 panel – группа специалистов собравшихся для обсуждения
 audience – аудитория (публика)
 to compete for smth. – соревноваться бороться за получение чего-либо
 viewer – зритель (о смотрящем кинофильм или телепередачу)
 to advertise smt. – рекламировать что-либо
 advertisement – реклама
 to own smth. – владеть чем-либо (иметь собственность)
 owner – владелец, хозяин
 commercial – торговый; содержащий рекламные объявления; финансируемый за счет рекламных объявлений
 a commercial – рекламное объявление (включенное в ТВ или радиопрограмму)
 show – зрелище (спектакль фильм выставка)
 for instance – например
 to attend smth. – присутствовать (на каком-либо мероприятии)
 quiz program – викторина
 empty – пустой (прямой и переносный)

wrappings cartons – оберточный материал, всевозможные контейнеры из мягкого картона

valuable – ценный, дорогостоящий

to believe in smb. (smth.) – верить в кого-либо (о чем-либо существовании или возможностях)

to make a profit on smth. – получать прибыль от чего-либо

the (more)...the (better)... – чем (больше) тем (лучше)

play – пьеса

to watch smth. on TV – смотреть что-либо по ТВ

to appeal (to do smth.) – призыв (сделать что-либо)

perfume – духи

detergent – стиральный порошок

be used to smth. (to doing smth.) – иметь привычку, считать привычным, делать что-либо

relaxation – отдых снятие напряжения

to turn off (the radio, a TV set, etc.) – выключать (радио телевизор)

to murder smb. – убивать кого-либо

innocent – невиновный

to hijack a plane – угонять самолет

to forge smth. – подделывать что-либо

to kidnap smb. – похищать кого-либо

to commit (a crime, murder, etc.) – совершать (преступление убийство)

burglar – грабитель взломщик

to rob a bank (a flat, etc.) – ограбить банк (квартиру)

criminal – преступник

to escape smth. – избежать чего-либо

to escape from smb. (smth.) – убежать от кого-либо, бежать откуда-либо (из тюрьмы, плена)

to convince smb. of smth. (that...) – убедить кого-либо в чем-либо (в том что)

imagination – воображение фантазия

dozen – дюжина

mainly – главным образом

freedom of speech – свобода слова

intellectual (cultural) level – уровень умственного развития (культурный уровень)

artistic taste – художественный вкус

in good taste – с большим вкусом

with (great) professional skill – с (большим) профессиональным мастерством

educational – образовательный (о программе, курсе),
воспитательный

education – образование (объем знаний)

be of great (little, no) artistic value – иметь большую
художественную ценность не иметь большой (не иметь никакой)
художественной ценности

to dispute smth. – обсуждать что-либо, ставить под сомнение,
оспаривать что-либо

TASK 2. Answer the following questions.

1. What is the function of the radio and television?
2. How can you prove that the life of the American family is dominated by mass media?
3. What can one hear on the radio and see on TV in the USA?
4. Why is most of radio and TV time taken up by commercials?
5. Why do the American viewers often find the programs boring?
6. How do sponsoring firms make great profits on TV programs?
7. What do critics say about US mass media?

TASK 3. Complete the sentences below.

1. American radio and television are often criticised for ... (the poor education and artistic value of their programs, disregarding the ideological aspect, devoting too much time to advertising, lack of freedom of speech, bringing down the nation intellectual level, not raising the cultural level of the people).
2. The American radio, television and the press ... (present events in a false light, devote very much attention to education, carry on propaganda in the interests of big business, draw the attention of literature and TV viewers from important social and political problems).
3. In their spare time millions of Americans ... (watch television, go to the theatre, go to the cinema, listen to the radio, pursue their hobbies).
4. On the radio one can hear ... (music, news reports, sport commentators, forums, lectures).
5. On TV one can see ... (education films, commercials, plays, quiz programs).

6. Soap opera is broadcast for ... (children, students, housewives, scientists).
7. Most of the radio and TV time is taken up by ... (education programs, classical music, lectures, commercials).
8. The firms of persons that have bought radio time use it to ... (provide entertainment, raise the cultural level of listeners, arrange lectures on science and technology, popularise classical music, advertise their goods).
9. The main aim of American radio and television is to ... (provide entertainment, raise the cultural level of listeners and viewers, advertise goods, mould public opinions).
10. American viewers are used to ... (watching educational programs, everything being advertised, crime stories being shown on TV, films shown on TV being interrupted by advertisements).
11. The cultural possibilities of radio and television are used mainly to convince people that ... (smoking is bad for their health, a certain brand of cigarettes is the best, they should buy more than they need).
12. The tired often turn off the TV set without ever learning if ... (the play is worth seeing, the criminal escaped being punished, the police caught the criminal).

TASK 4. Make up a short talk using the following:

1. on the radio
2. broadcast smth.
3. a peculiar feature
4. find smth. boring
5. be owned by smb.
6. advertise smth.
7. provide amusement and entertainment
8. be used to doing smth.
9. arrange smth.
10. convince smb.
11. escape from smth.
12. to be of little artistic value.

TASK 5. Translate into English.

