

GETTING READY FOR GRADUATION EXAM

Topics for English Conversation

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**Maturita
z angličtiny**

FRAGMENT

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Úvod

Tato příručka obsahuje 17 konverzačních okruhů, které se často vyskytují u maturitních a jiných jazykových zkoušek. Záměrně se soustřeďuje na ta témata, která jsou pro svou slovní zásobu náročnější a specializovanější a která v běžně dostupných konverzacích nebývají, ačkoli jsou v současnosti hodně diskutována (Ochrana životního prostředí, Příroda, Věda a technika). Vzhledem k omezenému rozsahu knihy nebylo možné zahrnout i ostatní, u jazykových zkoušek běžné slovní okruhy. Některé kapitoly obsahují podtémata (např. Our Town v tématu Prague, My Favourite Book v tématu Cultural Life in Our Town), která lze využít samostatně, nebo s pomocí slovní zásoby několika kapitol lze zpracovat téma jiné (např. Hobbies, Free Time), takže se celkový počet okruhů obsažených v publikaci zvyšuje. Příručka se také v příslušných kapitolách (Science and Technology, Music and the Fine Arts, Cultural Life in Our Town, Travelling, Traditions, Holidays and Feastdays) zmiňuje o některých významných osobnostech vědy, techniky, umění a o anglo-amerických svátcích, a tak doplňuje publikaci týchž autorů Some Basic Facts about the English Speaking Countries, vydanou nakladatelstvím Fragment v roce 1995. Spolu s publikací Practise Your English Grammar vytvářejí ucelený soubor učebnic, vhodných zejména pro střední školy.

Příručka uvádí poměrně rozsáhlou slovní zásobu jak ve výchozích textech, tak ve cvičeních, a proto je určena především středoškolákům, kteří se připravují na maturitní zkoušku po čtyřech, ale i osmi letech studia jazyka, případně může sloužit v konverzačních kursech pro dospělé a těm, kteří se připravují na státní jazykovou zkoušku. Slovní zásobu lze však výběrově využít i v hodinách anglické konverzace v nižších ročnících a na odborných školách a postupně její okruh rozšiřovat. Nepředpokládá se však, že si ji všichni uživatelé osvojí beze zbytku. Dává pouze studentům různé jazykové úrovně možnost rozvíjet řečové dovednosti využitím shromážděné slovní zásoby. U některých úkolů je záměrně ponecháno volné místo k napsání vlastního textu. Funkci osnovy pro individuální zpracování tématu mohou do jisté míry plnit otázky k textu, ale i vybraná slovní zásoba. Vzhledem k rozsahu knihy nebylo možno zařadit slovníček, ale připojená výslovnost u obtížnějších výrazů umožňuje použít slovní zásobu ve správném kontextu okamžitě. Od studentů se očekává, že si neznámá slova samostatně vyhledají ve slovníku, a tím aktivně podpoří jejich zapamatování a pocvičí se v dovednosti používat slovník.

Jazykově se příručka přidržuje britského úzu, pouze v některých případech uvádí i americké ekvivalenty (jídelní lístek v kapitole Food je však celý v americké angličtině).

Autoři děkují za pečlivé jazykové korektury paní Norah Hronkové a svým kolegům.

The Czech Republic

mountain range - řádku
oil - ropu

The Czech Republic is a state in Central Europe. It occupies an area of 78 864 sq km and has about 10.33 million inhabitants.

Our state has a varied landscape. Bohemia is surrounded by a ring of mountains - the Šumava range, the Czech Forest, the Ore Mountains, the Jizerské Mountains, the Giant Mountains, and the Eagle Mountains. The Moravian Plain is protected on the West by the Bohemian-Moravian Highland, and on the North by the wooded mountainous ranges of Jeseníky and Beskydy. Fertile lowlands can be found in the valleys of big rivers - the Vltava, the Elbe (flowing into the North Sea), the Oder (flowing into the Baltic Sea), and the Morava (flowing into the Danube and thence into the Black Sea). The climate is mostly continental, the warmest area being in South Moravia.

One of our most significant raw materials is coal. Black coal and anthracite are to be found mainly in the Ostrava Coal Basin, but also in the area of Kladno and elsewhere. The most significant supplies of brown coal or lignite are in the North Bohemia Coal Basin and in Western Bohemia in the Sokolov Basin. There are also minor deposits of iron ore, uranium, oil etc. The rich deposits of kaolin and clay are important for the ceramics and glass industries as well as abundant quarries of stone and limestone for the building industry.

The Czech Republic is traditionally an industrial country. The greatest percentage is represented by the engineering industry. Besides this there are the chemical industry, food industry, textile industry, metallurgy and other sorts of industry. Also the agriculture is developed enough to feed the population and be able to export its products too.

From the historical point of view our territory has been inhabited by Slavonic tribes since the 5th century A.D. The first Slavonic state was Sámó's Empire which was founded here in 623. With the further development and uniting of Slavonic tribes, the early mighty feudal Great Moravian Empire was formed in the 9th century. After its disintegration, state activities were concentrated in the Czech Lands where in the 9th century power was taken over by the Czech tribe headed by the Přemyslid family. The first historically documented Czech prince Bořivoj I ruled over the territory of the Czech Lands and over a considerable part of Great Moravia.

The Czech princes- and later kings - played an important role in Central Europe. When the Přemyslid dynasty had died out by the sword in 1306 and, after several years of instability, the Czech throne went by way of a dynastic wedding to the Luxemburgs, and the Czech Kingdom became also the centre of the Holy Roman Empire mainly during the reign of Charles IV and his son Wenceslas IV. Nevertheless it was a kingdom quite independent of the Holy Roman Empire, and was ruled by the king, the most important of the seven electors of the emperors. During the reign of Charles IV (1346 - 1378), Prague grew into one of the largest European metropolises of that era, and was a significant centre of education, architecture and the arts. In 1348 Charles University - the oldest one in Central, Northern and Eastern Europe - was founded in Prague.

The first part of the 15th century is marked by the Hussite Movement (1419 - 1437). It is named after Jan Hus (John Huss), professor, dean, and later rector of Charles University. In 1415 he was tried by the Church council in Constance and burnt at the stake as a heretic. The leading representatives of the Hussite Movement were Jan Žižka and Prokop Holý. Žižka, as a Hussite leader, was never defeated. Prokop Holý, in victorious battles, fought off crusades of the Catholic Church and the Holy Roman Empire and was also a prominent Hussite diplomat.

After the reign of King Jiří of Poděbrady - who is known for his appeal to other European kings to make a treaty securing peace - and after the period of the rule of Jagiellonian dynasty on the Czech throne there came the period of the Hapsburg dynasty (1526 - 1918). These rulers tried to oppress the Czech nation in favour of the Germans and the Roman Catholic Church, but were not successful until the Battle on the White Mountain in 1620, followed by 300 years of endeavours to eradicate Czech statehood and national life - through germanization and the liquidation of Czech literature and culture as a whole, and re-catholicization.

Nevertheless the 19th century brought a time of national revival, so when World War I ended in 1918, the Czech nation was able to take its fate into its own hands in the newly established Czechoslovak Republic. Though this was destroyed by the German occupation (1939 - 1945), it appeared again after World War II. In 1948 the power was taken over by the communists directed by the Soviet Union. The "Prague Spring" in 1968 was oppressed by the invasion of the Soviet army and the "normalization" lasted about another 20 years till the "velvet revolution" in 1989. The following development led to the splitting of the republic, and in 1993 two new states appeared - the Czech Republic comprising the original countries of the Czech crown, Bohemia and Moravia, and part of Silesia, the greater part of which was lost in the 18th century during the Seven Years' War, and the Slovak Republic.

Questions on the text:

1. Where is the Czech Republic situated?
2. What is its area and number of inhabitants?
3. What are the most important mountain ranges in our country?
4. What rivers are to be found on our territory? Where do they flow?
5. What are our natural resources and where are their deposits?
6. What kind of industry developed here?
7. What was the name of the first state on our territory and when was it founded?
8. Why were state activities transferred to the Czech Lands in the 9th century?
9. What family was the Czech tribe headed by and who is the first historically known prince?
10. What do you know about the reign of the Přemyslid dynasty?
11. How did the Czech throne go to the Luxemburgs?

anthracite [antřracit]
lignite [ligrat]
kaolin [kealín]



12. What do you remember about the reign of the Luxemburg kings?
13. When was Charles University founded? Why was the Edict of Kutná Hora so important for its history?
14. Why did the Hussite movement begin and how did it end?
15. What do you know about John Huss?
16. What appeal is King Jiří of Poděbrady known for?
17. How did the Habsburg dynasty rule over our country?
18. When and why did national revival begin and what did it result in?
19. When was the independent Czechoslovak Republic established?
20. Who took over power in our republic in 1948 and how long were they in power?
21. When and how was the Czech Republic established?

Vocabulary:

landscape [lændskeɪp], **mountain range** [raɪndʒ], **fertile** [fɜːtaɪl], **basin** [beɪsn], **abundant** [ə'bandənt], **rule** [ruːl], **considerable** [kən'sɪdərəbl], **throne** [θrəʊn], **wedding** [wedɪŋ], **kingdom** [kɪŋdəm], **reign** [reɪn], **dean** [di:n], **appeal** [ə'pi:l], **endeavour** [ɪn'devə], **germanization** [dʒə:mənai'zeɪʃən], **fate** [feɪt], **normalization** [nɔ:məlaɪ'zeɪʃən], **last**, **comprise** [kəmpraɪz]

Exercises:

1. Which countries does the Czech Republic border on?

Say what language people speak in their country and name their capitals. Can you enumerate the other European countries, their people, language and capitals?

2. Do you know where these places are situated (continent, ocean, country)?

Hercegovina [heətsegəʊvi:nə], the Canary islands/Canaries [kə'neəri:z], the Shetlands [ʃetləndz], the Orkneys [o:kni:z], the Channel Islands [tʃænl], Siberia [saɪ'biəriə], Silesia [saɪ'li:ziə], the Crimea [kraɪ'miə], Rhineland [raɪnlənd], Bavaria [bə'veəriə], the Iberian Peninsula [aɪ'biəriən pɪ'nɪnsjələ], the Caucasus ['kɔ:kəsəs], the Mediterranean Sea [medɪtə'reɪniən], the Pyrenees [pɪ'reni:z], the Alps [ælpz], Naples [neɪplz], Nuremberg [njuərənbɜ:g], Constance [kɒnstəns], the Danube, the Elbe, the Ore Mountains [o:], the Giant Mountains [dʒaɪənt], the Oder [əʊdə], the Hebrides [hebrɪdi:z], the Carpathians [ka:'peɪθiənz], Gibraltar [dʒɪ'brɔ:ltə], Venice [benɪs], Munich [mjʊnɪk], Cairo [kaɪərəʊ] the Vistula [vɪstjələ]

3. Describe the location of any country which you choose.

continent, island, peninsula [pɪ'nɪnsjələ], **jungle, desert, cape** [keɪp], **ocean, sea, seashore, sea coast, cliff, bay - the Bay of Biscay, the Hudson Bay, Botany Bay, gulf** [gʌlf] - the Gulf of Mexico, the Gulf Stream, **strait** [streɪt], **estuary** [estjuəri], **lake, river, mountain range, highlands, lowlands, plain**

4. Where are deposits of the following raw materials in our country?

raw materials [ro:]:

quarry [kwɔri], **mine, black coal, anthracite** [ænθrəsait], **brown coal, lignite** [lɪgnait], **iron ore** [aɪən o:], **uranium** [ju'reɪniəm], **oil, kaolin** [keɪəlɪn], **clay** [kleɪ], **stone, limestone** [laɪmstəʊn]

5. What kinds of industries are developed in the Czech Republic? Where?

engineering (machine tools, locomotives, tractors, agricultural and textile machines), metallurgy, chemical industry, textile and glass industry, food industry, car industry, paper mills.

6. What crops are grown in our country? What are the main agricultural areas? (See also the topic Nature, exercise 9 for vocabulary).

7. Describe briefly history of our country:

7th cent.:

Slavonic tribes [slə'vɒnɪk traɪbz], Sámó's Empire (623)

9th cent.:

mighty [maɪti] Great Moravian Empire, centre of Slavonic culture, 863 - missionaries Cyril [sɪrəl] and Methodius [mɪ'θəʊdiəs] from Salonika [sə'lɒnɪkə]

10th cent.:

disintegration [dis,ɪntɪ'greɪʃn] of Great Moravian Empire, state centre transferred to the Czech lands, the Přemyslids [pɹemɪslɪdz], prince [prɪns] Bořivoj, kings, die out by the sword [so:d]

14th cent.:

the Czech throne [θɹəʊn] by way of a dynastic [dɪ'næstɪk] wedding [wedɪŋ] to the Luxemburghs, succession [sək'seʃən] of Charles IV to the throne, the Czech Kingdom became the centre of the Holy [həʊli] Roman Empire, the Czech King - the most important of the seven electors [ɪ'lektəz] of the emperors [empərəz], foundation of Charles University (1348)

15th cent.:

John Huss [has], critic of the church, burnt at a stake [steɪk] as a heretic [herətɪk], the Hussite [hasaɪt] Movement [mu:vmənt] - beginning of European reformation, victorious [vɪk'tɔəriəs] battles [bætlz] of the Hussites over crusaders [kru:'seɪdəz], crusade, reign of King Jiří of Poděbrady, a treaty [tri:ti] to secure [sə'kjʊə] peace, Jagiellonian [jagie'ləʊniən] dynasty [dɪnəsti]

1526:

the Habsburgs [hæpsbɜ:gz], oppress [ə'pres] and eradicate [ɪ'rædɪkeɪt] Czech statehood, germanization, re-catholicization [ri:'kæθəlɪsaɪ'zeɪʃən] rebellions

18th and 19th cent.:

national revival [ri'vaɪvəl]

1918:

independent Czechoslovak Republic was established [ɪs'tæblɪʃət], first President T.G.Masaryk

1939-1945

German occupation, liberation

1948

after a coup [ku:] by the communists our country a totalitarian [təʊtəli'teəriən] state, directed [dɪ'rektɪd] by the Soviet Union

1968

the Prague Spring, the programme of liberalization [lɪbərəlaɪ'zeɪʃn] initiated [ɪ'nɪʃeɪt] by Alexander Dubček ended with the invasion [ɪn'veɪzən] of the Soviet army and normalization

17th November 1989

the "velvet revolution" [velvɪt revo'lʊ:ʃən], student demonstrations, pluralistic [pluərə'lɪstɪk] state

1st January 1993:

the splitting [splɪtɪŋ] of the republic, the Czech Republic, the Slovak Republic

8. Retell any of the oldest Czech legends (e.g. about the arrival of the Slavs in Bohemia, about Přemysl the Ploughman)

9. Give a short report on the climate in the Czech Republic

(See also the topic Weather, Time for vocabulary)

10. What programme would you prepare for your friends from abroad for a week (two-week) stay in the Czech Republic?

(See also the topic Nature for further vocabulary and ideas)

include: - an interesting town
- a natural beauty spot

- a castle or a chateau
- a health resort

11. Say in your own words as much as possible about our country.

You may follow this arrangement:

- location
- surface (mountains, lowlands, rivers)
- climate
- natural riches
- economy (industry, agriculture, exports, imports)
- history
- system of government

Prague

Prague is the capital of the Czech Republic, the seat of the President, government and parliament and the political, cultural and economic centre of the country. It spreads out on both banks of the river Vltava in the centre of Bohemia. It covers an area of almost 500 km² and it has 1.2 million inhabitants. The whole city consists of 10 administrative districts. The oldest parts are the Old Town, The Lesser Town, the New Town, Josefov, Hradčany and Vyšehrad.

A legend connects the foundation of Prague with Princess Libuše of the Přemyslid dynasty who prophesied the future glory of Prague which "would touch the stars". The oldest settlement of this area goes back to the Stone Age but the Slavs came to the Prague valley in the 6th century. In the 9th century Prince Bořivoj founded a castle on a headland above the Vltava valley and it became the seat of princes of the Přemyslid dynasty. In the 10th century another castle, Vyšehrad, was built and it became temporarily a seat of the Přemyslid Princes too. Prague became the imperial residence of Charles IV (1346-1378) and during his reign it flourished and grew. Charles IV established an Archbishopric (1344), founded Charles University (1348) and the New Town, and promoted the construction of Charles Bridge and St. Vitus Cathedral. In the 15th century Prague was the centre of the Hussite movement. In 1420 Jan Žižka defeated the first anti-Hussite crusade on Vitkov Hill. At the end of the 16th century Prague regained its cosmopolitan character again when it became the seat of Rudolph II, who invited artists and scientists there (Tycho de Brahe, Johannes Kepler). On November 8, 1620 the Czech estates rose up against the Habsburgs and were defeated in the Battle of the White Mountain, near the place where the Star Summer Palace and Enclosure stands until now. A few months later, in 1621, 27 representatives of the uprising were executed in the Old Town Square. The Thirty Years' War, re-catholicization and germanization followed. The fact that Prague was not the capital of the monarchy any more preserved many historical buildings from the old times there. At the end of the 18th century it became the centre of Czech cultural life when Czech scholars and writers began the process of national revival. In 1918 Prague was the capital of the independent Czechoslovak Republic again. In 1939 it was occupied by German troops and in 1942 severely persecuted after the assassination of the Nazi deputy protector Reinhardt Heydrich. After the Prague Uprising against the fascists the town was liberated by the Russians on 9th May, 1945. The August occupation of Prague in 1968 stopped the democratic reforms in the country and began the process of "normalization". On 17th November, 1989, the Velvet Revolution began democratic changes in our society. The whole process continued with the splitting of former federal Czechoslovakia into two independent states and thus, on 1st January, 1993, Prague became the capital of the Czech Republic.

Without any doubt, the **Prague Castle**, the seat of the President, is the dominant of the city. From the square outside the castle tourists can admire the city below with the roofs of ancient Gothic, Renaissance and Baroque houses and palaces and hundreds of church spires for which Prague is renowned. The monumental complex of the castle includes three courtyards and over 700 rooms among which the late Gothic **Vladislav Hall**, and the newly redecorated **Spanish Hall** and **Rudolph Gallery** are the most renowned. In the Vladislav Hall the election of the President takes place and both the Spanish Hall and Rudolph Gallery serve for ceremonial and cultural purposes.

The most impressive building at the Castle is **St. Vitus Cathedral**. It was completed in 1299, a thousand years after the foundation of the first church on this site. The Gothic cathedral was founded by Charles IV in connection with the establishment of the Prague Archbishopric. The present cathedral is the result of the work of two famous architects, Matthias of Arras and Petr Parléř. The most admired parts of the church are the Gothic St. Wenceslas Chapel decorated partly with semi-precious stones, the coronation chamber where the coronation jewels (St. Wenceslas crown, the sceptre and the orb) are kept, and the Royal Crypt which contains the sarcophaguses of Czech kings and queens. Another place worth seeing is the **Convent of St George**, the first to be built in Bohemia (993), now containing collections of the Gothic to the Baroque art of the National Gallery. The convent church, the **Basilica of St. George** is the best preserved relic of Romanesque architecture in Bohemia. In the castle gardens we can admire the **Royal Summer Palace Belvedere**, the purest example of Italian Renaissance architecture north of the Alps, and the Singing Fountain which gained its fame due to the sound made by the falling drops of water. **Golden Lane** made up of tiny houses with coloured facades originated in the 16th century when craftsmen settled there. In the Castle area too is the graffiti decorated **Schwarzenberg Palace** which houses the military history collection, the **Archbishop's Palace** with the beautiful 18th century Rococo facade, the 17th century **Sternberg Palace**, the seat of National Gallery, not far from it is **Černín Palace** built in the style of 17th century Italian architecture, now the seat of the Ministry of Foreign Affairs, and the Loretto complex, the 17th century Baroque place of pilgrimage, with a carillon in the steeple and the Loretto treasure.

In the neighbourhood of the Castle on Petřín Hill overlooking the Lesser Town the **Strahov Monastery** is located. Founded in the 12th century, it is now a Museum of Czech Literature. Nearby the **Petřín Observation Tower** can be found. It was built for the Jubilee Exhibition in 1891 as a free copy of the Eiffel Tower. It affords a magnificent view of Prague and its environs.