1. Влияют ли на жизнь людей звезды и планеты?

2. На конгрессе были представлены почти все европейские страны.

3. Чем быстрее мы отправимся, тем лучше.

4. Большинство молодых людей не любят классическую музыку, потому что они не достаточно образованны, чтобы ее оценить. Вы согласны с таким мнением?

5. Он не привык, чтобы с ним так обращались.

6. Он привык к тому, что много товаров рекламируют по ТВ.

7. Если бы не Пуаро (Poirot), преступнику удалось бы скрыться от полиции.

TASK 6. Answer the questions.

1. Did you learn from the text anything that you didn't know before reading it? If so, what did you learn?
2. Which facts you read about in the text seems familiar to you?
3. What do you think of American television? What makes you think so?
4. Which American programs would you like to see on your television?
5. Which TV programs do you think would be popular with our viewers? Which would not be welcome? What makes you think so?

TASK 7. Use the vocabulary in answering the following questions.

- What are you favourite programmes?
- What qualities do you look for in television programme?
- What are the programmes that appeal to specific age groups?

- What is the amount of weekend TV time devoted to sports programmes? Would you rather watch a favourite sport on TV or view it in person? Give your arguments.
- What genres seem to dominate prime-time viewing? First check a week's TV schedule and make a list of all prime-time TV and break it into genres.
- Should musical concerts and theatres performances be broadcast on TV?
- What are the challenges of video?
- Do you think the emergence of music video clips present some problems to musicians? What problems?
- What advantages, if any, does television have over the radio? Will television remove radio in the future?

TASK 8. Translate into Russian.

1. Radio and television influence all spheres of social life
2. Stars and planets influence human life, don't they?
3. Most of don't like classical music because they are not educated enough to appreciate it.
4. He isn't used to being treated like that.
5. Who do you think is blame for the fact that many criminals escaped punishment?

PART 2

TASK 1. Translate into Russian.

- The abbreviation 'R. S. P. C. A. ' stands for 'Royal Society for the Prevention of Cruelty to Animals'.
- That evening they were entertaining guests.
- Her health is so weak, she can't resist illnesses.
- The aircraft has to overcome resistance of the air.
- I have no authority to allow it.
- The hardest languages to learn are those in which the same letters may represent different sounds.
- Is publicity the same thing as popularity?
- I can't stand him. He is such a bore.

- It is a crime to be bored in company, it is bad manners to show it.
- That's one of his peculiarities.
- Competition is a good stimulus.
- Who is the owner of the dog?
- The police managed to catch the murderer.
- All of us were sure of the man's innocence.
- The narrower the mind, the broader the statement.
- They were arrested for a train robbery.
- When they heard the alarm, they rushed to the fire escapes.
- There wasn't a single representative of your firm there.
- He is an educated person.
- Button up your coat, it's cold.

TASK 2. Complete the following sentences:

1. Like (unlike) most people I watch TV ... (every day, every other day, once a month, very seldom, from early morning till late at night)
2. I turn on the TV set ... (before I go to bed, before I leave my house, as soon as I wake up, early in the morning, when I came home from work) and turn it off ... (before going to work, as soon as I get tired of it, before going to bed)
3. I am used to listening to ... (broadcast for children, classical music, lectures on science and technology, lectures on literature, the latest news, light music, educational program).
4. I find ... (opera, operetta, classical music, light music, lectures on literature, various advertisements, scientific forums, detective stories, programs for housewives) very ... (interesting, boring, helpful) and I ... (always, often, never) listen to them.
5. Most of all I like ... (commercials, detective films, horror films, opera, programs for housewives, concerts of classical music, rock music, lectures on philosophy, lectures on music or literature).
6. Such programs provide ... (relaxation, entertainment, food for thought) and ... (make one very sleepy, don't interfere with one's work, are of great artistic value, are of no artistic value).
7. Mass media should (should not) ... (give information without any commentary, comment on the facts presented, present various

views on the same points, devote too much (more) time to such subjects as rise in crime, ethnic unrest, political disturbances, accident and disasters, finances, health care, housing, education).

8. Mass media should (should not) ... (mislead public opinion, mould public opinion, present facts in the false light, distort facts, be objective, devote more time to entertainment, be so boring).

TASK 3. Complete the following sentences.

1. I like most people I watch television ...
2. I'm used to watching ...
3. There are programs which I like very much, for instance ...
4. I don't like and never watch ...
5. I (don't) watch these programs because they are ... (because provide...)
6. My family seldom watch TV because ...

TASK 4. Translate into English.

Средства массовой информации, то есть печать, радио и телевидение играют важную роль в жизни общества. Задача их — информировать, воспитывать и развлекать читателей, слушателей и зрителей. Средства массовой информации также оказывают влияние и на взгляды и мнения людей, другими словами, формируют общественное мнение.

В свое свободное время миллионы американцев читают газеты, слушают радио и смотрят телевизионные передачи.

По радио можно услышать музыку, новости, комментарии и другие передачи. Часто организуются дискуссии (форумы), которые поднимают экономические, политические и социальные проблемы, представляющие интерес для большинства людей. На форумы приглашаются авторитетные специалисты, представляющие различные точки зрения.

Много времени на радио и телевидении занято рекламой. Крупные торговые фирмы покупают эфирное время, которое используют для рекламирования своих товаров. На телевидении организуются викторины. За правильные ответы зрители могут получить ценные призы. Но для того, чтобы присутствовать на викторине, они должны купить товары, производимые фирмой - спонсором. Фирмы-спонсоры и корпорации, являющиеся

владельцами радио- и телестанций, получают от рекламных передач огромную прибыль.

Существует мнение, что средства массовой информации в США используются лишь для того, чтобы заставить людей покупать как можно больше товаров и что телевидение и радио не ставят своей целью повышение культурного уровня зрителей и слушателей. С этим трудно согласиться. На радио и телевидении много образовательных передач, много прекрасной классической музыки. Большинство передач способствуют развитию художественного вкуса.

[illegible]

TASK 5. Answer the following questions.

1. How does TV in this country compare with American? What do you have to say for or against American TV (TV in this country)?
2. Which TV programs do you find the most interesting? Which educational programs do you watch regularly? Why do you ignore the 'English on TV' programs? I'm sure you could benefit by watching them.
3. What do you think of commercials on our TV? What is your opinion of foreign films show on our TV? Do you approve the choice? Have you ever sent letters to or called up the TV Centre? If so, on what occasion? If you have not, is it because you are indifferent or because you think it would not have any effect?
4. If you were invited to speak on TV on any topic you like, which subject would you choose? Why?
5. Suggest improvements on our TV programmes. What else would you like to see on TV? Which programs do you want to be taken off the screen?
6. Have you got a transistor radio? Can you get distant stations on your transistor? Which stations can you tune to?
7. Speaking of transistors and such like thingsWhat is a 'system'? What does it consist of?
8. Have you got any interesting tapes? Do you exchange tapes or CD's with your friends?

PART 3

TASK 1. The two extracts by American authors given below present rather controversial views on the problem. Read them attentively for further discussion.

a) There have been more than 2,300 studies and reports on the effects of television on American society. Most of them shows that these effects are mainly negative. Researchers have been especially concerned about children. In the past decade researchers have had children participate in numerous studies. They had children watch television intensively for three weeks. The results showed a drop in the children's creativity. The researchers concluded that television makes the children lose some of their creativity.

Teachers can't get children to pay attention for any length of time because today's children want everything to be as fast and entertaining as TV. Dr. Benjamin Spock, an expert in child causing, once complained that he couldn't get his grandchildren to leave the TV set when he wanted to take them to the zoo. Some of today's children are so addicted to TV that nothing else interests them. Parents have to make them turn on the TV and go out to play or read a book. They can't get them to do these traditional childhood activities without having an argument over the TV.

Although most of these studies have shown the negative effects of television, some sociologists argue that television has become a part of our lives. They do not think that parents should make their children limit the amount of TV that they watch to one or two hours a day. They believe that parents should let their children decide for themselves what and how much they want to watch.

b) Although most studies show the negative effects of television, there are also some important positive influences. There are many excellent educational programmes especially for children. Some schools have children watch certain programmes in the classroom. They often get them to watch worthwhile programmes at home by encouraging them to discuss what they have seen the next day in class. 'Sesame street' is a programme that is watched by millions of children around the world. It uses bright colors, fast timing and humor in order to get children to pay attention. It makes children enjoy learning about the alphabet, reading and numbers.

Television also exposes children to different people and places. A little girl who had never seen a ballet before watched a famous ballerina on TV. This programme got her to decide to become a ballerina herself. TV also increases young people's understanding of

other people's views of life. Many people feel that 'Roots', a programme on the history of black people in United States, is the example of this. Because viewers of this programme became emotionally involved with the characters. 'Roots' got some people to think more compassionately about the difficulties of black people in the United States.

VOCABULARY

to participate – принимать участие

a drop – снижение, падение

creativity – развитие

to addict – пристраститься к чему-либо; предаваться чему-либо

fast timing – быстрота действий

to expose – выставять

compassionately – с жалостью, с состраданием

TASK 2. Work in pairs.

Team up with another student work out pros and cons of children's television as they are presented in the extracts and discuss the extracts in pairs.

TASK 3. Speak about the effects of television on children.

1. Does television have a negative or bad influence on children? If you think it does, tell how.
2. How does the television experience affect a child's language development, for instance?
3. What good or positive influences does TV have on children?
4. How does television stimulate children's curiosity?
5. How does the availability of television affect the ways parents bring up their children?
6. How does watching television for several hours each day affect the child's abilities to form human relationships?
7. What happens to family life as a result of family member's involvement with television?

TASK 4. Role-play.

Below are four different opinions on the same controversial issue "Children and Television".