Along Neruda Street we can go from the Castle to the Lesser Town below. **The Lesser Town** is a poetic quarter with picturesque crooked streets, stylish taverns, ancient houses and palaces and romantic gardens. The jewel of Baroque architecture is **St. Nicholas Church** in the Lesser Town Square, the masterpiece of I. K. Dientzenhofer and A. Lurago. From the square we can easily get to **Charles Bridge** over the river Vltava. This oldest (14th century) and most charming of the many Prague bridges has become a favourite place for walks and tourist attractions. It is 520 m long and is decorated with 30 sculptures and groups of statues mainly of Baroque origin (some of them by M. B. Brown and J. M. Brokoff) which together with the Bridge Towers make it a unique work of architecture.

Along Charles Street we can get to the **Old Town Square**, the centre of the Old Town. It is surrounded by beautifully decorated houses with coloured façades and gables of all styles. A monumental medieval tower-like building of the house **At the Stone Bell** and the Rococo **Kinsky Palace** which now houses a graphic collection are the most remarkable. The best known building in the square is the **Old Town Hall**, though. It was near the town hall that 27 representatives of the anti-Habsburg uprising were executed after the lost Battle of the White Mountain. Tourists come to see a horologe with the statues of the Apostles on the tower. The visual dominant of the Square is the **Týn church** where Danish astronomer Tycho Brahe was buried in 1601. The centre of the Square is beautified by the **John Huss Monument**. Not far from the Square is the **Bethlehem Chapel**, the most important centre of the Reformation movement where John Huss preached. The Old Town Square was a part of the **Royal Route** which lead along Celetná and Karlova Street to Charles Bridge and the Castle (the coronation ceremony began at Vyšehrad).

From the Old Town Square two well-known streets lead: **Paris Street**, lined with fine houses built in the late-19th century decorative style, takes us to the **Jewish Town**. The Jewish community originated in Prague as early as the 10th century. Now only a few synagogues (the Old-New Synagogue for example) and the cemetery have remained to the present. The other street, **Celetná St.** leads to the **Powder Tower** which forms a monumental entrance to the Old Town. Close to it is the **Municipal House**, in the 14th and 15th centuries the Royal Court, at the turn of this century rebuilt in the late 19th century decorative style. The best known of its 6 halls is the Smetana Hall in which concerts of the Prague Spring Music Festival and balls are held. The **Na příkopě Street**, now a pedestrian precinct, takes us to the bottom of **Wenceslas Square**, the heart of the New Town and present-day Prague. It is a 750 m long boulevard lined with banks, department stores, boutiques, shops, hotels, restaurants, cafés, theatres and cinemas. The upper end of the square is closed by the Neo-Renaissance building of the **National Museum** from the end of the 19th century which contains historical and natural history collections. In the upper part of the square stands the **St. Wenceslas Memorial**, the bronze equestrian statue of Prince Wenceslas by J. V. Myslbek, a favourite meeting place of tourists. From the bottom of the Square we can go along **Národní Street** to the river Vltava. On its bank the most beautiful Neo-Renaissance building, the **National Theatre**, is situated. Along the river we come to **Vyšehrad**, once the seat of Czech Princes. Now only a few remains of the castle have been preserved on the rock. The oldest construction on Vyšehrad and in the whole of Prague is the **Rotunda of St. Martin**, built in the 11th century. The Vyšehrad site also contains the **Slavín Cemetery**, the burial place of famous personalities of our cultural and political life.

Apart from the sights mentioned above Prague boasts many more important institutions, and charming places, houses, and museums. Among them **Charles University**, the oldest university in Central and Eastern Europe, the **House of Artists** (Rudolfinum), the second most outstanding Neo-Renaissance building in Prague which once hosted the Parliament, and the **St. Agnes Convent** which now houses exhibitions of the National Gallery, are worth seeing.

On the outskirts of Prague **Troja**, a newly reconstructed Baroque château is worth visiting and in the environs, **Zbraslav Monastery** whose church is a burial place of some of the Přemyslid kings. The monastery has been changed into a gallery in which a collection of sculptures of the National Gallery is installed.

But Prague is not only a historical city, it bustles with everyday life. New residential areas have been built on the outskirts. It is an important road, rail, air (Ruzyně Airport) and river transport junction.

Prague also has a dense network of local transport which includes trams, buses and the newly built underground (1974), called the metro.

There are many industries in Prague too. The most important kinds of industry are the engineering (ČKD Works, Tesla, Motorlet etc.), food industry (meat-processing, dairies, breweries - Smíchov Staropramen, confectionery - Orion, bakeries and mills), textile, chemical, printing and film (Barrandov) industries.

Questions on the text:

1. Where is Prague situated? How many inhabitants has it?
2. What do you remember about the oldest history of Prague?
3. What was the most prosperous period?
4. What was the history of Prague after 1526?
5. What events happened or began to happen in Prague after 1918?
6. What forms the dominant of Prague?
7. Which of the sights of the Prague castle are most visited? Say more about them.
8. What is typical of the Lesser Town?
9. What do you know about Charles Bridge?
10. Describe the Old Town Square and its environs.
11. What forms the heart of the New Town? How would you describe it?
12. What do you know about the National Theatre and its foundation?
13. What can you see at Vyšehrad?
14. What museums, galleries and concert halls in Prague can you name?
15. What places in the environs are worth seeing?
16. What do you know about present-day Prague? (new residential areas, industry, transport)
17. What other popular sights and memorials are not included in the text?
18. Enumerate architectural styles represented in Prague and give some examples of sights built in these styles.

convent - andy, dasker
monastery - mutesky dasker

Vocabulary (vocabulary concerning history, see the topic The Czech Republic) :

the capital, city, town, be situated, spread, be found, on (the bank of) the river, valley, hill, city centre, outskirts [aʊtskə:ts], environs [enviərənz, in'vaiərənz], residential area, housing estate/(AM) neighbourhood, town walls, fortifications, gate, be founded, originate, establish, history goes/dates back, prophet/ess [prɒfɪt], to prophesy [prɒfɪsaɪ], sight, memorial, monument, go/do sightseeing, visit, be worth seeing, form a dominant, in the square, at the castle, château [ʃæ'təʊ], courtyard, enclosure [in'kləʊʒə], church, Bethlehem chapel [beθli'həm tʃæpl], convent/monastery, cemetery, burial place, place of pilgrimage [pɪlgrɪmɪdʒ], crypt, tomb/stone [tu:m], sarcophagus [sɑ:kɒfəgəs], palace, summer palace, spire/steeple [sti:pəl] /tower, carillon [kæri'ljən], treasure, jewels, crown, sceptre [septə], orb [ɔ:b], sculpture, group of sculptures, equestrian [i'kwɛstriən] statue, observation tower/point, horologe [hɒrələdʒ], synagogue, road, street, lane, boulevard [bu:'lva:], pedestrian precinct [pi'destriən pri:sɪŋkt], pub/inn/stylish tavern, walk/stroll

Exercises:

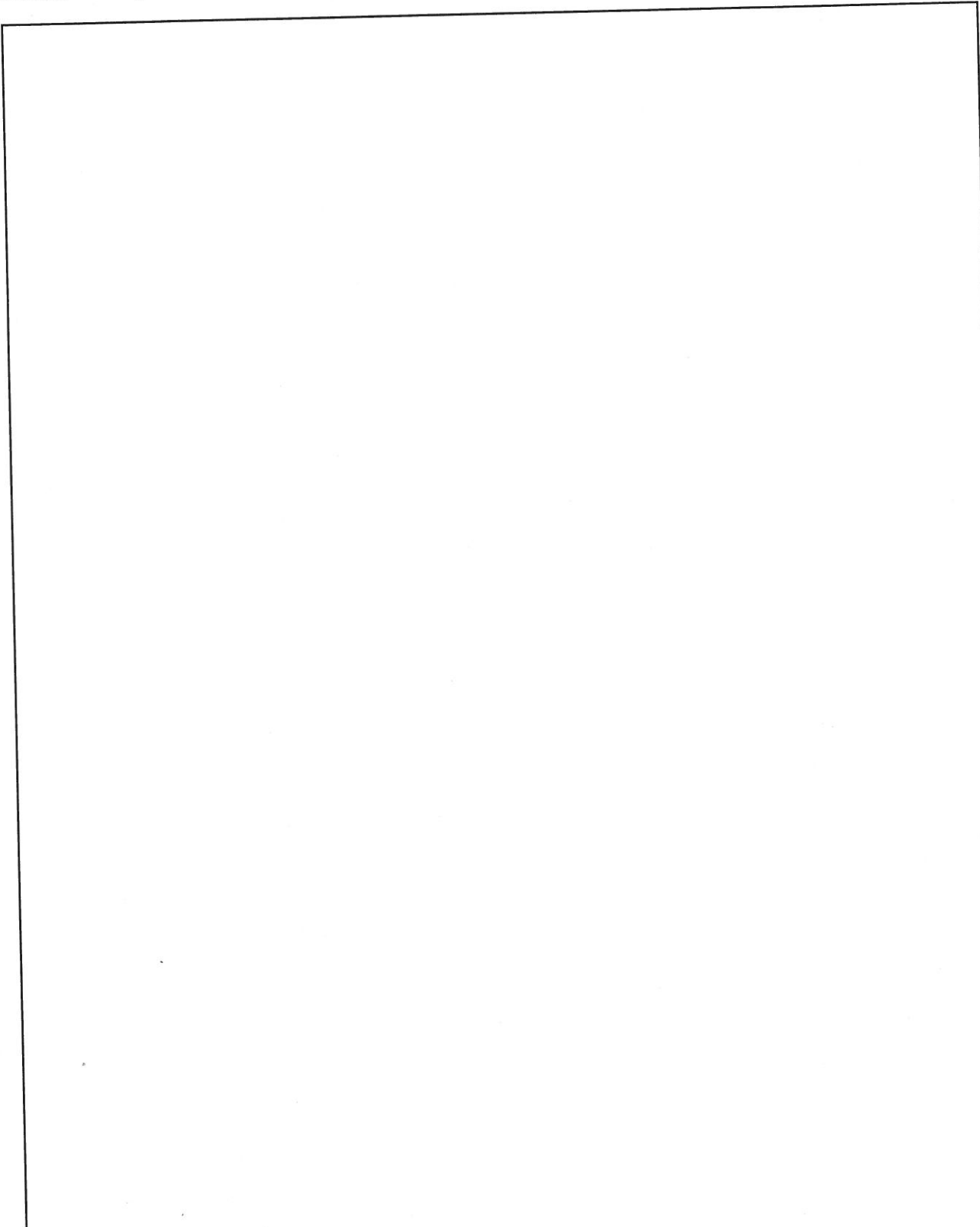
1. Try to retell the legends about Princess Libuše and the foundation of Prague, and about watchmaker Hanuš and his horologe.
2. What would you like to see during a day's stay in Prague? Which place or sight in Prague do you find most charming? Describe it.
3. Write a programme for your foreign friend's stay in Prague.

4. Describe the centre of your town

size (small/medium-sized/large), have the form of a square/oblong/trapezium [trə'pi:zjəm]/triangle/circle, irregular form, be surrounded by ancient [eɪnfənt] houses, there is a fountain [faʊntɪn], a Marian/plague [pleɪg] column [kɒləm] in the square, in/at the corner, in the middle, at the lower/upper/further end of the street, on the right/left at the top/atop/at the bottom/next to/above/below/ in the front/at the back, on the left(-hand)/opposite/right(-hand) side, outside/behind the house, town hall, coloured façades [fə'sa:dz] /gables [geɪblz]

5. Describe your town or the town where you go to school.

Include: location, number of inhabitants, history, sights, cultural facilities, sports facilities, transport, industry



6. What would you show a foreigner in the environs of your town?

7. Practice asking directions and responding: Try to explain to a foreigner how to get around in your town or in Prague (if you can use a map or know P. well).

Excuse me please, how do I get to (the Hilton Hotel) /how far is (it to) /where is /can you tell me the way to /can you tell me where the nearest underground station is /which way do I go to (for) /is this the right way to?

take a bus/underground/tram/go on foot, go right/to the right/left/to the left/straight ahead/down the street/up the hill/along this street/as far as the corner/(up) to the crossroads/crossing/traffic lights, keep left/on this side, turn right/left/to Oxford Street, take the second turning to the right, cross/go across the street/bridge, opposite the railway station, the bus stop is over there, at/round the corner, on the opposite side of, it is not far, it's a long way from here, ask on the way/ask about the way

8. Discuss the advantages and disadvantages of living in a big/small town.

The Czech System of Government

The Czech republic is a sovereign, united, and democratic state. Its government is divided into three branches - the **legislative**, represented by the Parliament, the **executive**, represented mainly by the president and the government, and the **judicial**, represented by courts at various levels.

The **Parliament** consists of two chambers - the **Chamber of Deputies** and the **Senate**. Although according to the constitution both chambers should be working, our Parliament at present still lacks the Senate. It was supposed to be formed subsequently while the Chamber of Deputies was composed of the members of the former Czech National Council from the times of federation. The 200 Deputies and 81 Senators have the exclusive duty of making laws. These two groups of members of the Parliament differ in the way in which they are elected and in the length of the terms they serve. The elections to the Chamber of Deputies take place every four years while every two years one third of the Senators is renewed. When these times come, every citizen from the age of 18 can exercise the universal, equal, direct, and secret right to vote. The Parliament's main task is to pass laws, ratify international treaties, and decide on sending troops abroad.

The parliament is a **law-making body**. A new law-to-be, a bill, can be proposed by a deputy, a group of deputies, the Senate, the government, or higher-level (local) authorities. The bill first goes to the Chamber of Deputies which debates and ultimately votes on it. A bill that has been passed by the Chamber of Deputies is then submitted to the Senate where the process begins anew. The law (act) must be approved by the government. A law must be signed by the head of the Chamber of Deputies, the prime minister, and the president.

The **president** is elected every five years by the Parliament but no one can serve more than two terms in office in a row. The president represents the state abroad and concludes foreign treaties. He has also many duties in relation to the other bodies of government: appointment of all judges, generals of the army, ambassadors and other officials. The president is also the commander-in-chief of the army. In the law-making process he can exercise the power of veto which means not signing a bill within the assigned 15 days and returning it to the Parliament. In relation to the judicial power he can grant a pardon to a convicted person or declare an amnesty. His task is also to call a general election. The leader of the winning party is then appointed the prime minister and on his suggestion the president makes appointments of all the other members of the government.

The **government** is composed of the premier, the vice-premiers, and the ministers. The hierarchy of the executive branch goes further down to the local authorities where the municipality is the smallest unit. The municipal elections take place every four years. The winners form town councils, district authorities etc. The head of the municipal authorities is called a mayor. The several ministries, headed by ministers, enforce laws made by the Parliament. Some of the ministries are: Interior, Foreign Affairs, Defence, Justice, Industry, Commerce, Agriculture, Finance, Transport, Labour and Social Affairs, Education, Culture, and Health.

The judicial power is divided into a system of courts, starting with the **Constitutional Court** and the **Supreme Court** and going down to the **courts** at all levels of regional government (the lowest being district ones). The courts check the constitutionality of existing laws. They apply the law in practice in individual cases. They can nullify a law except for a constitutional one. Judges serve for an unlimited period of time, must have a good reputation, and must be professional lawyers.

In the **elections** the citizens can choose from a variety of political parties. Among these three groups can be distinguished: the left wing, moderate, and right wing. In our country the majority in the Chamber of Deputies and all the seats in the government are retained by members of the coalition parties. A coalition means an association of several parties which cooperate in promoting a common policy. In our country the coalition is formed by the right wing parties (the Civic Democratic Party, the Civic Democratic Union, the Christian parties), while the moderate (the Social Democratic Party, the Liberal Social Union including the Agricultural Party, the Green Party, and National Socialist Party) and the left wing parties (the Left Block, the Czech-Moravian Communist Party etc.) are in opposition.

Questions on the text:

1. How is the Czech system of government divided?
2. What chambers does the Parliament consist of?
3. How often are the Deputies and would-be Senators elected?
4. From what age do our citizens have the right to vote?
5. What is the main task of the Parliament?
6. How does a bill become and an Act?
7. How is the president elected and what are his duties and powers?
8. What does the government consist of?
9. What institutions represent the judicial power?
10. What political parties are there in our country and how do they cooperate?

Vocabulary:

sovereign [sovri:n], **legislative** [ledzislətiv] **branch** [bra:ntʃ], **executive organ** [ig'zekjutiv], **judicial** [dʒu:'diʃl] **power**, **court** [ko:t], **elect** [i'lekt], **be elected**, **election**, **Deputy**, **Senator**, **bill**, **law/Act**, **government** [gavənmənt], **Constitutional** [konstitʃjənəl] and **Supreme** [sju:'pri:m] **Court** [ko:t], **nullify** [nalifai], **political party**

Exercises:

1. What body in our political system represents the legislative branch? How long a term do the Deputies serve? How does the Parliament work?

constitution, the Parliament, the Chamber of Deputies [tʃeimbə əv depju:tɪz], lack the Senate [senɪt], be composed of/consist of, duty [dju:ti] of making laws [lɔ:z], serve for 4(6) years, law-making body, pass laws, ratify [rætɪfaɪ] treaties [tri:tɪz], send troops [tru:ps] abroad, summon [səmən]/dissolve [dɪ'sɒlv] the Parliament, be in session, adjourn [ə'dʒɜ:n], lobby a deputy, lobbyist group

2. What must happen before a bill becomes a law?

propose [prə'pəuz], introduce a bill, debate [dɪ'beɪt] about st., send the bill to a committee [kə'mɪti] for study, take the vote/vote on st., take a secret ballot [bælət], vote by ballot or by a show of hands, vote for/in favour of, vote against, abstain [əb'steɪn] from voting, abstentions, 5 people abstained, absolute/clear majority, a two-thirds majority is required, minority, pass/carry/approve a law, enact [ɪ'nækt], pass an Act, oppose st. [ə'pəuz], reject [rɪ'dʒekt], propose an amendment to st. [ə'mendmənt], pass in an amended form, sign a law

3. What are the duties of the Czech President? What power does he exercise?

be elected by the Parliament, be/serve in office for five years, two terms, take one's oath [əuθ] of office, make an inaugural [ɪ'no:ɡjʊərəl] address [ə'dres], represent the state abroad, conclude [kən'klu:d] treaties, appoint judges [dʒadʒɪz], generals [dʒenərəlz] of the army, ambassadors, commander-in-chief of the army, exercise the power of veto [vi:təu]/veto a bill, grant a pardon, declare [dɪ'kleə] an amnesty [æmnəsti], call a general election, appoint the members of the government

4. Describe the system of political parties in the Czech Republic

left-wing [wɪŋ] party, moderate [mɒdərɪt], right-wing, major/main party, coalition, promote policy [prə'məʊt pɒlɪsi], opposition party, Christian [krɪstjən] party, hold a party congress, party leader, join a party, leave a party, member of a party, political affiliation [ə'fɪli'eɪʃən], supporter, charge [tʃɑ:dʒ] with social climbing

5. Which of these issues do you think will be most important in the general election?

defence and disarmament [dɪ'fens ənd dɪs'ɑ:məmənt], the EEC (European Economic Community), education, health and social services, housing, immigration, race relations, inflation, law and order, public ownership and privatization [ə'ʊnɪʃp ənd praɪvətɪ'zeɪʃən], unemployment

6. Which of these descriptions do you think might be applied to our politicians?

trustworthy [trəstwəði], competent/incompetent, tough, stubborn [stəbən], imaginative, resolute/irresolute, caring, in touch with ordinary people, sincere, honest, evasive [ɪ'veɪsɪv], arrogant, unscrupulous, tactless, social climber, turncoat

7. Who is your favourite politician? Why? What qualities should a dream politician have?

(See the topics Character Description for further vocabulary, if necessary)

8. Which of these do you think will influence you most before you finally make up your mind how to vote?

the policies of the parties, the personalities of the leaders/candidates, the candidates in your constituency, your traditional loyalty [lɔɪəlti] to the party of your choice, none, others (which ones?)