Work in groups of 3 or 4 and assign one of the opinions to each member of the group:

1. Primary and secondary education have improved out of all recognition since the arrival of TV in the house and this is not only because of programs designed for schools. Through TV a child can extend his knowledge and it provides vital food for his imagination.
2. We are dealing with a culture of TV babies, They can watch, do their homework and listen to music at the same time. What kids can't do today is follow things too long. Today's TV babies get bored and distracted easily.
3. You can blame TV for the fact that children take longer to learn to read these days and barely see the print any more of acquiring the skill. Watching TV should be strictly confined to 'treats'.
4. Television provides outlet for creative talents. The programmes done with good taste and imagination actually stimulate a child's own creativity...

TASK 5. Role-play.

Work in group. Now discuss the issue with other members of the minigroup using the arguments you have prepared. Do you support those who share a similar point of view and try and persuade those who don't agree with you.

TASK 6. Role-play.

You are a journalist-reviewer. Prepare a newspaper criticism of a TV programme that you have seen of any of the following types:

- a) a news programme, current affairs review
- b) a documentary
- c) an entertainment programme, show, etc.
- d) children's programme
- e) a film shown on TV
- f) a sports programme
- g) an educational programme

TASK 7. Answer the following questions.

TELEVISION QUESTIONNAIRE

1. How many hours a week do you spend watching television?

- less than 5 hours;
- 5-10 hours;
- 10-15 hours;
- 15-20 hours;
- more than 20 hours

2. What sort of programmes do you like watching?

3. Are there any sorts of programmes you don't like?

	LIKE	DISLIKE
the news discussion programmes documentaries plays films serials quiz shows classical music programmes pop music programmes children's programmes variety shows sports programmes others		

4. What is your favourite programme?

5. Are there any sort of programmes you would like: a) more of?
b) less of?

 **TASK 8. Listen to the tape (text "What do you think of television?"). Prepare to answer questions to this text in class.**

TASK 9. Work in groups.

Your TV company needs a TV host (hostess) for children's programme. Work in groups of three or four. One of the group is a candidate for the job, and the others are interviewing him/her.

Before starting, the interviewers should prepare a list of questions and interviewer should prepare his/her curriculum vitae (a list of qualifications, education, degrees, experience, references, interests).

The interviewers should ask questions about the candidates previous job, the certificates / diplomas / degrees / experience he/she has had;

his/her personal situation (married, with children);

the candidate's reason for applying for the place in a children's TV programme and other questions.

TASK 10. Role-play.

In fact you don't often go out in the evening. As a rule you stay at home and watch television. You are fond of it. So is your friend. At the moment you are discussing your favourite TV programmes.

YPOK 5

LESSON 5

RADIO

PART 1

 **TASK 1. Listen to, read and give a summary of the texts.**

THE BBC

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

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

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

Nevertheless, partly by historical accident the BBC began, right from the start, to establish its effective independence and its reputation for impartiality. This first occurred through the medium of radio broadcasts to people in Britain. Then, in 1932 the BBC World Service was set up, with a licence to broadcast first to the empire and then to other parts of the world. During the Second World War it became identified with the principles of democracy and free speech. In this way the BBC's fame became international. Today, the World Service still broadcasts around the globe, in English and in several other languages. In 1986 the Prime Minister of India, Mrs. Indhira Ghandi, was assassinated. When her son Rajiv first heard reports that she had been attacked, he immediately tuned to BBC World Service to get details that he could rely on. The BBC also runs five national radio stations inside Britain and several local ones.

BBC RADIO

RADIO 1 began broadcasting in 1967. Devoted almost entirely to pop music, its birth was a signal that popular youth culture could no longer be ignored by the country's established institutions. In spite of recent competition from independent commercial radio stations, it still has over ten million listeners.

RADIO 2 broadcasts mainly light music and chat shows.

RADIO 3 is devoted to classical music.

RADIO 4 broadcasts a variety of programmes from plays and comedy shows to consumer advice programmes and in-depth news coverage. It has a small but dedicated following.

RADIO 5 is largely given over to sports coverage and news. Two particular radio programmes should be mentioned. Soap operas are normally associated with television, but 'The Archers' is actually the longest-running soap in the world. It describes itself as an everyday story of country folk. Its audience, which is mainly middle-class with a large proportion of elderly people, cannot compare in size with the television soaps, but it has become so famous that everybody in Britain knows about it and tourist attractions have been designed to capitalize on its fame.

Another radio institution is the live commentary of cricket test matches in the summer.

VOCABULARY

impartiality – справедливость, беспристрастие

objectivity – объективность

broadcasting – радиовещание, радиопередача

complaint – недовольство, жалоба

to testify – утверждать, заявлять, свидетельствовать

fee – плата

to veto – запрещать, накладывать вето

to set up – устанавливать, основывать, упреждать

to assassinate – убивать

TASK 2. Complete the sentences.

1. Just as the British Parliament has the reputation for being _____

2. Whenever it is accused of bias by one side of _____

3. Interestingly, though, this independence is as much _____

4. It gets this from the licence fee which _____

5. Nevertheless, partly by historical accident, the BBC began _____

6. Then, in 1932 the BBC World Service was set up _____

7. During the Second World War it became _____

8. In 1986 the Prime Minister of India, _____

9. When her son Rajiv first reports that _____

10. The BBC also runs _____

TASK 3. Translate into Russian.