9. What does the executive branch consist of?

the premier [premiə]/Prime Minister, vice-premiers, ministers, the leader of the winning party, resign [rɪ'zɪn] from office, hand in one's resignation, relieve [rɪ'li:v] sb. of his post, interim government, puppet [pəpɪt] government, local authorities [ə'θɔrɪtɪz], municipality [mju:nɪsɪ'pælɪti], mayor [meə], town council [kaʊnsɪl]

10. Describe the election programme of the party you feel inclined towards.

[Empty box for answer to question 10]

11. Describe elections in our country.

universal franchise [fræntʃaɪz], **universal, equal** [i:kwəl], **direct and secret right to vote, have/exercise the right to vote, be entitled** [in'taɪtld] **to vote, a general election is held every four years, the public, voter/elector, electorate** [i'lektərət], **outline/formulate/state the election programme, name/nominate/appoint a candidate** [kændɪdɪt], **launch an election campaign, pre-election meeting, organize a rally** [ræli], **election posters** [pəustəz], **canvass** [kænvəs] **for votes, election pledges** [pledʒɪz], **(public-opinion) poll** [pəʊl], **acceptable to (the) moderates as well as (the) extremists, make a well-prepared speech, persuade** [pə'sweɪd] **voters with a convincing argument, argue with an opponent, appeal** [ə'pi:l] **to public opinion**
election/polling day: constituency [kən'stɪtʃuənsɪ], **polling/voting district, be on the list of electors/electoral register, qualify for voting, go to the polls, polling station, vote by secret ballot, screen, booth** [bu:ð] **(screened cabin), ballot (-papers), valid papers, votes cast, vote for a popular candidate, ballot box, put one's ballot in the ballot box, heavy/light poll, political apathy** [æpəθi], **by-election**

[Empty box for answer to question 11]

12. Explain in English (use a dictionary if necessary):

the Cabinet, the Shadow Cabinet, by-election, universal franchise, constituency, social climber, coalition, booth, ballot-papers, universal, equal, direct and secret right to vote, grant a pardon, veto a bill, disarmament, amendment, abstained, constitution, election pledges, canvass for votes, take one's oath.

13. Compare the system of government in our country with that in Great Britain and the USA.

(Use the book Some Basic Facts about the English Speaking Countries, Fragment 1995, by the same authors, if necessary.)

- the legislative branches
- the executive branches
- the powers of the British Queen, the Czech and American Presidents and the Czech and British Prime Ministers
- the judicial branches
- the party system

The Czech System of Education

IN OUR COUNTRY

School attendance in the Czech Republic is compulsory from the age from 6 to 15. Most children attend state school, but there are also newly established private and church schools. Education at state schools up to 18 is free of charge but students at secondary schools must pay for their textbooks. Private and church schools charge school fees. All schools are coeducational. Children in our school system do not wear uniforms. Handicapped children are educated separately.

The school year starts on 1st September and ends on 30th June of the following year. The school year is divided into two terms (September - January, February - June). A school day is different at different types of schools. The average number of lessons at a secondary school is around thirty a week, primary schools have fewer lessons, while specialized schools often have more. Classes begin between 8 and 8.15 and there are from 4 to 6 lessons in a row, followed by a lunch break, usually 45 minutes long, which is one period, and then afternoon classes. Afternoon classes end between 4 and 5 at the latest. Breaks between the lessons last from 5 to 15 minutes.

Pupils and students are evaluated by marks from 1 to 5, 1 is the best, 5 is the worst. Each term students get their school report with marks from both compulsory and elective subjects.

Education in our country includes these stages: pre-school, primary, secondary and tertiary.

Pre-school education is provided by crèches for children up to 3 years of age and **nursery schools** for children aged 3 to 6. Not many children attend crèches but quite a lot of them attend **kindergartens**. At 6 children start to go to **primary schools** and they stay there until 15. At the age of 15 the pupils transfer from primary to secondary school. Some pupils, whose parents wish them to, can transfer to grammar schools at the age of 11 after they have passed an entrance examination.

At the age of 15 pupils can choose among a variety of **secondary schools**:

- a) **grammar schools** with general and rather academic education which prepare students for university study
- b) **special schools** which include technical colleges, specialized in building, chemistry, engineering etc., business academies, agricultural schools, nursing schools, music and art schools which offer professional education and
- c) **vocational schools** training would-be workers for practical jobs.

Secondary education usually lasts for 4 years and at grammar and specialized schools it is finished with a **school-leaving examination** which is required by all universities and colleges. This examination is taken in four subjects at grammar schools (Czech, a foreign language and two optional subjects chosen from foreign languages, science subjects or humanities) and in five or more subjects at specialized schools. The examination is held in May and is mostly oral except Czech in which an essay is written about a month before. The oral part of the exam takes about two hours, half an hour for each subject. A student chooses one of 25 to 30 topics by drawing a number and after 15 minutes' preparation he/she speaks on the topic and solves given tasks. After the graduates have passed their school-leaving exam they receive the **School-Leaving Certificate** and they can apply for study at universities and colleges.

Universities and colleges provide tertiary education which lasts from 4 to 6 years. Each secondary school graduate can apply for as many universities and colleges as he/she likes but before he/she is accepted they have to pass an entrance examination in the subjects in which the university specializes. The examination consists of a written test and an interview.

Every large regional town in our country is a seat of a university or college now, but the oldest ones are the most renowned. Our oldest university is Charles University in Prague, founded by Charles IV in 1348 as the first Central and East European university. Other notable universities are Masaryk University in Brno, Palacký University in Olomouc and Purkyně University in Ústí nad Labem. Prague has also one of the two technical universities in our country (ČVUT), the other one is in Brno.

Undergraduates can study a variety of subjects such as economics, foreign trade, architecture, law, journalism, the humanities, foreign languages, medicine, science, music, art, drama, engineering or computer science at various schools e.g. School of Economics or Architecture, Law, Medical or Science Faculty, Faculty of Journalism, Arts, Teachers' Training College, Art School, College of Agriculture, technical universities or polytechnics.

The university or college students can enroll at three-year courses for a **Bachelor's Degree** or four and five-year courses for a **Master's Degree**. Medicine usually takes 6 years. The university or college study is finished with a state examination and every undergraduate also has to write a thesis in order to receive a diploma in a certain field of study. The diploma is handed over at a graduation ceremony. **Doctoral Degrees** are awarded after another few years of study, which may be also individual, and completion of another thesis.

Full-time university students are expected to bear the expense of their tuition and they must also pay for their accommodation and board. The students from distant places usually lodge at a hall of residence (dorm). Only a limited number of students get a grant or a scholarship.

For those who do not want to enter the university there are various types of **two-year training courses** such as for managers, businessmen, social workers, specialized nurses or language experts.

higher-specialized school - VŠ

Questions on the text:

1. How long is compulsory school attendance in the Czech Republic?
2. What types of schools are there?
3. What does pre-school and primary school education include?
4. What kinds of secondary schools are there and what education do they offer?
5. What is the school-leaving examination like?
6. On what basis are university or college students selected?
7. Which are our best known universities?
8. What degrees can be awarded after finishing a university or college?
9. Are university studies free of charge?
10. Who are two-year training courses for?

A school, a Classroom

School buildings in our country look very similar, only their size differs depending on the number of pupils or students attending them. They are usually large buildings with a few floors, often with a sportsground attached. In the basement or on the ground floor there are cloakrooms with students' lockers, a boiler room, a workshop, a school canteen, sometimes also a fitness centre, a snackbar, a caretaker's flat or a gymnasium.

On the other floors there are usually long hallways with many doors leading to classrooms, teachers' offices, laboratories, a common room, the head's and deputy head's offices, the administrative office, a school library, a computer room and toilets. The hallways and staircases are decorated with pictures, flowers and there are also notice-boards, some cabinets and glasscases.

All classrooms in the Czech Republic are almost the same. There are large windows opposite the door, rows of school desks and chairs with two aisles in between, a blackboard and a shelf with coloured and white chalk, a sponge and a cloth on the front wall, a teacher's desk, a bookcase, a notice board, a few pictures and a portrait of the president, a wash-basin, a mirror, a thermometer and a waste-paper basket.

Subjects which need special equipment or aids are taught in special classrooms such as a chemistry, biology or physics laboratory, a music and an art room or a gymnasium. For teaching foreign languages a language lab is especially equipped with various audio-visual aids, such as maps, a tape or cassette recorder, a slide or overhead projector, a screen and a video. Some schools also have an assembly hall.

What is a lesson in a Czech school like? After the bell, when the teacher enters the room, the pupils or students stand up to greet him. He makes an entry in the class register, marks absent students and then he starts the lesson with revision of the previous lesson. He examines the pupils individually by asking them to come to the blackboard, they are asked to reckon, do an exercise, explain a problem, respond to teacher's questions or sometimes the whole class takes a written test.

The performance of the students who excel is usually perfect, they are fluent and creative. Sometimes the performance is rather disappointing both for the teacher and the student alike. The reasons differ from not paying attention in class, not doing homework regularly and copying it in the break before the lesson, relying on one's pretty face, cutting classes and not working consistently and systematically to spoiling one's performance due to nervousness. The results range from excellent, very good, good, satisfactory to failure.

After examination the teacher explains a new subject matter and practises it with exercises. Before the end of the lesson he sums up the topic and sets assignments for the next lesson. The teachers are supposed to follow the curriculum but they are free to choose textbooks for their students. Some students stay at school after school hours and take part in after-school activities such as singing in the choir, drama club, arts club, reciting club or games.

Questions on the text:

1. What kind of rooms can you find almost in every school?
2. What does a normal classroom look like?
3. Describe a language laboratory.
4. What is a lesson in school like?
5. How is a student's examination done?
6. What can influence a student's performance and how?
7. How does the lesson go on after examination?
8. What kind of activities can students do after school?

Vocabulary

compulsory education, coeducational schools-crèche [kreiʃ], nursery school/kindergarten, primary/secondary school, pupil, student, entrance examination, grammar/special (technical college, business academy, agricultural, nursing, music art schools)/ vocational schools, school-leaving examination, School-Leaving Certificate, university/college, undergraduate [grædjuit], graduate [grædjueit] from, enroll [in'rəul] at a university/ course, diploma, graduation ceremony, thesis [θi:sis], the expense of accommodation and board, hall of residence/dorm, cloakroom/cloak, boiler room, hallway, caretaker/ (AM) janitor [dʒæ'nitə], rows of desks, aisle [ail], sponge [spandʒ], equip with audio-visual aids, slide/overhead projector, screen, class register, performance, a mark/results, set homework/assignment(s), topic, curriculum [kə'rikjuləm], after-school activity

Exercises:

1. Describe the course of a school year. How is a school day organized?

beginning/end of the school year, of the terms

holidays - when and how long (autumn, Christmas, half-year, spring, Easter, summer)

special events (parent-teacher meetings, ski courses, sports courses, graduation ball, school-leaving exam, farewell party, school trips)

2. What school subjects are taught at your school? Which of them do you have in your final form? Which of them are taught at primary school? What is your favourite (least favourite) subject and why?

compulsory, optional/elective, voluntary subjects, humanities/social sciences, science/natural sciences, maths /math, calculus (AM), physics, chemistry, biology, geography, history, computer science, civics, psychology, foreign languages: English, German, French, Russian, Spanish, Latin, mother tongue, the Czech language, music, arts, physical education (PE), religious education (RE), needlework, home economy, workshop, sex education, seminar in Czech literature/social studies, lab work in biology, conversation in English, driving lessons

3. Describe the system of education in the Czech Republic. Compare it with the British and American systems.

Include:

- | | | |
|--------------------------------|-----------------------|--|
| - compulsory school attendance | - secondary education | - curriculum |
| - types of schools | - grammar schools | - tertiary education (universities and colleges) |
| - pre-school education | - special schools | - further education |
| - primary education | - vocational schools | |

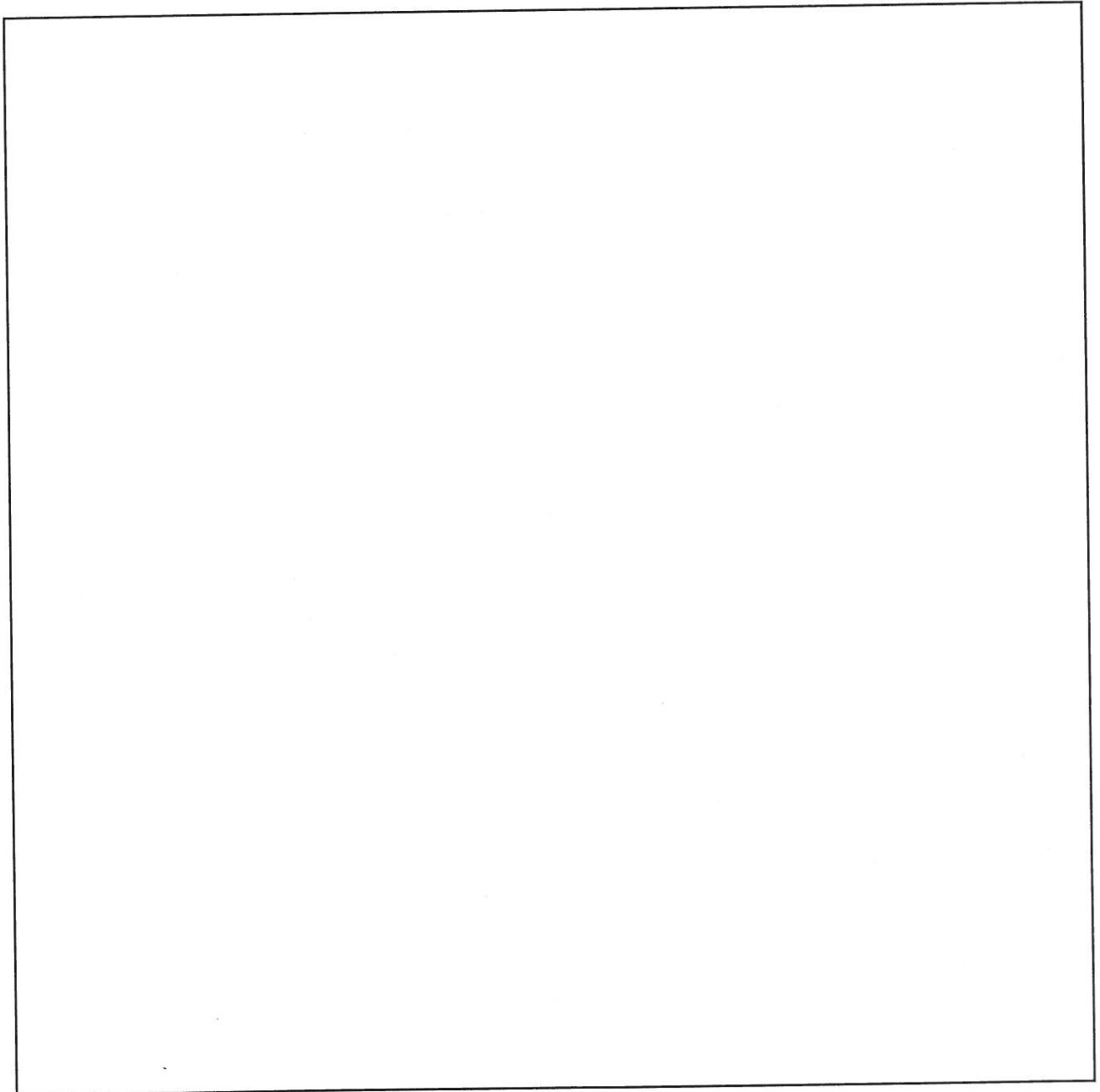
4. Describe your education until now

(your friend's, father's, mother's, boss's, colleague's education)

5. Describe your school and your classroom.

Lay-out:

- schoolbuilding (floors, size, old/new)
- environs (school-yard, sportsground, swimming pool...)
- entrance (hall, hallways, staircase)
- classrooms, offices (head's and deputy-head's o., teachers' o., common room)
- other rooms (cloakroom, gymnasium, assembly hall, fitness centre, school canteen, snackbar, workshop, caretaker's flat, boiler room)
- your classroom (location, size, light/dark, windows facing east, west etc., view of)
- ceiling (lights, fluorescent lighting), floor (lino, parquets)
- furniture, equipment
- walls



6. Describe an ordinary lesson and a break:

the bell, enter the classroom, greet the teacher, excuse oneself, make an entry in the class register, mark the pupils absent/late, revise - revision, check/correct homework, explain the new subject matter, take notes, practice grammar, discuss problems, analyse a text, set/assign homework/assignments, do one's homework, hand in one's essay, set an examination paper, give extra work, sum up the topic, the lesson is over/has been cancelled, substitute for a colleague, make a row, prepare for the next lesson, eat one's snack, go to the loo[lu:]

7. Practise various kinds of apology and give your reasons:

- a) you are late
- b) you are not prepared for today's lesson
- c) you have to leave the lesson earlier
- d) you have not brought your textbook (homework...)
- e) you were ill
- f) you can't go for a trip

Structures:

I'm sorry I'm late /the bus was late/ I forgot to/I've left - Excuse me for a moment please/for next week/for afternoon lessons/for being late. - Excuse my coming late. - I'm afraid I won't be able to - I'd like to apologize. I was absent last week.

8. Describe in detail the course of an examination

oral/written exam(ination), examine, mark, take an exam, pass with high marks, fail in the finals, put up one's hand, call on sb., ask sb. to come to the blackboard, ask (additional) questions, answer questions/respond, in/correct response, make frequent/elementary mistakes, be accurate [æ'kjʊrɪt], in/complete

9. What kind of student are you? What performance are you able to achieve?

poor/bad/average/good/excellent student, poor/average/satisfactory performance, do very well in maths, at school, do better, make a great effort, excel in, make slow progress, have straight A's / ones, his marks are rather disappointing, deserve an A, a B/ a one, a two, independent work, cheat [tʃi:t], copy from sb., have difficulties/problems in Czech, shirk [ʃɜ:k] school/doing one's homework, cut classes,, have detention [dɪ'tenʃən]/be detained (in school after ordinary hours), not pay attention/do homework regularly/work consistently, systematically, spoil one's performance due to nervousness, be nervous/scared of failing/panic, worry about results, get a bad/good school report (AM report card), certificate, pass with honours/distinction

10. Discuss good and bad qualities of pupils and teachers (See also the topic Character Description).

pupils:

hardworking/gifted/talented/exceptional/ambitious/lazy/careless/dull/inattentive/average/capable [keɪpəbl], slow worker, well-behaved, un/disciplined conduct, behave [bi'heɪv] badly, cheeky, talk back, make a row, tease [ti:z] schoolmates, fight, lie, cheat

teachers:

ideal/(in) experienced/enthusiastic/demanding/conscientious/patient/lenient/strict teacher, stimulate pupils, train sb. to, educate, with a sense of humour, a model for, praise, scold [skəʊld] a pupil for being lazy, assign extra work, keep rigid discipline, keep in detention for talking in class, punish [pənɪʃ]

11. What are your (your friends') plans for the future? What would your parents like you to do?

study, apply for a university, become an engineer/expert in, attend a post-graduate training course, take a job, be un/employed, work as an au pair, get married

12. Topics for discussion:

1. Would you introduce any other or abolish any compulsory, optional and voluntary subject? Why? Which ones did you choose and why?
2. Would you like to be a teacher? Why? Is teaching a demanding job?
3. My favourite secondary-school teacher.
4. My school-leaving exam.
5. What would you change in your class (discuss personal relations, the talents and results of the students...)
6. What is most important when learning a foreign language? (Which is the most efficient way? What do you find most difficult? Is it better to speak slowly but correctly or quickly and fluently regardless of mistakes?)
7. In what ways should a teacher educate pupils?
8. What was teaching like a hundred years ago? What would you change now?
9. What I disliked most and liked best of all during my studies.
10. My happiest and worst moments while at school.
11. What will your reunion after ten years be like? What will you be like?

Traditions, Holidays and Feastdays

The British are said to be conservative. In addition to the well-known fact that they still use their traditional system of weights and measures (they changed their currency into decimal as late as in 1971), they drive on the left and they still wear traditional school uniforms at some schools, it is important to know that Britain is the oldest democracy in the world and that they consider the monarchy an inseparable part of their government. The British are renowned for their politeness and good table manners. Unlike the Czechs, they like to converse at table. The English word "gentleman" means an honest man with good manners.

They do not shake hands and kiss hello so often as we do and are famous for their dry humour. Everybody knows the English saying "My house is my castle" which demonstrates their right to privacy. They are proud of their isles which have given them a feeling of security. They call the strait between Britain and France the English Channel and the rest of Europe the Continent. The British are fond of pets (dogs, cats, caged birds) and children. Their mania for tea at any time of the day is world famous. Their country is notorious for rainy weather but on the other hand probably this wet and mild climate makes the English lawns so green and fresh all the year round. People in Britain are allowed to walk on the grass and you can often see them picnicking on it.

On the other hand the British are much advanced in science and technology. Many sports and games originated or were perfected in Britain.

The Americans are far from having the reputation of being conservative. The saying "Time is money" and stories about self-made men show that they value progress, success and prosperity. The Americans are not so reserved as many British people are.

The Americans have a fondness for grandiosity, probably because they are such a vast country. Skyscrapers in many American cities and the way they competed in height may be a good example.

Both the British and the Americans observe holidays and feasts in which many of the national customs and traditions have been preserved. In addition to various personal occasions such as a christening, birthday (also nameday in our country) or a wedding, the holidays and feasts are a good opportunity for merrymaking, having fun and a good time.

Great Britain

New Year's Day

January 1st - Titles and decorations are conferred by the sovereign.

St. Valentine's Day

February 14th - It is lovers' day. On this day young people send Valentine cards to a person of the opposite sex, usually anonymously, and exchange gifts. The cards have funny, loving or serious contents such as "I'll be your sweetheart, if you will be mine, all of my life I'll be your Valentine."

Originally this day commemorated the Roman priest who gave aid and comfort to the persecuted Christians before he was put to death.

St. David's Day

March 1st (the patron saint of Wales)

St. Patrick's Day

March 17th (the patron saint of Ireland). It is a public holiday in Ireland. People often wear shamrocks on that day.

All Fools' Day

April 1st - It is named after the custom of playing practical jokes and tricks on people and then you can shout "April Fool!"

Easter

April. Spring feast of the Christian Church. Good Friday commemorates Jesus' crucifixion while Easter Sunday commemorates the Resurrection of Jesus. It is connected with pre-Christian (Teutonic and Celtic) tradition, originally it was a festival celebrating the spring equinox. Easter eggs, dyed and decorated or made of confectionery, symbolizing new life, are given as presents. It is celebrated on Easter Sunday in Britain.

St. George's Day

April 23rd (the patron saint of England)

May Day

May 1 - political parties of the left hold processions and public meetings

Mother's Day

2nd Sunday in May - honours all mothers

Spring Bank Holiday

Last Monday in May. Bank Holidays in England are also public holidays when banks and shops are closed. People spend Bank Holidays going for excursions, to the coast if possible. Londoners (real Cockneys) take their families to a big fair on Hampstead Heath

The Queen's Official Birthday

June (Saturday after June 9). There are various ceremonies associated with it, such as the ceremony of Trooping the Colour (a ceremonial mounting of the guard in the presence of the sovereign) at the Horse Guards Parade in London

Farher's Day

3rd Sunday in June - honours all fathers

Summer Bank Holiday - last Monday in August

Halloween

October 31. Among the old Celts it was the last day of the year and the beginning of winter when witches and ghosts were supposed to celebrate their rites. When the pagans were Christianized, the holiday was converted to the Eve of All Saints' Day when the Christian Church honours the memory of the dead. In Britain it is celebrated only in the North of England and in Scotland, but it is generally celebrated in the USA and Canada. Children celebrate it by dressing up in Halloween costumes with masks over their faces. Carrying baskets or bags they go to their friends' and neighbours' houses and they knock at the door or ring the bell. When people come to the door, children say "Trick or treat" which means "Give us a treat or we will play a trick on you". The people treat the children with sweets, fruit or money. The most common trick is soaping the windows of houses and cars (i.e. drawing pictures on the windows with soap). A favourite custom is to make a jack-o'-lantern from a pumpkin which is scraped out and in which eyes, a nose and a mouth are cut and then a candle is lit inside. People sometimes give parties on Halloween. The guests wear fancy costumes and masks and the rooms are decorated with paper moons, witches and ghosts.

Guy Fawkes Day

November 5th. The anniversary of the Gunpowder plot in 1605 is celebrated with bonfires, fireworks and the burning of guys (effigies of Guy Fawkes (1570 - 1606), an English conspirator who, with other Catholics, attempted to blow up James I and Parliament). The plot was discovered and the conspirator executed.

Remembrance Day

November 11. There is a ceremony at the Cenotaph in Whitehall, London, in which two minutes' silence honours those killed in the two world wars.

St. Andrew's Day

November 30 (the patron saint of Scotland)

Christmas

December 24 - Unlike the Continentals, the English have no traditional celebration on **Christmas Eve**. December 24 has never been a holiday but on the other hand it is the only day of the year reserved for the "office party". A lot of people spend the day shopping. Before English children go to bed on Christmas Eve, they hang up Christmas stockings at the end of their beds and believe that Santa Claus or Father Christmas rides through the air on a sledge drawn by reindeer and comes down the chimney and fills up the stockings with presents and toys. Larger things are found at the foot of their beds or under the Christmas tree. There is also a custom of leaving out mince pies for Father Christmas to eat when he comes down with presents. Christmas trees (conifers) in Britain are often decorated with fairy lights and bright coloured ornaments. Sweets and fruit or sparklers are not hung on the tree. In the rooms holly and ivy is hung as a decoration. It is supposed to date back to Teutonic times when evergreens were hung to allow wood spirits to shelter from the cold. A sprig of mistletoe is hung in a central position or over the door. If you catch a girl under it, you are allowed to kiss her.

December 25 - The most festive day of Christmas is **Christmas Day** - In the morning children enjoy unwrapping presents and at midday Christmas dinner is a great occasion. It consists of roast turkey with chestnut stuffing and roast potatoes and Christmas pudding. This is a special rich pudding made with lots of dried fruit, eggs, suet and very little flour. It is made well ahead before Christmas, boiled in a basin for hours and then heated again on Christmas Day. It will keep for a long time. Sometimes brandy is poured over it and set alight and the pudding is served surrounded with blue flames.

There is also an old custom of stirring into the pudding, when it is being prepared, a coin, a thimble and a ring to bring wealth, work and a wedding to those who find it. There are plenty of carols on the radio and TV and various professional choirs sing carols in old people's homes, hospitals or outside churches. At teatime a huge fruit cake appears encrusted with marzipan and decorated with white icing. Mince-pies, a special Christmas sweet, are served as well, but there is no minced meat in them. These pies are small and round, containing a mixture of dried fruits soaked in lemon juice and brandy and covered with pastry and baked. They are served hot. On Christmas Day the monarch addresses the nation and the Commonwealth on radio and television.

December 26 is called **Boxing Day** from the custom in earlier times of giving postmen, milkmen, dustmen, newspaper boys and the like small sums of money, which they collected in their Christmas boxes. For children it marks the beginning of the pantomime season which ends at Easter. A pantomime is a traditional Christmas-time entertainment but it is not a play without words. A pantomime is a theatre show based on a fairy tale or traditional story with music, dancing, acrobatics and clowning. Cinderella, Little Red Riding Hood, Peter Pan and Dick Wittington are the favourite fairy tales for dramatization. Lots of people go visiting on Boxing Day or to parties in the evening.

December 31 - Some nations celebrate **New Year's Eve** but for the English the most important holiday is Christmas. On New Year's Eve the English people stay up till midnight to see the old year out and drink a toast to the New Year. In London some people gather in Trafalgar Square and celebrate the coming of the New Year with singing and dancing. **Hogmanay** - is the Scottish name for New Year's Eve which is more celebrated than Christmas. It begins with the arrival of the guests who have been invited to join the family to see in the New Year. They sit down to dinner which begins with haggis, Scotland's national dish (minced heart, lungs and liver of a sheep, boiled in a sheep's stomach with oatmeal). Before midnight many townsfolk gather in the square, they sing and dance in the Scottish style. At midnight there is a great cheer, people cross arms, link hands for a traditional song, "Auld Lang Syne". The "First Foot" then

sets out. In Scotland it is a common custom. It is considered lucky if a dark-haired man is the first to set foot in the house after midnight on New Year's Eve, bringing a coin, a piece of bread, and coal as a symbol of plenty in the coming year.

United States

There are no national holidays in the USA since each state has the right to decide about its own holidays. In practice, however, most states observe the federal public holidays (marked F in the text). It is also important to know that the American people are not only descendants of the British immigrants, there are many ethnic groups. These ethnic groups have brought their own customs and traditions which may be quite different from those mentioned above. Their customs differ especially about the holidays which were originally connected with religious feasts, such as Easter or Christmas.

Martin Luther King's Day

3rd Monday in January (F). M. L. King (1929 - 1968) was a black leader and civil-rights campaigner. He demanded racial equality. As an advocate of nonviolence he was awarded the Nobel Peace Prize in 1964. He was assassinated in 1968.

Lincoln's birthday

February 12 - some states still celebrate it instead of the Presidents' Day

St. Valentine's Day

February 14

Washington's birthday

February 22 - commemorated by public ceremonies. Some states still celebrate it instead of the Presidents' Day

The Presidents' Day

3rd Monday in February (F) - on this day all presidents of the USA are honoured

Easter

is not a national holiday. Most Americans spend Easter Sunday with the family. Many people give children dyed eggs and sweets. In some families they organize an egg hunt - children look for eggs which the adults hid somewhere in the house, yard or garden. There is a traditional Easter Egg Roll in front of the White House in Washington on Easter Monday.

Mother's Day

2nd Sunday in May

Memorial Day

4th Monday in May (F). It honours Americans killed in all the past wars and most recently all the dead. Flowers and flags are placed on the graves of the (war) dead. It also marks the beginning of the summer season.

Father's Day

3rd Sunday in June

Independence Day

July 4 (F). Each city has its own ceremony and parades, band concerts and firework displays in the evening. This day commemorates the signing of the Declaration of Independence in 1776, thus establishing the USA

Labor Day

1st Monday in September (F) - honours all the working people. It is celebrated by a day of rest. It marks the end of the summer season

Columbus Day

October 12 (F). It is the anniversary of the discovery of America by Christopher Columbus in 1492.

Halloween - October 31

Veterans' Day

November 11 (F) - honours the veterans of all wars

Thanksgiving

4th Thursday in November (F) - national holiday in the USA and Canada (in October), first celebrated in 1621 by the Pilgrim settlers of Plymouth Colony, Massachusetts, on their first harvest. Now it is an occasion for the whole family to be together. It is celebrated by a traditional dinner whose main course is roast turkey.

Christmas

is not a national holiday in the USA but since most Americans are Christians, almost all shops are closed and people have a rest day on Christmas Day and New Year's Day. Americans of British origin follow the same traditions as their ancestors. Unlike Christmas in our country, Christmas in the USA is not a family holiday, families invite friends to join them at Christmas dinner and often give parties at Christmas-time. On Boxing Day most shops are open although people have a day off. Besides the Christmas tree the Americans also decorate their houses with garlands and wreaths and electric coloured lights inside and outside the house or on the trees in their gardens.

The January sales begin just after Christmas both in the USA and in Britain. Most large shops sell off their old stock at low or "bargain" prices.

Questions on the text :

1. What are the British people like?
2. What is typical of the Americans?
3. What personal anniversaries do people observe?
4. What does St. Valentine's Day commemorate?
5. How is All Fools' Day celebrated?
6. How do the British spend their Bank Holidays?
7. What kind of ceremony is there on the Queen's Official Birthday?
8. How are Father's and Mother's Day celebrated?
9. Describe Halloween.
10. What does Guy Fawkes Day commemorate?
11. On which days are war veterans and the dead honoured both in Britain and in the USA?
12. Is there any difference between Christmas and Easter celebrations in Britain and the USA?
13. What kind of feast is Hogmanay?
14. What other holidays in comparison with the British ones are observed in the USA?
15. What events do Independence Day and Thanksgiving commemorate?

Vocabulary:

occasion [ə'keɪzən], **christening** [krisnɪŋ], **Christian** [kristʃən], **shamrock** [ʃæmroʊk], **Jesus' crucifixion** [dʒi:zəsɪz kru:sɪfɪksjən], **Resurrection** [rezə'rekʃən], **Teutonic** [tju'tonɪk], **equinox** [i:kwɪnɒks], **ceremony** [sɛrɪmənɪ], **commemorate** [kə'memə'reɪt], **celebrate** [sɛlɪbreɪt], **observe** [əb'zə:v], **witch** [wɪtʃ], **ghost** [gəʊst], **jack-o'-lantern** [dʒækəʊ,læntən], **candle** [kændl], **bonfire**, **fireworks**, **decorate**, **ornament**, **sweets**, **Christmas tree**, **Cheers!** [tʃiəz], **to your health**, **sparkler** [spɑ:klə], **holly** [hɒli], **ivy** [aɪvi], **mistletoe** [mɪsltəʊ], **turkey with stuffing** [stafɪŋ], **pudding** [pʊdɪŋ], **suet** [sju:ɪt], **carol** [kæərəl], **choir** [kwaɪə], **encrusted with marzipan** [ɪn'krastɪd wɪð mɑ:zɪ'pæn], **icing** [aɪsɪn], **pantomime** [pæntəmɪm], **fairy tale** [feəri teɪl], **haggis** [hæɡɪs], **townsfolk** [taʊnzfəʊk], **grave** [ɡreɪv], **parade** [pə'reɪd], **Christopher Columbus** [krɪstəfə kə'lambəs], **bargain price** [bɑ:gɪn praɪs], **garland** [ɡɑ:lænd]/**wreath** [ri:θ], **dyed** [daɪd], **eggs**, **thrash** [θræʃ] **with a cane** [keɪn]

Exercises:

1. Which of the holidays mentioned above do we observe too? Do we celebrate them in the same way?
2. Make a list of holidays and feasts which are observed in our country. What do they commemorate?
3. Describe our Easter traditions. Are they different from the British and American ones?
4. How do you prepare for Christmas?

clean (up)/ tidy (up) the flat/the house, clean the windows, wash glassware and porcelain/curtains [kə:tɪnz], vacuum-clean [vækjuəm kli:n]/ hoover [hu:və] carpets, polish [pɒlɪʃ] furniture, clean the shoes, put the wardrobes and drawers in order, do Christmas shopping/ buy/choose Christmas presents, buy Christmas paper and ribbons, wrap [ræp] the presents, write/send Christmas cards, get/decorate the Christmas tree, decorate the flat, buy/get a carp, bake sweets

5. What birthday / Christmas presents do you like to get? What presents do you usually give and to whom? Which is better, to give or to get presents? Why?
6. What is Christmas in your family like? Describe Christmas Eve, Christmas Day, Boxing Day, New Year's Eve, New Year's Day, and the Christmas meal.

7. Write Christmas or New Year's greetings.

A Merry Christmas, A Happy New Year, All the best for the New Year, To wish you a Happy Christmas, a Prosperous New Year, Season's greetings

8. Write an invitation to a birthday party.

9. How can you congratulate someone on his/her birthday?

10. What is the Czech way of life? What is typical of the Czech people?

Discuss relations among people, housing, typical food and drinks, customs and traditions

Science and Technology

From the beginning of people's existence they have used tools, various types of energy and materials, generally for the purposes of production of nearly everything in our world. Almost every human process for getting food and shelter depends on complex technological systems. At present, modern industry largely depends on power, materials, machinery and production processes.

In early human history, the only power available was **muscle power** augmented by primitive tools, such as the wedge or lever. The invention of the wheel (about 300 B.C.) was followed by the watermill and windmill (12th cent. A.D.). Not until the 18th century did an alternative source of power appear in the form of the first working steam engine developed and improved by James Watt. The **steam engine** and other technical advances made possible the replacement of traditional agrarian economy by one dominated by machinery and manufacturing. The sudden acceleration of technical and economic development that began in Britain in the second half of the 18th century is called the Industrial Revolution. This transferred the balance of political power from the landowner to the industrial capitalist and created an urban working class. The steam engine was originally developed for draining mines but was rapidly put to use in factories and on the railways. Hand-made products were replaced by machine-made products which increased in number, and together with faster transportation by means of a railway, this meant a significant change in industry.

Michael Faraday's demonstration of the dynamo in 1831 revealed the potential of the electrical motor and became the basis of electrical engineering.

Electricity generated on a commercial scale was available from the early 1880s and was used for electric motors which powered all kinds of machinery and for lighting, first by carbon arc lamp, invented by František Křižík 1880, and by an electric bulb invented by Thomas A. Edison in 1879.

Electricity is the most useful and most convenient form of energy, readily convertible into heat and light and used to power machines. Electricity can be generated in one place (power stations/plants) and distributed anywhere because it readily flows through wires.

The invention of the **internal-combustion engine** by German scientist Nicholas Otto in 1876 enabled two Germans, Gottlieb Daimler and Karl Benz to create the first petrol-driven motocar (1885). This invention made transport faster and more comfortable and significantly shortened travel time.

The 1940s saw the explosion of the first atomic bomb and the subsequent development of the nuclear power industry. **Nuclear energy** as well as natural gas, water power, oil and coal are current sources of energy. Scientists try to increase the contribution of wind, tidal, solar and geothermic power.

The earliest **materials** used by humans were wood, bone, horn, shell and stone. Metals were rare and difficult to obtain, although forms of bronze and iron were used in 6 000 B.C. and 1 000 B.C. The introduction of the blast furnace in the 15th century enabled cast iron to be extracted, but this process remained expensive until charcoal was substituted by coke in 1709. This change ensured a plentiful supply of cheap iron at the start of the Industrial Revolution.

Soon new materials were introduced, such as rubber, glass, leather, paper, bricks and porcelain and later, after the mid-1880s, entirely new synthetic materials appeared. First dyes, then plastic and celluloid and still later drugs were synthesized and synthetic fibres were made. This process still continues with the growth of genetic engineering which enabled the production of synthetic insulin and growth hormones.

Production process and equipment in the factories also changed as much as power and materials. The **lathe** (potter's wheel), known in antiquity, was not fully developed until the 18th century when it was used to produce objects of great precision. The first attempts at **automation** were demonstrated in the 18th century when looms were controlled automatically by punched cards. The first moving assembly line appeared in 1870 in meat-packing factories in Chicago II, USA, and then in the motor industry in 1913. At present, electronic computers control fully automated plants (**robotics**).

Plenty of inventions and discoveries have influenced and changed human life, such as aircraft, radio, television, telephone, X-ray machines, radar, air-cushion vehicles (hovercraft), electric welding, photographs, birth-control methods, test-tube babies, penicillin and vitamin C. Undoubtedly the transistor, integrated circuit (silicon chip) and laser were the three inventions that have had the greatest impact on modern-day life.

Electronic and microelectronic industries, space research and genetic engineering probably represent the branches where progress will continue most rapidly.

Space flights represent a special application of modern technology and science. The first satellites were launched into orbit around Earth in 1957 by the Russians and soon the first man-operated spacecraft was put into orbit. In 1961 Soviet cosmonaut Yuri Gagarin became the first human in space aboard the spacecraft Vostok 1. In a few years manned missions to the Moon were achieved, the first being Apollo 11. The first people to step onto the Moon's surface on 20th July 1969 were Neil Armstrong and Edwin Aldrin. At present artificial satellites are used for scientific purposes, communications, weather forecasting and military purposes.

Since the 1960s we have spoken about the scientific-technical revolution because at present both science and technology are the most important phenomena which can contribute to solving the problems of people on the earth: to find other alternative energy sources, to reduce pollution of all kinds and protect the environment, to find ways how to feed the constantly increasing number of people and to discover medicine against such diseases as cancer, AIDS or the latest Ebola virus which threaten the contemporary world.

Not all inventions and discoveries, however, have brought people improvement and innovation. Ballistic missiles, ^{atend} extra powerful laser weapons, nuclear and H-bombs and pollution of the environment are only a few examples of how good ideas may be abused. Technology is dependent upon how people use it, under what circumstances new ideas and inventions are introduced into life. ^{slide}

Questions on the text:

1. What does modern industry depend on?
2. What inventions augmented muscle power?
3. What phenomena stimulated the Industrial Revolution?
4. When did electricity begin to be used and why is it convenient?
5. Which inventors and scientists affected the use of electricity?
6. Why was the invention of the internal-combustion engine so important?
7. What are the current and future energy sources?
8. How did materials change throughout human development?
9. What synthetic materials were developed and when?
10. What kind of machinery helped in the production process?
11. When and where was automation used for the first time?
12. What inventions and discoveries changed human life and how?
13. What do you know about space flights?
14. What problems of mankind should science and technology solve?
15. Do you know of any abuses of scientific achievements?