1. The BBC also runs five national radio stations inside Britain and several local ones.
2. Radio 2 broadcasts mainly light music chat shows.
3. In 1986 the Prime Minister of India, Mrs. Indhira Ghandi, was assassinated.
4. Radio 1 began broadcasting in 1967.
5. Then, in 1932 the BBC World Service was set up, with licence to broadcast first to the empire and then to other parts of the world.
6. It describes itself as «an everyday story of country folk».
7. The BBC began to establish its effective independence and its reputation for impartiality.
8. Radio 4 broadcasts a variety of programmes, from plays and comedy shows to consumer advice programmes and in-depth news coverage.
9. It gets this from the licence fee which everybody who uses a TV set has to pay.
10. Devoted almost entirely to pop music, its birth was a signal that popular youth culture could no longer be ignored by the country's established institutions.

TASK 4. Answer the following questions.

1. When did the BBC begin to broadcast?
2. Does the World Service broadcast around the world in English and in several other languages?
3. During the Second World War it became identified with the principles of democracy and free speech, didn't it?
4. Has the government the right to veto any BBC programmes and to take away the BBC's licence to broadcast?
5. The dominant force in British Broadcasting is BBC. What enabled it to achieve its position, and how does it maintain this?
6. Can you describe some of the characteristics which give the BBC its special position in Britain and in the rest of the world?

TASK 5. Listen to, read and put questions to the text.

RADIO

BBC radio broadcasts five national services to the United Kingdom plus regional services in Wales (including programmes in Welsh), Scotland and Northern Ireland. These are:

Radio 1: pop and rock music;

Radio 2: light music, entertainment and sport;

Radio 3: classical music, drama, documentaries and cricket;

Radio 4: news, documentaries, drama and entertainment and educational programmes for schools and adults;

Radio 5: sport, educational programmes and children's programmes.

There are also thirty-two BBC Local Radio stations and a number of independent local stations. There is advertising on the independent commercial channels.

The External Service of the BBC broadcasts over 700 programmes a week in thirty-seven languages, including the English-language World Service and BBC English by Radio and Television. It is estimated that over 120 million people listen to the service.

PART 2

TASK 1. Listen to, read and translate the following text.

THE FUTURE OF RADIO

Recent government plans include an expansion of radio broadcasting with new stations brought in at city, local and community levels. Regulations regarding the organisation of broadcasting will be three new national commercial channels. New broadcasting technology will play an important role.

The BBC will be required to give up some of its frequencies and a new Radio Authority will be created to achieve a good technical standard. Each of the three new channels will be expected to provide a wide programme service designed to appeal to a variety of tastes and interests.

TASK 2. Answer the questions.

1. What are the main differences between BBC Radios 1, 2, 3, 4, and 5?

2. Why is the BBC External Service important?
3. Is there any advertising on radio in Britain?
4. What changes are planned for radio broadcasting?

TASK 3. Answer the following questions. Work in pairs.

1. Do you listen to the radio? What sort of programmes do you prefer?
2. What sort of radio stations do you have in your country?

🎧 TASK 4. Listen to, read and give a summary of the text.

BAND MUSIC

You think your life is rather monotonous. All work and no play. You invite your friend to see a new film in the cinema. Your friend willingly joins you. After the film you share your impressions.

For many generations Band Music – music played by military bands, brass bands, and pipe bands on the march in public parks, and in concert halls – has held its place in public favour, especially in Great Britain.

At the turn of the present century American popular music was still clinging to established European forms and conventions. Then a new stimulus arrived by way of the Afro-Americans who injected into their music-making African chants and rhythms which were the bases of their spirituals and work songs.

One of the first widespread Afro-American influences was Ragtime, essentially a style of syncopated piano-playing that reached its peak about 1910. Regtime music provided the stimulus for the spontaneous development of jazz, a specialized style in music which by the year 1920 had become a dominating force in popular music, and New Orleans, one of the first cities to foster it.

In the early 'twenties' America became caught up in a whirl of post-war gaiety. The hectic period would later be known as the Jazz Era. Soon Jazz had begun its incident migration across the world. While Black musicians of America were recognised as the true experts in the jazz field, the idiom attracted white musicians, who found it simulation and profitable to form bands to play in the jazz style. Prominent among these White band-leaders were Paul Whiteman and George Gershwin, whose 1924 'Rhapsody in Blue' was the first popular jazz concerto.

While many self-appointed prophets were condemning jazz as vulgar, and others foretelling its early death, some notable European

composers attempted to weave the jazz idiom into their musical works. These included Debussy, Ravel, Stravinsky, Shostakovich.

There was a time in the sixties when it looked as if the situation was about to be broken up by a new and revolutionary popular music of unprecedented and unexpected power. The so-called 'Rock Revolution' began in the fact in the midfields and was based firmly on the discontent of the younger generation who were in revolt against the values of their elders; naturally they espoused new musical values, and equally naturally these values represented a negation of everything in the musical world their elders inhabited — the virtual elimination of harmony, or at least its reduction to the few conventional progressions of the blues, an emphasis on the beat, new type of voice production owing much to sophisticated use of amplification and simplification of instrumental technique.