Vocabulary:

tool [tu:l], **power** [paʊə], **shelter** [ʃeltə], **machinery** [məʃi:nəri], **muscle power** [masl paʊə], **augment** [o:ɡment], **alternative source** [o:l'tə:nativ so:s], **manufacture** [mænju:fæktʃə] / **manufacturing**, **acceleration** [æk'selə'reiʃn], **landowner** [lændəʊnə], **create** [kri'eit], **urban working class** [ə:bən], **drain mines** [drein mainz], **home-made production**, **machine-made production**, **reveal** [ri'vi:l], **electrical engineering** [i'lektrikəl endʒi'nɪəriŋ], **commercial scale** [kə'mɜ:ʃəl skeil], **carbon arc lamp** [ka:bən a:k læmp], **electric bulb** [i'lektrik balb], **distribute** [distri'bju:t], **flow through wires** [fləʊ θru: waɪəz], **internal-combustion engine** [in'tə:nəl 'kæmbəstʃən endʒɪn], **petrol driven motorcar** [petrəl drivn məʊtəkɑ:], **enable st.** [i'neɪbl], **explosion of a bomb** [iks'pləʊʒən əv ə bom], **current source of energy** [so:s əv enədʒi], **blast furnace** [blɑ:st fə:nɪs], **charcoal** [tʃɑ:kəʊl], **coke** [kəʊk], **synthesized drug** [sɪnθɪtaɪzd dræg], **insulin** [ɪnsjʊlɪn], **growth hormone** [grəʊθ ho:məʊn], **production process** [prə'dakʃən prəʊsəs], **precision tool** [prɪ'sɪʒən], **automation** [o:tə'meɪʃən], **punched cards** [pantʃt kɑ:dz], **assembly line** [ə'sembli laɪn], **space research** [speɪs ri'sə:tʃ], **genetic engineering** [dʒi'netɪk endʒə'nɪəriŋ], **impact** [ɪmpækt], **launch into orbit** [ləʊntʃ ɪntə o:bit], **manned spacecraft** [speɪskra:ft], **ballistic missiles** [bə'lɪstɪk 'mɪsaɪlz], **abuse** [ə'bju:z]

Exercises:

1. **What sources of energy and what kinds of fuel do people use at present?** What are other potential sources? Where do we get coal, gas, oil and uranium from? ^{potensial}

coal, **oil**, **petrol/gas** (AM), **natural gas**, **uranium** [ju'reɪniəm], **electricity**, **water-power**, **wind-power**, **nuclear power** **tidal** [taɪdl], **geothermal** [dʒiə'θɜ:məl] and **solar** [səʊlə] **power**, **windmill**, **watermill**, **to dam (up) a river**, **a dam** [dæm], **mine coal**, **off-shore production**, **off-shore gas field/oil field**, **carry oil/gas by pipeline** [paɪpleɪn], **oil refinery** [ri'fainəri], **gas works**

2. **Where and how is electricity generated and distributed? What is it used for?**

generate electricity [ɪlekt'rɪsɪti], **alternating** [o:l'təneɪtɪŋ]/**direct current**, **coal-burning power plant** [paʊə plɑ:nt], **hydro-power plant**, **nuclear power plant**, **carry electricity through wires** [waɪəz], **supply power to the national grid** [grɪd], **convertible into heat and light**, **lighting**, **heating**, **to power machines**, **voltage** [vɔ:ltɪdʒ]/**live** [laɪv]/**dead**

3. **What inventions and discoveries have had the greatest impact on mankind?** Try to explain why.

steam engine [sti:m endʒɪn]; **electricity**, **car**, **aircraft**, **air-cushion vehicle** [vi:ɪkl], **radar**, **radio**, **television**, **telephone**, **X-ray machine**, **transistor**, **integrated circuit** [ɪntɪ'greɪtɪd sə:kɪt] (**silicon chip**), **electric welding** [weldɪŋ], **penicillin**, **vitamin C**, **test-tube babies**, **birth-control pills**, **printing**, **photography**, **laser**, **compact disc**, **radioactivity**, **blood groups**, **others?**

4. How do science and technology affect your own life? What invention or discovery is (the most) important for you and why?

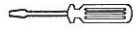
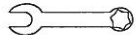



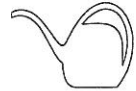
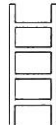
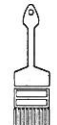


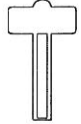



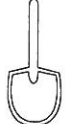
5. How much have technology and science advanced since your parents were young?

6. What are/were these materials used for? What are objects around you made of?

horn [ho:n], bone [bəun], shell, stone, wood, bronze [bronz], iron [aiən], cast [ka:st] iron, rubber [rabə], leather [leðə], brick [brik], porcelain [po:səlin], dye [dai], celluloid [seljuloïd], synthetic fibres [sin'θetik faibəz], synthetized drug [sinθitaizd drag], plastic, glass, paper *baunro*

7. What are these tools used for? Match the words with the pictures.

wedge [wedʒ], lever [li:və], wheel [wi:l], lathe [leið], potter's wheel, loom [lu:m], weave [wi:v], knife/knives, hammer [hæmə], drive a nail [neil] in, saw [so:], drill [dri:l], chisel [tʃizl], plane [plein], screw-driver, screw in, screw [skru:], sickle [sikl], scythe [said], mow [məu] grass, axe [æks], cut/chop [tʃɒp]/split wood, paintbrush [peintbrʌʃ], paint, file [faɪl], spanner [spænə], tighten [taɪnən], pair of pliers [plaiəz], pair of pincers [pinsəz], pull out, bend/twist wire, pair of scissors [sizəz], spade [speɪd], dig, rake [reɪk], fork [fo:k], lift hay, straw [stro:], hoe [həu], shovel [ʃavl], ladder [lædə], wheel-barrow ['wi:l.bəreu], broom [bru:m], sweep, pruners [pru:nəz]/pruningscissors, watering can
Machine tools (tools operated by power): lathe, drilling machine, power loom, jet loom

				
.....
				
.....
				
.....

Who is Who in Science

Sir William Harvey (1578 - 1657), physician to James I and Charles I, who discovered the circulation of blood. He showed that it was caused by the muscular action of the heart.

Sir Isaac Newton (1643 - 1727), English mathematician, physicist, astronomer and philosopher. He discovered the law of gravity, created calculus, discovered that white light is composed of many colours and developed the three standard laws of motion still in use today. His universal law of gravitation explained for the first time the phenomena of the universe, the tides and the motion of objects on the earth. From 1703 until his death he was President of the Royal Society, and was knighted in 1705. He was buried in Westminster Abbey.

Edmund Halley (1656 - 1742) astronomer, who was the first to predict the return of a comet since known as Halley's comet: he made contributions to the study of the moon and the motion of the stars.

Henry Cavendish (1731 - 1810), English physicist who discovered hydrogen and determined the compositions of water and nitric acid. He also discovered the mass and density of the Earth.

James Watt (1736 - 1819), Scottish engineer who developed a new type of steam engine of much greater efficiency than the previous types. He made Thomas Newcomen's steam engine more efficient by cooling the used steam in a condenser separate from the main cylinder.

Robert Fulton (1765 - 1815) American engineer and inventor. He pioneered steam navigation with his Clermont, the first commercially successful steamboat which appeared on the Hudson 1807. He experimented with submarines and torpedoes, and built the Fulton, the first steam warship.

Humphry Davy (1778 - 1829) English chemist who discovered the elements sodium, potassium, calcium, boron, magnesium, strontium and barium and proposed that hydrogen is present in all acids.

George Stephenson (1781 - 1848) English engineer who constructed the first successful steam locomotive (1814) and built the world's first public passenger railway (1825) between Stockton and Darlington.

Michael Faraday (1791 - 1867) English chemist and physicist who is known especially for the discovery of the transformation of energy from mechanical to electrical which led to the later discovery of the electric generator. He also investigated electrolysis. He experimented with electromagnetism and discovered the induction of electric currents and made the first dynamo.

Charles Darwin (1809 - 1882) English scientist who developed the modern theory of evolution and proposed the principle of natural selection. After research in South America and the Galápagos Islands as a naturalist Darwin published *On the Origin of Species by Means of Natural Selection* and later *Descent of Man*. He explained that the many species of living creatures are not the result of acts of creation, but have developed from slight differences in individuals due to their special surroundings and their struggle for existence. His theory aroused bitter controversy because it was interpreted as saying that we were descended from monkeys and the Church took it as an attack on the validity of the Scriptures. But Darwin lived to see his theories widely accepted.

Thomas Alva Edison (1847 - 1931), American inventor with over 1000 patents. In Menlo Park, New Jersey, he produced his most important inventions, including the electric bulb in 1879. He constructed a system of electric power distribution for consumers, the telephone transmitter, and the phonograph.

Alexander Graham Bell (1847 - 1922), Scottish inventor, who patented his invention of the telephone in 1876.

Ernest Rutherford (1871 - 1937) New Zealand physicist, a pioneer of modern atomic science. His main research was in the field of radioactivity, and he discovered alpha, beta and gamma rays. He named the nucleus, and was the first to recognize the ionizing nature of the atom. He was awarded the Nobel prize in 1908.

Albert Einstein (1879 - 1955) German born US physicist. He profoundly influenced science in many fields, such as radiation physics and thermodynamics, but is best known for formulating the theories of relativity (1905 and 1915). He is also distinguished for his work for peace and justice. He received the Nobel prize in 1921. In 1911 he became a lecturer in theoretical physics in Prague, in 1933 he emigrated to the USA and became professor of mathematics in Princeton, New Jersey.

Sir Alexander Fleming (1881 - 1955), Scottish bacteriologist, who discovered the first antibiotic drug, penicillin in 1928, although it did not come into use until 1941. In 1945 he won the Nobel prize with Howard W. Florey and Ernst B. Chain.

Linus Carl Pauling (1901 -), American chemist who investigated the properties and uses of vitamin C as related to human health. He was awarded the Nobel Prize for Chemistry in 1954. As he was an outspoken opponent of nuclear testing, he also received the Nobel Peace Prize in 1962.

James Dewey Watson (1928 -) American biologist whose research on the molecular structure of DNA and the genetic code, in collaboration with Francis Crick, earned him a shared Nobel prize in 1962. He was born in Chicago. After attending public schools in his native town, he entered the university there in 1943, when only 16. When he had graduated, he did work in genetics at Indiana University and received his PhD in 1950. Then he went to Europe and worked at the Cavendish Laboratory in Cambridge, Great Britain, from 1951 to 1953. There he met Francis Crick and Maurice Wilkins, and the collaboration resulted in the discovery of a structure for DNA in 1953. DNA (deoxyribonucleic acid) is the molecule of heredity, and to know its structure enables science to know how the forms of life are transmitted from one generation to the next one. The forms of life are passed on in the cells of the double helix from the parents to the next generation. This major scientific advance in genetics led to the awarding of the 1962 Nobel Prize to the whole team. J. Watson became the youngest ever holder of the Nobel Prize. After his return to the USA he became professor of biology at Harvard University, Cambridge. His discovery stimulated a rapid development of genetic engineering in America.

Vocabulary:

physician [fɪ'ziʃən], **physicist** [fɪzɪsɪst], **chemist** [kemɪst], **mathematician** [mæθɪmə'tɪʃən], **engineer** [endʒɪniə], **bacteriologist** [bæk'tɪəri'ɒlədʒɪst], **circulation of blood** [sə:kju'leɪʃn əv bləd], **gravity** [grævɪtɪ], **gravitation** [grævɪ'teɪʃən], **calculus** [kælkjʊləs], **motion** [məʊʃən], **phenomenon** [fɪ'nɒmɪnən] - **phenomena**, **tide** [taɪd], **be knighted** [naɪtɪd], **mass** [mæs], **hydrogen** [haɪdrɪdʒən], **nitric acid** [naɪtrɪk æsɪd], **efficiency** [ɪ'fɪʃənsi], **efficient**, **condenser** [kən'densə], **cylinder** [sɪlɪndə], **steam navigation** [sti:m nævɪ'geɪʃən], **steamboat**, **submarine** [səbməri:n], **torpedo** [to:'pi:dəu] **steam warship** [wo:'fɪp], **steam locomotive** [ləukə'məʊtɪv], **passanger railway** [reɪlwei], **element**, **sodium** [səʊdʒəm], **potassium** [pə'tæsjəm], **calcium** [kælsiəm], **boron** [bo:ron], **magnesium** [mæg'ni:zjəm], **strontium** [strɒnʃiəm], **barium** [beəriəm], **hydrogen** [haɪdrɪdʒən], **acid** [æsɪd], **induction** [ɪn'dʌkʃən], **electric current** [ɪ'lektrɪk kərənt], **theory of evolution** [θiəri əv i:və'lu:ʃən], **principle of natural selection** [nætʃərəl sɪ'leksjən], **Descent of Man** [di'sent əv mæn], **species** [spi:ʃi:z], **struggle** [strʌgl], **descend** [di'send], **Scriptures** [skriptʃəz], **ray** [rei], **ionizing nature** [aɪənaɪzɪŋ neɪtʃə], **thermodynamics** [θə:məʊdaɪ'næmɪks], **antibiotic drug** [æntɪbaɪ'ɒtɪk drʌg], **properties of vitamin C** [prəpətɪz əv vɪtə'mɪn si:], **telephone transmitter** [telɪfəʊn trænzmɪtə], **DNA** (desoxyribonucleic acid) [dez'ɒksi,raɪbəʊnju:'kli:ɪk æsɪd], **molecule of heredity** [mɒlɪkjʊ:l əv hə'redətɪ], **cell** [sel], **double helix** [dʌbl hi:'liks]

8. What British, American and Czech inventors or discoverers do you know? What field of science were they involved in?:

Use different verbs: be awarded/receive the Nobel prize for, be known for, invent, explain, develop, discover, predict, formulate, experiment with, construct, determine, pioneer, learn, patent, investigate

9. Associate each invention or idea with a name:

- | | |
|---|--|
| 1. Pasteurization (process of making dairy products free of microorganisms) | a) Galileo Galilei (1564 - 1642) |
| 2. Ships' screw propeller [prə'pelə] | b) František Křižík (1847 - 1941) |
| 3. Dynamite [daɪnəmaɪt] | c) Georg Johann Mendel (1822 - 1884) |
| 4. Radioactivity | d) Louis Pasteur (1822 - 1895) |
| 5. Arc lamp | e) Alfred Nobel (1833 - 1896) |
| 6. Space travel | f) Orville Wright (1871 - 1948), Wilbur Wright (1867 - 1912) |
| 7. Lightning conductor [kən'daktə] | g) Gottlieb Daimler (1834 - 1900), Karl Benz (1844 - 1929) |
| 8. Soft contact lens | h) Otto Wichterle (1913 -) |
| 9. Petrol-driven car | i) Julius Robert Oppenheimer (1904 - 1967) |
| 10. The sun is the centre of the solar system | j) Ferdinand Magellan (1480 - 1521) |
| 11. First circumnavigation of the world | k) Sigismund Freud (1865 - 1939) |
| 12. Polarography | l) Jan Janský (1873 - 1921) |
| 13. Free association method and interpretation of dreams | m) Nicolaus August Otto (1832 - 1891) |
| 14. Internal-combustion engine | n) Josef Ressel (1793 - 1857) |
| 15. Development of the atomic bomb | o) Jaroslav Heyrovský (1890 - 1967) |
| 16. The first successful powered flight (1903) | p) Yuri Gagarin (1934 - 1968) |
| 17. Founder of genetics | q) Prokop Diviš (1696 - 1765), Benjamin Franklin (1706 - 1790) |
| 18. Four blood groups | r) Marie (1867 - 1934) and Pierre (1859 - 1906) Curie |

11. Which of Jules Verne's technological and scientific predictions have come true?

What kind of inventions can still be found only in science fiction? What would you like to be discovered, invented, thought out or designed?

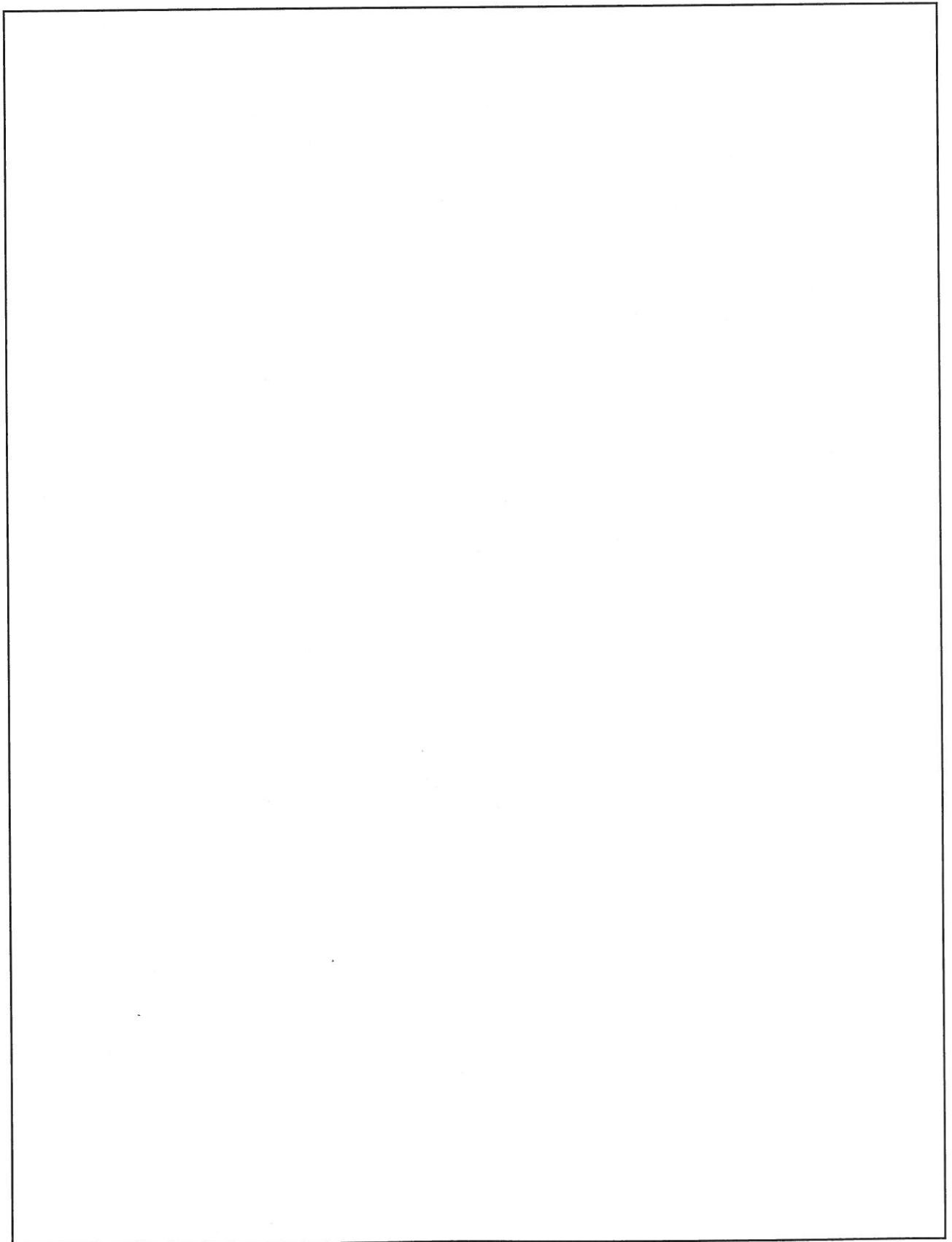
12. Topics for minitalks:

1. Are scientists happier than other people? Why - why not?
2. The importance for mankind of the invention of writing and printing.
3. What were the most important prerequisites of civilization? (development of speech, the use of fire, agriculture and pottery, the domestication of animals...)
4. What can man do in order to survive on the Earth? (consult the topic Environmental protection for vocabulary if necessary)

10. Give more information about a scientist or inventor whom you choose. Try to explain the substance of any invention or discovery (or how an apparatus which you choose works):

- When was it achieved and by whom?
- How does it work? How was the invention/discovery achieved?
- What improvement did it bring?

- How do you start it?
- What is the apparatus used for?
- How does it work?



Nature

People who like outings and hiking have a wide choice in our country. Except for the sea, the Czech Republic has almost everything to offer.

There are mountain ranges along the borders where many rivers have their source, e.g. the Elbe in the Giant Mountains, the Vltava in the Šumava Mountains and the Morava in the Jeseníky Mountains. The highest ground above sea level is in the Giant Mountains. From their highest peak, Snežka, one can see steep wooded hillsides, glacial valleys, or mountain meadows with rare specimens of flora growing only in these mountains. Much of the area is protected as a national reserve. If you set out on a trip along tourist footpaths, you can admire mountain streams, gorges, waterfalls and wild life. Some mountains, such as the Šumava, boast a primeval forest, swamps, but also picturesque torrents like the Vydra, with boulders, waterworn rocks and rapids.

In the mountains you are far from civilization - there are only scattered human settlements - but as the hillside slopes to the foot of the mountains, you can see signs of human presence again, flocks of sheep and herds of cattle grazing on pastureland.