These followed rapidly an extraordinary musical eruption based on the percussive sound of the electric guitar, the rock'n'roll beat and blues harmony.

We should remember that 'The Beatles', 'The Rolling Stones' and many other learning groups and individual performers from the early sixties onward based their music on the sound of electric guitars and percussion.

Now what? In this technological age it is not surprising that electronics should have invaded the field of music. This new phase has brought experiments intended to give music of the popular genre a new sound. Though many may be alarmed at such explorative tampering with sound, it must be admitted that the possibilities of electronically-produced music are immense.

Never before has music — all kinds of music — been so popular. Never before has the world had greater need of its stimulation and comfort. We find the ultimate satisfaction in music, be it 'classical' or 'popular', when we have learn how to reject the spurious and accept the genuine; when we have learned how to listen.

VOCABULARY

brass – духовые инструменты

pipe – свирель, дудка, флейта

to cling – крепко цепляться, держаться; *перен.* оставаться верным

convention – соглашение, согласие, договор

to inject – вводить, впрыскивать

chant – песнь, песнопение

ragtime – синкопированный, плясовой ритм

to faster – благоприятствовать, поощрять
whirl – вихрь
hectic – лихорадочный
profitable – прибыльный, доходный
prominent – видный, известный, выдающийся
unprecedented – беспрецедентный
discontent – недовольство, неудовлетворенность
revolt – мятеж, восстание
elimination – упразднение, исключение, изгнание
virtuel – фактический, действительный
amplification – расширение, увеличение
simplification – упрощение
percussive – ударный
percussion – столкновение, сотрясение
ultimate – предельный, максимальный, окончательный

TASK 5. Answer the questions.

1. What is the purpose of music in your opinion?
2. In what genre did the music develop?
3. What was the Russian contribution to the art of music?
4. What created the development of jazz and who facilitated the development?
5. In your opinion should musicians have musical training?
6. What do you know about 'The Beatles' and their contribution to pop-music world?
7. In your opinion how will the technological age through radio, television and video influence the world of music?
8. Have you ever been to a live jazz concert/rock music concert?
9. What role does music play in your life?
10. Do you want music just to make you happy or does the music prefer vary with your mood? How does it vary?
11. Do you think that at school music should be given the same as subject such as maths, literature, etc.?
12. What are the most popular instruments of pop groups, jazz or rock?

TASK 6. Role-play.

Make up and act out dialogues according to the following situations.

1. You are at a concert of contemporary music, about which you are not very knowledgeable. Your friend tries to initiate you in it.
2. Your mother/father cannot stand rock music and he/she never listens to it. You try to convince him/her that rock music is important in your life.
3. You are talking on the telephone with your friend who wants you to accompany her to a piano recital. You are reluctant to join her.

PART 3

TASK 1. Listen to, read and translate the text.

JAZZ SOUND OF SURPRISE

Jazz is the rhythmic, vital music that organized in the United States towards the end of the nineteenth century. Two main characteristics define jazz the use of important improvisation and a unique rhythmic propulsion or drive called 'swing'. Unlike classical music, jazz is a performer's music; every place is a personal statement by the musician playing it. Composers do exist in jazz, writing complete pieces of music, but they are always personally involved in the performance of their music.

Beyond basic musical considerations, jazz has few rules, it is, as jazz writer Whitney Ballet put it, 'the sound of surprise'. This is why jazz and modern classical music have had practically no influence on each other. The formal classical musician and composer cannot function in the free atmosphere of jazz, and he does not appreciate the rhythmic qualities needed for swing. The jazz musician and composer cannot tolerate the rigidity and lack of rhythmic vitality of most classical music.

Jazz is associated with commercial popular music by most people, in spite of the fact that it has been a remarkably unpopular music for much of its life and (like classical music) is essentially uncommercial. The ability to play jazz is a very rare quality, probably because it demands a good musical ear and feeling for rhythm.

Jazz differs from other kinds of music in this sound, its structure, and its use of improvisation and rhythm. But jazz also sounds different, because several different instruments are used, and in different combinations. The wind instruments of jazz play the melody — the trumpet, trombone, saxophone, the clarinet and flute. The other instruments to be heard are the piano, guitar (usually amplified),

double bass, vibraphone and drums. These instruments from the rhythm section of band, and are played percussively to create swing, although all of them except the drums may also be played melodically. Instruments such as the oboe, bassoon, harp, and the violin, viola, and cello are rarely heard in jazz.

Most jazz pieces have a very simple structure. A theme or tune is played at the beginning; improvised solos by the musicians follow, and the theme is repeated to end the piece. These themes are of two basic length. Many are blues (characteristic Negro melodies), which are 12 bars long; others are 32 bars long, often songs from musical shows of the 1920s and 1930s. Musicians also compose their own themes, but many stick to the 12 or 32 bar formula. In traditional jazz, marches or hymns form a stable part of the repertoire.

The improvised solos make up the central and longest part of a performance. Musicians improvise in turn, and every member of a band may play a solo. Sometimes the length of the solo is determined beforehand, and other in which the soloists play is also often worked out advance. In traditional jazz and in the most recent form of jazz, free jazz, soloists often improvise together, but in other forms this collective improvisation is only occasionally practised by the players.