Inland there are highlands, hilly country with mild slopes, woodlands and groves which alternate with lowlands along big rivers. In the lowlands and highlands most of the farmland extends across fields where corn, potatoes, sugar-beet, hops, fruit and vegetables are grown.

A region of spectacular beauty is South Bohemia. It is a gently rolling country with coniferous and leafy trees and many lakes which originally were built for raising fish but now they are also used for recreation. Even if you want to see barren rocks, you will not be disappointed when you visit the Adršpach or Prachov Rocks, the bizarre sandstone rock towns with a number of fantastic and romantic rock formations.

You can also find karst caves here, such as the Koněprusy Caves in the environs of Prague, adorned with stalagmites and stalagmites, or the whole complex of the Moravian Karst with underground lakes and rivers and the well-known Macocha Abyss.

If one is tired of people and civilization, there is no better way to regain new energy than to set out on a hiking trip in the country. As I am not used to hiking and partly because I did not want to carry a heavy rucksack with food, a sleeping bag, a pad or a tent, I decided to take a one-day trip.

I got up at dawn because I had a long way ahead. First I had to get to the starting point of the trail. From the windows of the train I could see cornfields and meadows with grazing deer and hares, clumps of oaks, beeches and birches along the way; a shallow stream fringed with alder trees and willows, lonely farms and villages.

From the station the tourist sign showed the direction along the path among village gardens. The sun had risen and dewdrops glistened in the grass and on the leaves. Fruit trees were in full blossom and were coming into leaf, shrubs had buds on them and flowers in the flower-beds and rockgardens were in bloom. Honey-bees were busy gathering pollen from them. People had a lot to do both in their gardens, digging, weeding, planting vegetables in the patches and sowing seeds and in the fields, ploughing and drilling corn.

On a chimney of an old cottage, storks had already arrived back from the south to their nest.

A short way beyond the village at the edge of a wood, a group of campers was making their late breakfast fire. Someone was carrying water in a fire-blackened pot from a nearby spring. As it was still spring, they did not sleep outside as usual but in a hut. The edge of the wood was full of bushes including raspberry bushes, elderberry bushes and hawthorn.

Before long the path began to rise up to a small spruce-wooded area. As the temperature went up, insects began to bother me and I had to use an insect repellent. The path led me into the wood and there I could fully enjoy bird songs, a woodpecker pecking at the bark of the trees and the calling of a cuckoo. Along the path I saw ferns and a big anthill and I had to step very carefully as a few uprooted trees lay there after the last windstorm.

When I had climbed to the top of the hill, suddenly a clearing appeared in front of me. I sat down on a stump and had my lunch and then I had a rest on the moss. The sun was shining, the sky was clear and I could hear a cricket chirping in the grass, the wind murmuring in the trees and a stream bubbling somewhere on the other side of the hill.

As my way continued and sloped down, the trees became scant and an open view of a valley and neighbouring hills spread out in front of me. At the bottom there was a lake into which the stream flowed. The shores of the lake were over-grown with reeds and on the opposite rock the ruins of a castle towered to the sky. The sun was slowly setting and in its rays the landscape looked very romantic. As I descended along the path to the valley and walked across the meadows I could hear frogs accompanying me on my way to the station. I almost lost my way and was happy to meet a gamekeeper so that I could ask about the way to the village.

When I got home before dusk I felt physically rather tired but emotionally refreshed and ready to start a new working week.

Questions on the text:

1. What natural beauties can our country offer?
2. What can you see in the mountains?
3. What beauties does the Šumava boast of?
4. Where do our largest rivers have their source?
5. What landscape is typical inland?
6. What is South Bohemia known for?
7. Can you describe rock towns and a karst region?
8. What do people usually take on long hiking trips?

- 9. What did the hiker see from the train?
- 10. What did the gardens, fields and the village look like?
- 11. Who did the hiker see on the way?
- 12. Describe the way through the wood.

- 13. What happened at the top of the hill?
- 14. What view could the hiker see from the other side of the hill?
- 15. How does the countryside look at dusk?

Vocabulary:

outing, trip, hiking, mountain range [mauntin reindʒ], have its source [so:s], sea level, peak [pi:k], steep [sti:p], glacial valleys [gleisjəl væliz], rare specimens of flora [rə spesiminz of flo:rə], national reserve [ri'ze:v], footpath [futpa:θ], wild life [waildlaif], primeval forest [praɪ'mi:vəl forist], boulder [bəuldə], scatter [skætə], foot of the mountains, slope, slope down, pastureland [pa:stʃəlænd], graze [greiz], inland, gently rolling country, barren rocks [bærən roks], sandstone, bizarre [bi'zɑ:], karst caves [ka:st keivə], stalagmite [stæləgmait], stalagmite [stæləktait], abyss [ə'bis], rucksack [raksæk], pad [pæd], trail [treil], shallow [ʃæləu], fringe [frindʒ], tourist sign [tuərist saɪn], dewdrops [dju:drɒps], glisten [glɪsn], pollen [pɒlɪn], chimney [tʃɪmni], hut [hʌt], insect repellent [ɪn'sekt rɪ'pelənt], peck [pek], ferns [fɜ:nz], uprooted trees [ʌpru:tɪd tri:tz], moss [mɒs], wind murmurs [wind mə:məz], bubble [bʌbl], scant [skænt], reeds [ri:dz], descend [dɪ'send], dusk [dʌsk]

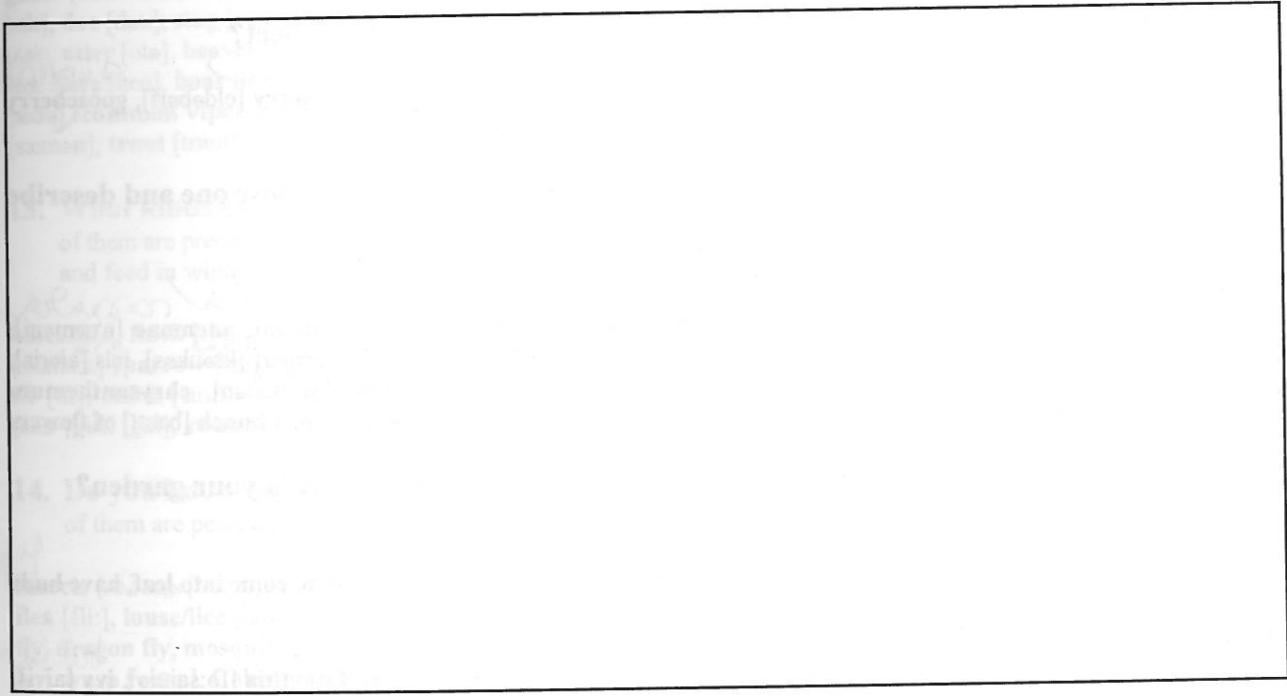
Exercises:

1. What words can you use to describe a landscape?

continent, island, peninsula [pɪ'nɪnsjələ], plain, flat ground, highlands, high ground, hill, hillside, slope, mountain, rock, valley, gorge [gɔ:dʒ], abyss [ə'bis], cave [keɪv], extinct volcano [ɪks'tɪŋkt vol'keɪnəu], field, meadow, pasture [pa:stʃə], balk [bɔ:k], wood, edge of wood, forest, grove [grəʊv], clump of trees, clearing, jungle, desert, ocean, sea, seashore, sea coast, cliff, lake, shore of a lake, bank of a river, stream [stri:m], torrent [torənt], waterfall, rapids, spring, source, flow, confluence [konfluəns], lead into, estuary [estjuəri], mouth, swamp

2. Choose any territory on a map and describe it in detail.

3. Describe your favourite beauty spot in the country.



4. What deciduous and coniferous trees and bushes grow in our country?

deciduous [dɪ'sɪdʒjəs] - leafy trees:
 acacia [ə'keɪʃə], alder [ɔ:ldə], ash [æʃ], aspen [æspən], beech [bi:tʃ], birch [bɜ:tʃ], hornbeam [hɔ:nbi:m], chestnut [tʃesnʌt], elm, larch [la:tʃ], lime [laɪm], maple [meɪpl], oak [əʊk], poplar [pɒplə], rowan [raʊən], willow [wɪləʊ] - pussy willows
Handwritten notes: osika, buk, baza, habr, kashan, jima, modun, lipa, javor, dut, topol, jostina, vrba



coniferous trees [kə'nɪfərəs]

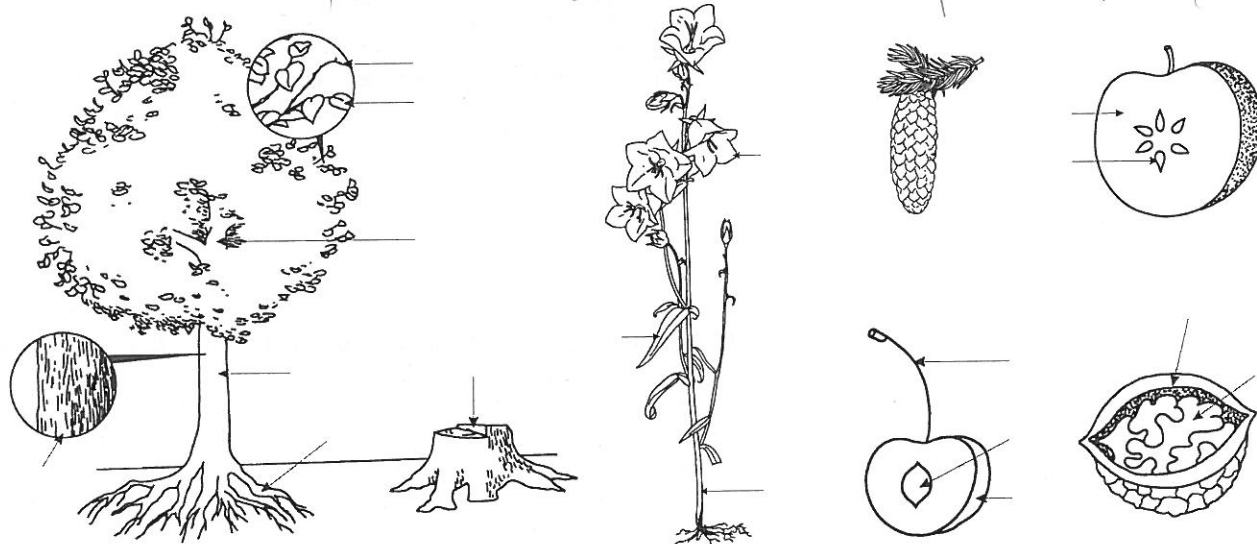
conifers; spruce [spru:s], fir [fɜ:], pine [paɪn], yew [ju:]

bushes [bʊʃɪz] - shrubs [ʃrʌbz]:

blackthorn [blækθɔ:n], elderberry [eldəbəri], hawthorn [ho:θɔ:n], hazel-bush [heɪzl bʊʃ] - catkins [kætkɪns], wild-rose bush

5. What parts does a plant consist of? Choose one and describe it. Label the pictures:

root [ru:t], stem [stem], trunk [trʌŋk], bark [bɑ:k], stump [stʌmp], branch [brɑ:ntʃ], twig [twɪɡ], cone [kəʊn], needle, leaf/leaves, flower, nut, shell, kernel [kə:nəl], stone, peel, skin, seed, fruit, core [ko:], pip [pɪp], pulp [pʌp]



6. What kinds of berries grow in our country? Which of them do we collect?

bilberry [bɪlbəri], blackberry [blækbəri], cranberry [krænbəri], currant [kʌrənt], elderberry [eldəbəri], gooseberry [gu:sbəri], raspberry [rɑ:zbəri], rowanberry [raʊnbəri], strawberry [strɔ:bəri]

7. What flowers do you know? Divide them into wild and garden ones, choose one and describe it.

wild and garden flowers: buttercup [bʌtəkʌp], marsh marigold [mɑ:ʃ mæriɡəʊld], violet, cornflower, forget-me-not, anemone [ə'neməni], lily-of-the-valley, primrose [prɪmɹəʊz], dandelion [dændɪlɪən], snowdrop, snowflake, crocus [krəʊkəs], iris [aɪərɪs], rose, tulip [tju:lɪp], daffodil [dæfədɪl], narcissus [nɑ:'sɪsəs], lily [lɪli], carnation [kɑ:'neɪʃən], chrysanthemum [kri'sænθəməm], daisy, ox-eye-daisy, dahlia [deɪliə], rock plants, be in bloom, (flower-)bud, a bunch [bʌntʃ] of flowers

8. What do people plant in their gardens? What would you like to plant in your garden?

fruit trees: apple tree, pear tree, plum tree, cherry t., wild cherry t., peach t., apricot t., be in blossom, come into leaf, have buds [bʌdz], orchard [ɔ:tʃəd]

bushes: currants, gooseberries, lilac [laɪlək], rhododendron [rəʊdə'dendrən], azalea [ə'zeɪljə], forsythia [fɔ:saiθiə], ivy [aɪvi], strawberries

vegetables: beetroot, beans, carrots [kærəts], celeriac [si'leriæk], cucumber [kju:kʌmbə], garlic [gɑ:lɪk], leek [li:k], parsley [pɑ:sli], peas [pi:z], pepper [pepə], onion [ənjən], lettuce [letɪs], tomato, potato, turnip [tə:nɪp], cabbage [kæbɪdʒ], savoy [sə'voɪ], Brussels sprouts [brʌslz sprauts], broccoli [brɒkəli], horse radish, radish [rædɪʃ], cauliflower [kɒlɪflaʊ], kohlrabi [kəʊl'rɑ:bi] turnip-cabbage, spinach [spɪnɪdʒ], asparagus [æs'pærəgəs]

herbs [hɜ:bz]: dill [dɪl], chives [tʃaɪvz], marjoram [mɑ:dʒərəm], parsley

9. What crops are grown in the Czech Republic? Where are they grown?

plant production, land under crops

corn, grain [greɪn]: ^{zito} wheat [wi:t], ^{ječmen} barley, ^{oats} oats [əʊts], rye [raɪ], maize [meɪz], rice, soya beans, legumes [legju:mz] - peas, lentils [lentɪlz], beans; sunflower, mustard, rape, hops, potatoes, sugar-beet [ʃʊgəbi:t], ^{len} flax [flæks], ^{jetel} clover [kləʊvə], vine/vineyard, poppy seed ^{mak}

10. What work must be done in the garden and in the fields every season? Describe how the countryside changes during the seasons. What tools and machinery help people?

dig [dɪg] - spade [speɪd], ^{motapa} plough [plau], ^{traktor} hoe [həʊ], rake [reɪk], sow [səʊ] - sowed-sown/sowed the seeds - sowing machine, grow, plant [plɑ:nt] seedlings, reap [ri:p] corn with a reaper, scythe [saɪð], sickle [sɪkl], mow grass with a mower [məʊə], make hay [heɪ], weed, flower bed, vegetable patch [pætʃ], harvest corn/combine-harvester [hɑ:vɪstə], pick fruit, gather grapes, dig up potatoes with a potato digger, collect bales [beɪlz] of straw [stro:], make a stack [stæk] of straw, store grain in a silo [saɪləʊ], spread manure [mənʃuə], water, watering can, hose [həʊz], fertilizer [fɛ:tilaɪzə], prune [pru:n], pruning-scissors/pruners

11. Can you enumerate domestic animals and their young? How can they be useful and what profit do they yield?

livestock production [prə'dakʃən], cattle (pig, fish) -breeding, herd [hɜ:d] of cattle, flock [flok] of sheep cow/bull - calf/calves [kɑ:f, kɑ:vz], horse-foal [fəʊl], sheep-lamb, goat [həʊt] - kid, pig - piggy, tom cat/pussy cat - kitten, dog-pup [pʌp]/puppy, rabbit, poultry (sg.) [pəʊltri], fowls (pl.) [faʊlz], cock [kok] /hen-chicken, duck - duckling, goose/geese - gosling, pidgeon [pɪdʒən] /dove [dʌv] - squab [skwɒb], turkey/turkey hen

12. What animals live in the wild in our country? Which of them are mammals, amphibians, fish, reptiles, rodents and predators?

game (birds and animals to hunt and shoot), gamekeeper, forester, hunt [hʌnt], deer [di:ə], roe deer [rəʊ]: roe buck [rəʊ bak], doe [dəʊ]; stag [stæg], hind [hænd], fawn [fəʊn], fallow [fæləʊ] deer, reindeer [reɪndiə], elk [elk] / moose [mu:s] (AM), otter [ɒtə], beaver [bi:və], badger [bædʒə], hamster [hæmstə], hedgehog [hedʒhɒg], squirrel [skwɪrəl], bear [beə], fox, hare [heə], boar [bo:], frog [frɒg], bat [bæt], rat, mouse/mice, mole [məʊl], wolf [wʊlf]; snake, grass snake, adder [ædə] /common viper [vaɪpə], bite, creep [kri:p], hiss, poison, poisonous [poɪzənəs], fish, carp, pike [paɪk], salmon [sæmən], trout [traʊt], eel [i:l], lizard [lɪzəd]

13. What kinds of birds do you know? Which of them stay here during winter, which of them migrate? Which of them are predatory birds? Which of them are song birds? Which of them are waterfowl? Which of them do you see and feed in winter?

blackbird, finch [fɪntʃ], bunting [bʌntɪŋ], jay [dʒeɪ], magpie [mæɡpaɪ], cuckoo [kuku:], nightingale [naɪtɪŋgeɪl], skylark [skɑɪlə:k] sparrow [spærəʊ], swallow [swɒləʊ], thrush [θrʌʃ], robin [rɒbɪn], woodpecker [wʊdpekə], starling [stɑ:lɪŋ] tit [tɪt], stork [sto:k], raven [reɪvn], crow [kraʊ], owl [aʊl], falcon [fɒ:lkn], eagle, hawk [ho:k], vulture [vʌltʃə], (sea-)gull [gal], swan [swɒn], pheasant [fezənt], partridge [pɑ:trɪdʒ], turtle-dove [tɜ:tl dʌv], nest, budgie [bʌdʒi]

14. Do you know all these insects? Do all of them live in our country? Where and when can you find them? Which of them are pests and which of them are harmless? Which of them do you detest or are you afraid of?

Insects (AM bugs [bagz]), harmful [hɑ:mfəl], harmless [hɑ:mləs], pest [pest], have an aversion to, be afraid of, to fear, flea [fli:], louse/lice [laus, laɪs], spider [spaɪdə], spin a web, fly [flaɪ], horsefly, butterfly, lady bird (AM lady bug), fire fly, dragon fly, mosquito [mə'ski:təʊ]/gnat [næt] AM, may beetle [bi:tɪl] (AM may bug), bee/honeybee, bumble bee [bʌmbɪ bi:], wasp [wɒsp], Colorado beetle/potato beetle, beetle [bi:tɪl], grasshopper [grɑ:ʃɒpə], tick [tɪk], transfer a disease, scorpion [sko:pjən], ant, ant-hill, cricket [kri:kɪt], chirp [tʃɛ:p], snail [sneɪl], shell, earthworm [ə:θwɜ:m], caterpillar [kætəpɪlə], bite-bit-bitten, sting-stung-stung

15. Choose an animal and describe it, say where it lives and what it feeds on:

size, appearance:

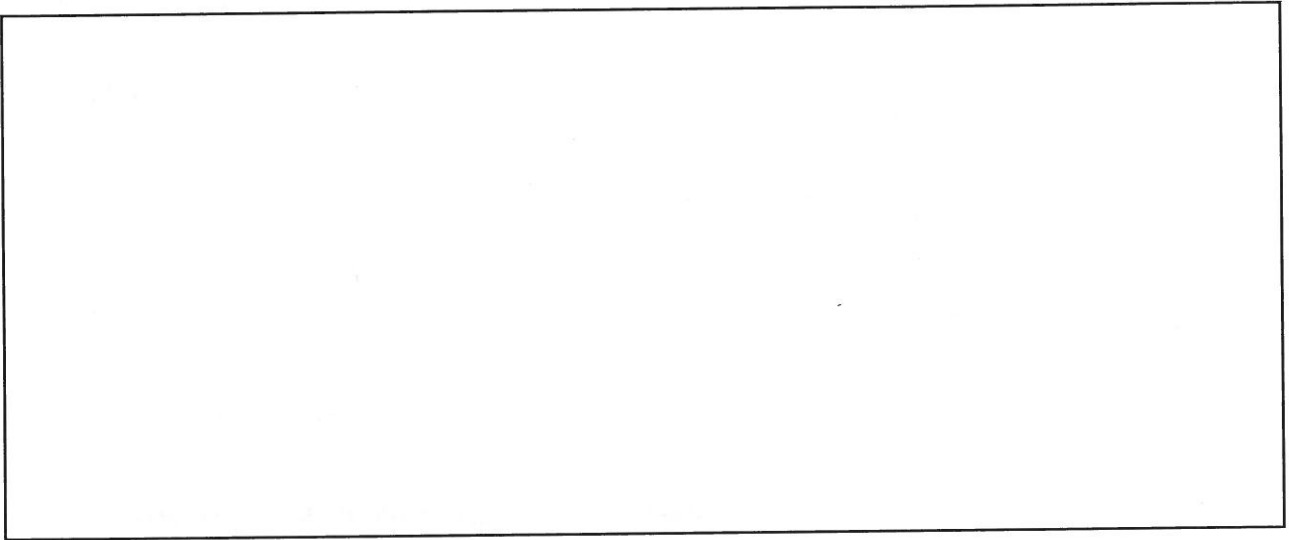
head, eyes, ears, mouth, whiskers [wɪskəz], body, legs, tail [teɪl], paw [pɔ:], fur [fɜ:], wing [wɪŋ], beak [bi:k], bill, claw [klo:], feathers [fedəz]

environs:

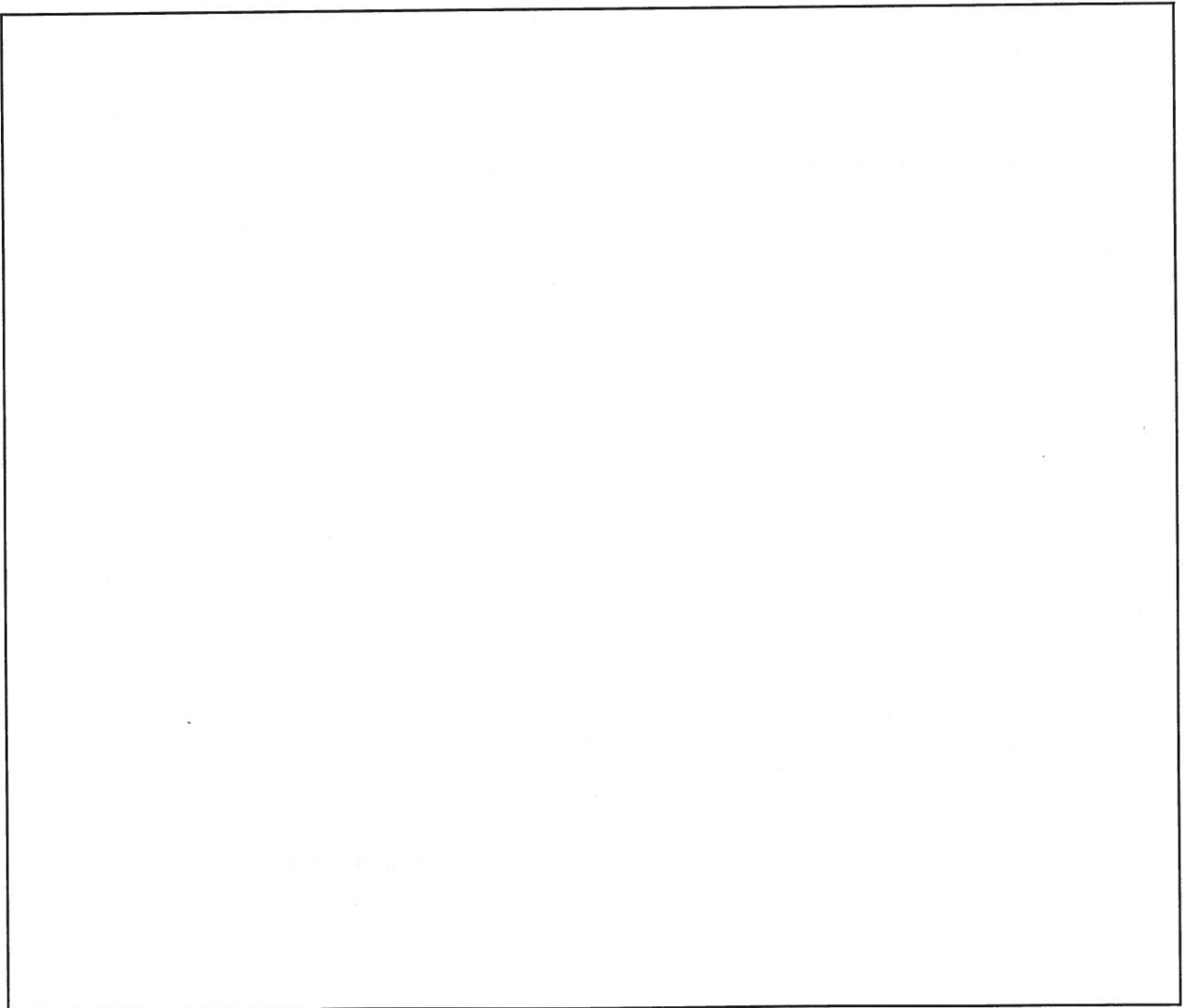
domestic animal, wild animal, field, wood, water, tree, cave etc.

food:

omnivorous creature [om'nivərəs kri:tʃə], **feed on seeds, insects, small animals, rodents, eat fruit, vegetables, nuts,**
hunt, chase, wait in hiding, hibernation [haibə:'neɪʃən], **hibernate** [haibə:neɪt]



16. What is your favourite region for hiking and why? Describe your last hiking trip.



Environmental protection

Civilization has brought people many advantages but its products also pollute and damage the environment in which we live. Britain has been implementing policies to protect the environment against pollution from industry and other sources for more than a century, while in the Czech Republic we are only at the beginning. Pollution affects air, water, land, forests, people, animals and plants.

Technology has an important role to play in reducing pollution and developing new means for reducing harmful emissions. It can be used to protect the environment in several ways, including basic changes which result in less waste or pollution and developing ways to recycle materials. Waste materials which were previously dumped can be converted into useful products. "End-of-pipe" systems can be installed to clean up emissions. And cleaner or less harmful alternative products may be manufactured.

Air pollution is the biggest problem in large cities and in areas with concentrated industrial production. Emissions range from smoke, dust, and smells to car and lorry exhausts. Smoke contains sulphur dioxide, nitrogen oxide and carbon dioxide which are produced by coal-fired power stations and industrial plants burning fossil fuels. Substances such as sulphur dioxide (SO₂) and nitrogen oxide (NO) can cause major changes in the environment which can lead to **climate changes**. These substances mix with water vapour in the atmosphere and form sulphuric acid and nitric acid. Sunlight turns these acids into poisonous oxidants which fall in the form of rain (**acid rain**) or snow onto trees and gradually kill them.

Trees are vitally important for our life because they are the lungs of our planet. They absorb carbon dioxide from the air and give out oxygen in return. In some parts of the world, such as Asia and South America, trees are not threatened by pollution, but by people. The great **rain forests** are being destroyed for firewood and building materials. Since the Amazon rain forest covers an area as large as the whole of Europe and contains one third of the world's trees, scientists believe that it provides 50 per cent of the world's annual production of oxygen. If we lose tropical forests, it will become more difficult, perhaps even impossible, to breathe. With more carbon dioxide in the air, the temperature will rise; the ice-caps at the North and South Poles will melt, and the sea level will rise which will result in the flooding of many coastal cities.

Several gases have been identified as contributing to the "**greenhouse effect**", which can also cause climate change. Without this "greenhouse effect" there could be no life on earth because the earth is warmed up naturally by the atmosphere which traps solar radiation. But manmade atmospheric emissions, such as carbon dioxide (produced by burning fossil fuels), nitrogen oxides (from car exhausts), CFCs (chlorofluorocarbons from aerosol and refrigerators), methane (a byproduct of agriculture from rice, cattle and sheep) and water vapour prevent the heat from escaping. The result is a rise in the Earth's temperature, the melting of arctic ice and the flooding of areas situated near sea level.

Ozone is another air pollutant that contributes to the "greenhouse effect" at lower atmospheric levels. It is produced by the reaction of sunlight on car exhaust fumes and is a major air pollutant in hot summers. On the ground level ozone can cause asthma attacks, corrosion of certain materials and stunted growth of plants which lowers the yields of some crops. On the other hand, ozone forms a layer in the upper atmosphere which protects life on Earth from ultraviolet rays, which is a cause of skin cancer. A continent-sized hole has formed over Antarctica as a result of damage of the **ozone layer**, caused in part by CFCs.

Smoke from coal fires which causes smog, also represents a considerable problem in large cities and threatens life.

How can the problems of air pollution be solved? First of all, people should try to use **alternative sources of energy**, such as solar, water, wind, geothermal and perhaps tidal energies, or at least to burn smokeless fuels - carbon dioxide emitted by power plants and industrial plants can be reduced by energy efficiency in the generation of power, for example by means of combined heat and power schemes to use waste heat from power stations more efficiently as well as by switching from coal to high-efficiency gas-fired plants. In industry energy efficiency can be reached by means of low energy lighting or by looking for other sources of energy such as solar energy (mostly for domestic heating) or energy coming from methane from landfill waste sites, which will also contribute to reducing the threat of global warming.

There are more ways to reduce air pollution caused by road traffic. First it is possible to switch freight from road to railways and to support public transportation. Also, people should be encouraged to drive at the speed limit in order to use fuel more efficiently. Another way is to encourage tree planting, because trees absorb carbon dioxide. Then all new petrol-driven cars will have to be fitted with three-way **catalytic converters** in their exhaust systems which turn dangerous gases (oxides of nitrogen - NO_x, hydrocarbons and carbon monoxide) into CO₂, nitrogen and water vapour. The first commercial autocatalysts in the world were made in Britain in 1974. Lead emissions can fall if we reduce lead content in petrol and **encourage the use of unleaded petrol**. All new cars are also built to run on unleaded petrol and developed countries use a tax advantage to favour the use of it.

Among the measures which can reduce the amount of sulphur dioxide are switching from coal to gas for power generation, greater use of low-sulphur coal, and installation of **flue gas desulphurisation** plants at some power stations.

Water pollution results from harmful industrial processes and households, from pesticides and other chemicals (e.g. fertilizers) used in agriculture, from waste disposal sites, substandard sewage treatment plants and from ships. Concentrations of heavy metals, such as mercury, cadmium, lead, or copper are increasing. Nitrate can pollute inland waters by leaching from farmland. Much of this comes from organic nitrogen in the soil but some also from organic and inorganic fertilizer use.

If we want to have cleaner waterways, some measures must be taken. First, discharges to water from industrial processes should be controlled and the number of sewage treatment plants should be increased. We should also find technologies for saving water and reduce the amount of chemicals. New technologies should develop environmentally friendly pesticides. Pollution occurring from waste silage effluent or slurry leaking and entering watercourses should be minimized or stopped. To prevent nitrate leaching into water, farmers can change their farming practices, for example by growing "green cover" crops in the autumn to take up residual nitrogen. International agreements control oil discharges and dumping of land-generated wastes. Oil and chemical spills from ships at sea are dealt with by chemical dispersants spread onto it from specially equipped aircraft.

Soil can become contaminated as a result of industrial waste and other causes. Much domestic rubbish is disposed of in landfills. Waste disposal should be controlled and maintained properly. How do we reduce the waste which seems to grow more and more?

Before waste is landfilled, it can be treated in other ways to reduce the volume of landfill it takes up - e.g. it can be shredded or compressed into bales.

But in many cases landfill can be avoided by re-using, recycling or energy recovery from the waste material. A great deal of industrial waste has traditionally been reclaimed. Not only bottle bins or containers, but also can containers, plastic containers and paper containers should be installed where the public can deposit used glass containers, cans, plastic and waste paper for recycling. Domestic rubbish should be sorted out too. Kitchen garbage and garden waste of organic origin can be composted and turned into fertilizer. Organic waste in landfills can be re-used in the form of biogas which comes from natural decay.

Litter, dust and rubbish in the streets also threaten the environment. Everybody knows that it is wrong to litter but many people still do it. The law should be stricter on those who break the rule and fines should be introduced for dumping waste.

Land can also become contaminated by radioactive substances. More than 80 per cent of radiation to which the public is exposed, comes from natural sources. Only about a thousandth of the total comes from the disposal or discharge of radioactive waste. Strict controls should be placed over the storage, use and disposal of radioactive substances. The storage of spent nuclear fuel is being discussed, but generally such waste has to be stored in concrete blocks for at least 50 years to allow much of the heat and radioactivity to decay. People should also be aware of the hazard posed by naturally-occurring radon gas.

Noise poses a considerable problem for many people. It results in stress, lack of concentration, defective hearing or sleeplessness. Neighbourhood noise can be tackled in various ways. First of all, we should be considerate to one another. Noise from new motor vehicles and aircraft is regulated. Airport services are restricted at night.

Environmental protection should also include animal and plant protection because the balance of species of plants and animals has also been affected by human activities. Some animals are protected (bats, badgers), others (otters, some species of birds, such as owls) are bred in captivity for release in the wild so they have the best chance of survival. The introduction of new species (e.g. Colorado beetle or the grey squirrel) should be strictly controlled or even prohibited, because their increase in number can easily slip out of control.

The establishment of National Parks and nature reserves provide protection, and also provide opportunities for outdoor recreation.

Contaminated land sites are reclaimed and turned into parks. Trees are protected and new ones are planted. Green belts have been established around major cities in Britain (London, Edinburgh, Glasgow, Manchester) to provide some place for recreation and also to assist in urban regeneration.

What is the way out of these problems? It is evident that life, health and the environment are closely bound together. Let us hope that common sense will win over ignorant and unscrupulous people. Remedies will not only be achieved by the important decisions of politicians but also by our everyday behaviour.

Questions on the text:

1. What areas does pollution affect?
2. What is the role of technology in reducing pollution?
3. What causes air pollution and what kind of emissions are emitted into the air?
4. How can acid rain be caused?
5. How does acid rain affect our environment?
6. Why are trees important for life on earth?
7. Explain the "greenhouse effect".
8. How does ozone act in the atmosphere?
9. What kind of climate changes can air pollution cause?
10. What are the ways of reducing air pollution?
11. How does car exhaust pollute the environment?
12. What measures can we take to reduce air pollution by road traffic?
13. How do catalytic converters work?
14. How does water pollution occur?
15. What can be done to reduce water pollution?
16. How is land pollution caused?
17. What are the possibilities of re-using waste materials?
18. How can we get rid of waste of all kinds?
19. What can be done with rubbish in the streets?
20. How can we prevent contamination from radioactive waste?
21. What causes noise pollution and how can we reduce it?
22. What kind of protection do animals and plants need?
23. Why are green belts around large cities established?

Vocabulary:

environment [in'vaiəərənmənt], pollute [pə'lu:t], pollution [pə'lu:ʃən], pollutant [pə'lu:tənt], contaminate [kən'tæmineit], contaminant [kən'tæminənt], emit [i'mit], emission [i'miʃən], poison [poizən], poisonous [poizənəs], global [gləubəl] warming, measure [meʒə], dump [damp], dumping, discharge [dis'tʃɑ:dʒ], waste [weist], rubbish [rabiʃ], garbage [gɑ:bidʒ], disposal [dis'pəuzəl], leak [li:k], fossil fuel [fosl fjuəl], efficiency [i'fiʃənsi], sewage [sju:ɪdʒ], sewage treatment works/plant, exhaust fumes [ig'zo:st fju:mz], ultraviolet rays [altrəviolet reiz], catalytic converter [kætə'litik kən've:tə], autocatalyst [o:tə'kætəlist], unleaded [an'ledid] petrol, be disposed of [dis'pəuzd], waste disposal, landfill, shred, compress, litter, litter bin, storage [sto:ridʒ], store, radon [reidən], power generation [paue dʒenə'reiʃən], dispersant [dis'pə:sənt], recycle [ri'saɪkl], recovery [ri'kavəri], compost [kɒmpost], natural decay [nætʃərəl di'kei], flue gas desulphurisation [flu: gæs disalfjuəraɪ'zeiʃn] plant

Exercises:

1. Find the written form of the chemicals in the text:

.....	[ka:bən mɒ'nɒksaid]	.....	[wɔ:tə veipə]
.....	[ka:bən daɪ'ɒksaid]	.....	[naitrik æsid]
.....	[haɪdrə'ka:bən]	.....	[salfjuərik æsid]
.....	[salfə daɪ'ɒksaid]	.....	[mi:θein]
.....	[naitrədʒən ɒksaid]	.....	[ɒksidənt]
.....	[ɒksidʒən]	.....	[əuzəun]
.....	[klɒrə'fluərəka:bən]	.....	[led]
.....	[mækjuri]	.....	[kædmɪəm]
.....	[kɒpə]	.....	[naitreit]
.....	[reidən]		

2. What are the main air pollutants and where do they come from?

Match the source with the pollutant: smoke, dust, smell, exhausts [ig'zo:sts], soot [sut], methane, chlorofluorocarbons

power plants, aerosols [əəəsəl], cars, lorries, by-product from raising cattle, refrigerators, households, factories burning fossil fuels, coal fire, cigarettes, quarries [kwɒrɪz]

3. What are the ways of reducing air pollution? Refer to the text:

- to find alternative of such as
- to reduce emissions of carbon dioxide from industry by, which means and by switching from
- to use energy coming from and from landfill waste sites.
- to switch freight from to and support and drive to use fuel
- to encourage because trees
- to fit cars with
- to reduce in petrol and encourage the use of
- to reduce the amount of sulphur dioxide by the use of coal and by installation of

4. What causes water pollution and how can it be reduced? Refer to the text:

cause	-	suitable measures
a) industrial processes and households -
b) chemicals from agriculture (fertilizers) [fə:tilaɪzə], pesticides [pestisaɪdʒ] -
c) nitrate leaching from farmland -
d) waste disposal sites [weist dispəuzl saits] (silage effluent [sailidʒ 'efluənt] -
e) oil and chemical spills [spilz] from ships -
f)

5. How can soil become contaminated? How can we avoid landfills? Refer to the text:

- in order to reduce the volume of landfill, we can.....

- b) by reclaiming [ri'kleimɪŋ] which means
- c) people can deposit [di'pɒzɪt] used glass containers, cans, plastic, waste paper in
- d) kitchen garbage and garden waste can be and turned into
- e) organic waste in landfills can be in the form of.....

6. What does animal and plant protection involve?

balance of species [spi:ʃi:z], **affect** [ə'fekt], **bat** [bæt], **badger** [bædʒə], **otter** [ɒtə], **owl** [əʊl], **be bred in captivity** [kæptɪvɪti], **release** [ri'li:s] **in the wild**, **Colorado beetle** [bi:tl], **squirrel** [skwɪrəl], **slip out of control**, **establish national parks and nature reserves** [ri'zə:vz], **reclaim** [ri'kleim] **land**, **green belts**

7. What can you personally do to protect the environment?

save water (have a shower rather than a bath)
 save energy (switch off the light when leaving)
 sort out waste and put in into containers if they are provided, compost kitchen garbage
 use deodorant sprays without CFC gases

put litter only into litter bins, not in the street
 not be noisy in the woods, not pick flowers and branches
 not use many fertilizers in the garden
 use public transport or unleaded petrol

8. What environment would you like to live in? What environment will your generation probably inherit? Why is the environment bound with our health and life? What measures should we take to improve the environment?