VOCABULARY

to involve – вовлекать

consideration – обсуждение, рассмотрение мнения

swing – ритм

to tolerate – терпеть, выносить; позволять, допускать.

rigidity – жестокость, твердость, стойкость

vitality – жизненность, жизнеспособность

rhythm – ритм

trumpet – труба

flute – флейта

amplified – расширенный, усиленный

drum – барабан

percussive – ударный

oboe – гобой

bassoon – фагот

harp – арфа

violin – скрипка

cello *сокр. разг.* от violocello – виолончель

stable part – основная часть

repertoire – репертуар

TASK 2. Answer the following questions.

1. What musical genres do you know?
2. What is meant by the terms classical or serious music, pop, rock, jazz and contemporary music?
3. Do you think the different musical genres named above are strictly separated or do they overlap in some ways? In what ways?
4. What genre do you prefer?
5. Why has the guitar become a very popular instrument in recent years?
6. Do you prefer V. Vysotsky's performances with an entire orchestra or simply with a guitar?
7. What is your favourite instrument? Can you play it? Does it help you to understand music?
8. The human voice is regarded as a most refined instrument the proper use of which requires a great deal of training. Who are your favourite singers?
9. Do you like opera?
10. How can you account for the large scale popularity of rock?
11. Is it only entertainment to young people or does rock music represent their values? What values?
12. Why are some rock fans less interested in the music of the past?
13. What do you know about video clips?
14. How do they affect music?

TASK 3. Group work. Discuss the following.

"Some people prefer only classical music and find contemporary music to be cacophony". Stop being conservative, say others. "We need something 'far out' to shock the audience "

Which side do you agree?

One composer says: "Ours is an age of great technological progress and accompanying emotional stress which requires new forms of expression in music".

Can his opinion help you formulate your own answer?

TASK 4. Group work. Discuss the effect of rock music on young people.

There are worldwide complaints about the effect of rock.

Psychologists say that listening to rock music results in “escapism” (abandoning social responsibilities). They also add that some rock music (for example certain heavy metal songs, rave) affect young people like drugs. There are of anti-social and amoral behavior on the part of young “music addicts”.

How do you feel about this opinion?

TASK 5. Listen to, read and give a summary of the text.

MUSIC

Classical music in Britain is a minority interest. Few classical musicians, whether British or foreign, become well known to the general public. When they do it is usually because of circumstances which have nothing to do with their music. For example, the Italian tenor Pavarotti became famous in the country when an Asia song by him was used by the BBC to introduce its 1990 football World Cup coverage. Despite this low profile, thousands of British people are dedicated musicians and many public libraries have a well-stocked music section. Several British orchestras, soloist, singers, choirs, opera companies and ballet companies, and also certain annual musical events, have international reputations.

In the 1960s, British artists had a great influence on the development of music in the modern, or ‘pop’ idiom. ‘The Beatles’ and other British groups were responsible for several innovations which were then adopted by popular musicians in the USA and the rest of the world. These included the writing of words and music by the performers themselves, and more active audience participation. The words of their songs also helped to liberate the pop idiom its former imitation to the topics of love and teenage affection. Other British artists in groups such as ‘Pink Floyd’ and ‘Cream’ played a major part in making the musical structure of pop music similarly more sophisticated.

Since the 1960s, popular music in Britain has been an enormous and profitable industry. ‘The Beatles’ were awarded the honour of MBE (Member of the British Empire) for their services to British exports. Within Britain the total sales of the various kinds of musical recordings are more than 200 million every year – and the vast majority of them are of popular music. Many worldwide trends have come out of Britain and British ‘pop’ artists have been active in attempting to cross between popular music, folk music and classical music.

TASK 6. Compose the dialogues on:

- 1) music in Russia (in Britain),
- 2) your favorite singer,
- 3) classical music and your generation.

PART 4

TASK 1. Listen to, read and give a summary of the text.

THE PRESS

The earliest known printed newspaper in Britain was published in 1513. It was called 'True Encounter' and was an early piece of official war reporting, on the battle between the English and the Scots at Flodden Field. Later on a number of weekly monthly and sixmonthly periodicals began to be printed in Europe. In the 19-th century, the form of the newspaper changed. Because of changes in technology and the law, papers grew from news sheets for a small number of educated people into a medium of information and entertainment for the whole population.

The press took a major step forward in 1814, when '*The Times*' was the first paper in the world to use a new kind of printing machine: '*The Koenig Press*'. This press meant that it was possible to produce around a thousand copies an hour rather than the previous twenty.

The development of the railway system in the mid-nineteenth century made national distribution possible, and the stronger and wealthier papers, such as '*The Times*' and '*The Daily Telegraph*', became the first true national daily papers, or 'dailies', in Britain.

In today's Britain there are 13 national daily papers, ten Sunday papers, 60 regional evening and ten regional morning papers. There are also hundred of weekly local papers. Daily papers are those that are published daily from Monday to Saturday. The evening begin to appear during the morning and new additions appear every two or three hours until the time edition comes out in the evening. The '*Sunday papers*' are so-called because that is the only day on which they appear.

Britain's press is divided into two very different types: the quality press (broadsheets) and the popular press.

The term "quality press" is used to describe papers which were mainly founded before 1896 or which follow the tradition of the journals of the 18-19 centuries. They contain political, industrial and cultural news and devote pages to finance matters and international

news. They have an undramatic layout (or design), with lengthy articles. Examples of quality daily papers are *The Times*, *Financial Times*, *The Guardian*, *Daily Telegraph* and *the Independent*. Quality Sunday papers include *The Sunday Times*, *The Observer* and *The Sunday Telegraph*.

The “quality papers” or “broadsheets” cater for the better educated readers. They devote large sections to literature and the arts, business and sports.

The popular press is mainly represented by founded after the launching of *The Daily Mail* in 1896. It's founder, Lord Northcliffe, revolutionized the newspaper's content. '*The Daily Mail*' had a women's page, photographs instead of line drawings and short paragraphs, which made it easy to read. Today such papers are large — tabloid, half the size of a broadsheet. Tabloid is pharmaceutical term, used for substances which were compressed into pills. The tabloids 'compress' the news and are printed on a small sheets of paper.

The shortage of space in a newspaper means that language must be clear and to the point. There is difference in style between the tabloids and the quality press. Popular tabloids have the tightest sentence construction because the style of the paper's layout means that there is little space available for articles. Short sentences, basic vocabulary and very colloquial English are used. Tabloid journalism is a highly developed art in Britain, and many journalists say that it is harder to write short, sharp article for *The Sun* than a more learned piece for *The Times*.

The 'popular papers' or 'tabloids' sell to a much larger readership. They contain far less print than the broadsheets and far more pictures. They use larger headlines and write in a simple style of English. While the broadsheets devote much space to politics and other serious news, the tabloids concentrate on 'human interest' stories, which often means sex and scandal.

Some of the tabloids have almost given up even the pretence of dealing with serious matters. Apart from sport, their pages are full of little except stories about the private lives of famous people. Sometimes their 'stories' are not articles at all, they just excuses to show pictures of almost naked women. During the 1980s, page three of *The Sun* become infamous in this respect and the women who posed for its photographs became known as 'page three girls'.

Other tabloids include *the Daily Mirror*, *The Daily Star* and *Today*: Sunday tabloids include the *Sunday Mirror*, *Sunday People* and *The News of the World*. *The Sun* sells the largest number of copies, over three and a half million copies per day.

The desire to attract more readers at all costs has meant that, in the late twentieth century even the broadsheets in Britain can look rather ‘popular’ when compared to equivalent ‘quality’ papers in some other countries. They are still serious newspapers containing high-quality articles whose presentations of factual information is usually reliable. But even they now give a lot of coverage to news with a ‘human interest’ angle when they have the opportunity.

National and Regional Papers

National papers cover first of all national, foreign and political matters, regional, or local, papers serve community interest. Both national and regional newspapers can be morning or evening ones. Local morning papers have suffered from the high sales of the national press. The total circulation of all regional dailies in the provinces is around eight million, about half that of the national papers.

In the local press the terms ‘popular’ and ‘quality’ have no real significance, and the papers tend to be politically neutral.

VOCABULARY

to produce around a thousand copies a hour – производить около тысячи экземпляров в час

national distribution – распространение в масштабах всей страны

quality press (broadsheets) – качественная газета (широкополосные издания)

popular press (tabloids) – популярная пресса, (таблоиды, мелкоформатные издания), бульварная пресса

to found, launch a paper – основать газету

layout – макет, компоновка, разметка, подача материала

to cater for – быть предназначенным для, обслуживать

half the size of a broadsheet – вдвое меньше широкополостной газеты

shortage of space – нехватка места

to the point – придерживаться сути дела

to cover – писать в газете, освещать на определенную тему

TASK 2. Answer the questions.

1. Is it possible to tell by the size and shape of a British newspapers what kind of readers it is aimed at?
2. What are the two main types called? What other differences are there between newspapers?

3. Are there similar distinctions in Russia?
4. What type of newspaper sells better and why?
5. Why do many journalists say that it is harder to write a short article for 'The Sun' than a more learned piece for "The Times"?
6. Why do the "quality" papers now give a lot of coverage to news with a "human interest" angle?

 **TASK 3. Listen to the tape (text "The Press"). Prepare to answer questions to this text in class.**

TASK 4. Role-play.

Some people feel that the invasion of privacy of private individuals and public figures (such as members of president's family in the U. S. or members of Queen's family in UK) by newspapers has reached unacceptable levels. Imagine that a special legislation is being drafted to control the press's activities. What arguments could you put toward in favour or against such a law if you were a lawyer, a public figure or as a common reader?

Make a pair with a student who has the opposite opinion and argue your points.

ПРАКТИЧЕСКИЙ КУРС ОСНОВНОГО ИНОСТРАННОГО ЯЗЫКА АНГЛИЙСКИЙ ЯЗЫК ПРАКТИКА РЕЧИ ЮНИТА 8

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