Weather, Time

The Czech Republic has a moderate continental climate. There are some differences between summer and winter but they are not so big. A year is divided into four seasons: spring, summer, autumn (fall) and winter. Each season lasts about three months and is attractive in some way.

Spring begins on the 21st March. Many people consider spring and summer the most beautiful seasons of the year and that is why or that is just because they usually fall in love in spring and take their holiday in summer.

Nature begins to awake from its long winter sleep and new life begins. Nights get shorter and days get longer. There is more sunshine and it becomes warmer and warmer. The thaw sets in, the snow melts and rivers and streams swell and there may be floods in the regions through which the rivers pass.

Soon in gardens and woods the first flowers appear: white snowdrops and snowflakes, yellow marsh marigolds, dandelions and daffodils, blue forget-me-nots, coloured crocuses and tulips, purple violets, and catkins and chestnuts come into blossom. Birds such as swallows, starlings, cuckoos come back from the south and we can hear their singing again.

The weather in spring, especially in April is really unpredictable and changeable. The temperatures are often below zero at night although days may be quite warm. Sometimes the sun shines and soon after it is overcast or it sleet, pours with rain or it may even snow. One cannot go out without a raincoat and a thick sweater, boots, a cap or even gloves. But when it clears up, the air is fresh and people go for walks and enjoy the good weather.

June 21 is the date when summer begins. Schoolchildren love this season best because they have two months' holidays ahead. Everybody starts to be more interested in the weather because people set out on journeys and take holidays. The temperature rises to 25°C or more and we may have many fine days in a row. In the morning there is often dew, the sky is clear and bright, it is sunny and dead calm, no wind blows and sometimes we suffer from a heat wave which means that the weather is sultry, hot and dry and even the water is too warm to bring refreshment to swimmers. If it stays fine too long, it becomes unbearable and we wish the rain would come. When the drought lasts too long the land becomes arid and both people and nature long for rain.

In summer rain often comes in the form of a storm. All of a sudden the sky clouds over, it gets dark and cools down, a breeze changes into a strong wind and the storm is about to break. Then there is a crash of thunder and a flash of lightning and a heavy downpour. People who happen to be outside seek shelter from the rain but still often they get wet to the skin. It is dangerous to stand under a tree during a storm because the lightning might hit it. Occasionally a windstorm can rise and it starts hailing or there is a cloudburst. After the storm dies down a rainbow may appear in the sky and you can see pools of water and puddles everywhere. Summer is also the time for strawberries, bilberries, raspberries, blackberries and cranberries and the harvest of corn.

At the beginning of September when the school year begins, summer in reality is over and on the 23rd September autumn comes. In autumn the sun sets earlier and rises later and days get shorter. The nice weather breaks although we can still enjoy a few fine days of Indian summer. In the gardens it is the time of harvest, we pick apples, pears and plums as well as gather potatoes and sugar beet. Grass turns yellow and gets dry. We are delighted with the colours of leafy trees in the woods. The leaves of maples, birches, ashes, beeches, oaks and larches become tinted yellow, orange, brown and red and make a lovely contrast with evergreen conifers (firs, pines, spruces). Many people go mushrooming.

This colourful period does not last long because soon the trees shed their leaves and by November they will be bare. Birds flock together and set out on the journey to the south. In autumn the weather is unsettled, the sky is often cloudy, mornings are dull and it looks like rain. It usually does not clear up by day. As the temperature continues to drop, it becomes damp, chilly, wet and rainy and it may drizzle. There may be passing showers, sometimes it rains on and off for a long time, or it rains steadily. People refer to the weather as awful, wretched or nasty.

The first frosts come and in the morning there may be hoarfrost on the grass and haze or fog, and a cold wind blows from the north. In the highlands the velocity of wind is usually higher and a strong wind or a windstorm may cause devastation. No wonder that in such a weather one may get cold easily and catch a cold or flu.

According to the calendar, winter comes on December 21, but in fact it often begins earlier. Typical winter weather brings snowfall, icy wind and hard frosts. We can enjoy skiing in the mountains and hills covered with a thick layer of fluffy snow and we admire the winter landscape. Sometimes the wind piles up snowdrifts along the roads and snowploughs must be used to clear the snow and make the blocked roads passable again. Children enjoy their winter pleasures, such as throwing snowballs, building snowmen, sledging, sliding and skating on lakes and streams that are frozen over. The temperature sometimes drops to as low as some 20°C below zero and then the frost binds the ground, the snow crunches underfoot, the hands get numb and stiff and fingers tingle with cold. If people go out without caps and mittens or gloves, they can suffer from frostbite. The roads become icy and slippery and it makes driving hazardous because you can skid easily. It often snows but it is pleasant to watch snowflakes from a cosy warm room and icicles that hang from the roof.

In such a severe and long winter gardeners often become worried about their fruit trees and gamekeepers about the game which may freeze to death and that is why they have to feed the animals.

Fortunately winters like that are rare in the temperate zone. As the climate gets warmer, we miss a real winter more and more. But no matter what kind of winter it is, finally the frost lets up and the thaw sets in, the snow melts and paths are full of mud and slush. Spring comes earlier to the lowland while in the highlands snow-capped hills and mountains look beautiful till April.

But sometimes even in summer icy winds start blowing and it pours with rain and we shiver with cold in the tents and curse the weather because our holiday is spoilt. Nature is unpredictable and you can never rely upon the weather, which makes it a frequent topic of a conversation.

Questions on the text:

1. Why are spring and summer preferred by most people?
2. What is the countryside like in spring?
3. What spring flowers can you name?
4. What kind of birds do you know?
5. What is the weather like in spring?
6. What kind of weather is typical of summer?
7. Describe a storm.
8. What berries do people collect in summer?
9. How does the weather change in autumn?
10. What trees do not change colour in autumn and what trees do?
11. What kind of fruit and vegetables do we harvest in autumn?
12. Why do people often curse the weather in autumn?
13. What are typical children's winter games?
14. What is typical winter weather like?
15. Why is it dangerous to drive in winter?
16. How can people, animals and trees suffer in winter?
17. How does the countryside change when the thaw sets in?
18. How can the weather spoil a trip or holiday?

Vocabulary:

days get shorter/longer, weather becomes warmer, the sky is clear, it keeps fine, sunshine, wind, cloud, storm, the nice weather is breaking, it is turning bad, Indian summer, the sun sets/rises, sunset, sunrise, grass turns yellow and dry, leafy trees, thick layer of snow, the frost breaks up, icy road, road coated with ice, the thaw [θo:] sets in, it is thawing [θo:iŋ], snow melts [melts], swell swelled swollen [swel, sweld, swəuln], a/to flood [flad], come into blossom [blɒsəm], temperature [temprɪtʃə] rises/goes up/temperature drops [drops]/ goes down/falls, dew [dju:], unbearable [an'beərəbl], harvest [hɑ:vɪst], conifers [kɒnɪfəz], go mushrooming [gəʊ məʃru:mɪŋ], trees shed leaves [ʃed li:vz], bare [beə], flock [flɒk] together, unsettled [an'setld], awful [o:fəl], wretched [retʃɪd], nasty [nɑ:sti], dull [dal], snowplough [snəʊplau], gamekeeper [geɪmkɪ:pə], shiver [ʃɪvə] with cold, curse [kə:s] the weather, mud [mad], slush [slʌʃ]

Exercises:

1. Describe various kinds of weather in different ways:

a) rainy weather

to cloud over, be/become overcast [əʊvək:st], it looks like rain, wet, humid [hju:mɪd], rainy, chilly [tʃɪli], it is drizzling [drɪzliŋ], passing showers, it is pouring [pɔ:rɪŋ] with rain, it has been raining on and off for a long time, a/to sleet [sli:t], downpour [daunpo:], cloudburst [klaʊdbə:st]

b) sunny weather

clear and bright sky, sunshine, the sun is shining [ʃaɪnɪŋ], sunny, dry, drought, heat wave, great heat, sultry heat [səltri hi:t], stifling heat [staɪflɪŋ hi:t], the weather is dead calm

c) windy weather

a cold wind is blowing, breeze [bri:z], a strong wind, windstorm, hurricane [hərɪkən], blow blew blown [bləʊ, blu: bləʊn]

d) foggy weather

thin mist [θɪn mɪst], haze [heɪz], be hazy, dense fog, be foggy, to ascend [ə'send], to descend [dɪ'send]

e) children's winter games

slide [slɑɪd], sled(ge) [sled, sledʒ], toboggan [tə'bɒɡn], skate, ski, throw snowballs, build snowmen

f) winter landscape

hoarfrost ['hɔ:frost], a hard frost comes, a lake frozen over, the frost has bound the ground, freeze froze frozen [fri:z, frəʊz, frəʊzən], freeze over, freeze to death, the frost lets up/breaks up, snow crunches [krantʃɪz], snowflake [snəʊfleɪk], to snow, snowfall, fluffy snow [flʌfi], snowdrift [snəʊdrɪft], piled up by the wind, icicle [aɪsɪkl], feed

g) What inconveniences may winter weather bring?

the hands get numb [nʌm], stiff [stɪf], fingers tingle with cold [tɪŋɡl], mittens [mɪtns], frostbite [frɒstbaɪt], slippery [slɪpəri], it is slippery outside, skid [skɪd], pavements and roads are icy

2. Name as many items of each of the following as you know.

(See the topic Nature for vocabulary if necessary.)

a) berries b) spring flowers c) birds

3. What season of the year do you prefer and why?

(Include temperature, sunshine, wind, rain, countryside, people's activities)

4. How does the weather influence our mood, health, travelling?

good/bad weather, be in one's best mood, be in a good/bad temper, feel well/unwell, be optimistic/pessimistic, encourage sb to work, be inclined to work, feel happy, merry, sad, sentimental, melancholic, be full of energy, active, take pleasure in small joys, cheer up, be eager to do things, take a rosy view, be a man of action, dull weather, see everything in dark colours, have problems, be slow, sleepy, lazy, tired, to depress, depression, be moody, be out of humour/spirits, be in a good/bad mood, heart attack

5. Compare the climate in the Czech Republic, Great Britain, USA, Canada and Australia.

(Use the book Some Basic Facts about the English Speaking Countries by the same authors if necessary.)

moderate, temperate, subtropical, continental, oceanic, arctic, dry, humid

6. Do you understand these weather forecasts? What season do they refer to?

1. It will be dry, clear and warm for much of the night, but towards morning it will turn more cloudy with perhaps a few showers or storms occurring mostly in the east. But during the day it will clear up and it will be sunny and hot. Wind light south-westerly. Temperature 10°C at night, 25°C by day.
2. It will be sunny at times. However there will be some showers most of these occurring in the morning. The showers will become occasional and light during the afternoon. Wind moderate westerly. Temperature 7°C.
3. General outlook. Many places will be clear and frosty, allowing ice patches to develop on the roads. At daybreak there will be some scattered showers about, especially in the morning. In between the showers there will be some sunshine. It will be quite a cold day, this allowing snow to develop in the north particularly on the hills and higher ground.

7. Describe the weather in Europe and the forecast for the next day. What is the weather forecast today? What is the outlook for tomorrow?

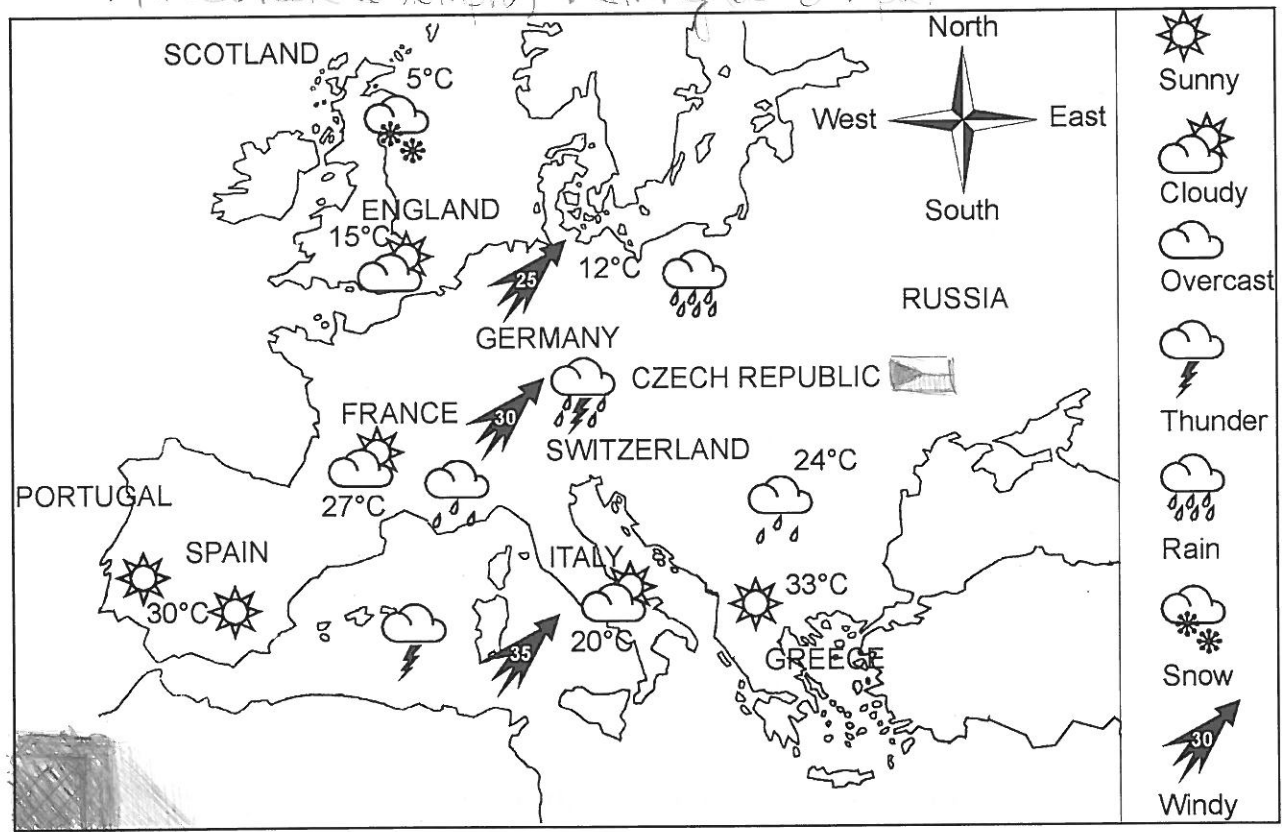
Pay attention to these structures:

There is **sunshine** in Spain. (noun)
 It will be **sunny** in Spain. (adjective)
 The sun will **shine** in Spain (verb)
 It will **rain** in Spain.

Today:
 In the morning it was
 Later in the day it got
 Now it's getting
 In the evening (night)

Tomorrow:
 I think it'll be
 It may
 It's going to

WIND → light (4-7 mph) → moderate (8-18 mph) → fresh (19-24 mph) → strong (25-31 mph) → gale (32+ mph)



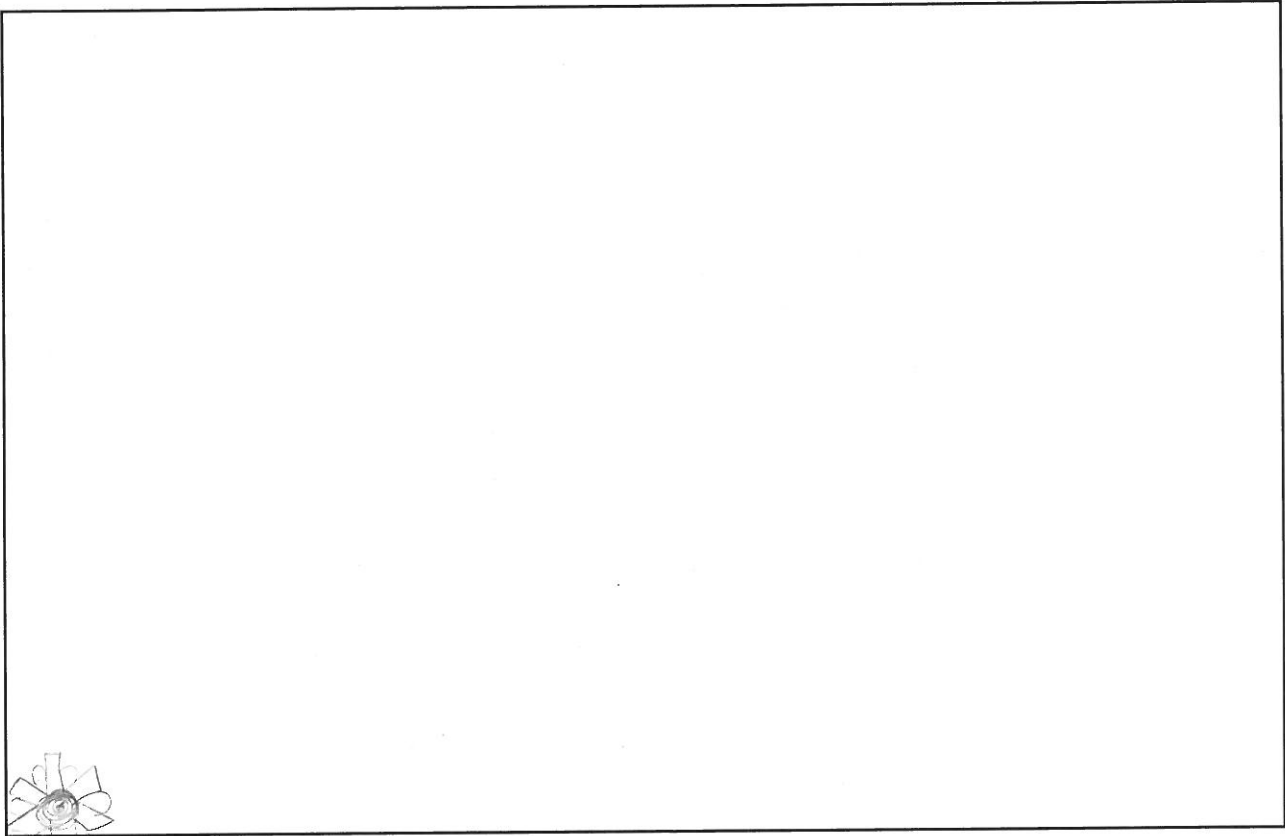
8. What is the best way of forecasting the weather? Can you forecast the weather from clouds, the moon or the behavior of birds and insects? Do you know any superstitions or sayings (proverbs) about the weather?

Example: A red sunset usually means stormy weather the next day.
 A ring around the moon is a sign of coming rain or snow.
 Thunderstorms sometimes cause milk to sour.

- barometer, thermometer, weather house, rheumatism
- the evening sky, a star - lit (starless) night, full moon, a circle around the moon (sun), behavior of animals...
- satellite, weather balloon, weatherchart or any other scientific way
- centenary calendar, sayings and proverbs about the weather

9. Describe changes of the weather during a weekend, the weather on a trip or a storm.

a strong wind rises, get dark, cool down, the storm is about to break, to hail [heil]/hail/hailstone/hailstorm, heavy downpour [daunpo:], cloudburst [klaudbə.st], seek [si:k] shelter [ʃeltə], get wet to the skin, the thunder [θandə] rolls, a crash of thunder, the lightning [laitnɪŋ] has struck a tree/at a lightning conductor, a flash [flæʃ] of lightning, the storm dies down, clear up, rainbow



10. Act short dialogues about time:

Can you tell me the time, please?	two o'clock sharp
Could you tell me the right time, please?	past two by my watch
What time is it?	not two o'clock yet
What time is it by your watch?	at seven sharp (<i>exactly at seven</i>)
What's the time?	twenty to three/a quarter to three
Have you got the time, please?	by half past eight
Would you mind telling me the time, please?	half past two/a quarter past two
How time flies.	It's getting on for ten.
The time drags.	Just gone six.
take (up) much time	on the stroke of seven
take up sb's time	for the time being
It's a waste of time.	in no time
on time/in time	suddenly/all of a sudden
every other day	one hour fast/five minutes slow
time signal	my watch is fast/slow
I have no watch on me	

11. Use these expressions in a sentence or in a context:

by day, in the day-time, in the morning, at day-break, at sunrise, at dawn [do:n], at noon (at midday), at lunchtime, at sunset, at dusk, tonight, at midnight, on Sunday night, tomorrow night, last night, late at night, get dark age, era [iərə], epoch [i:pok], in the course of the century, all the year round, leap-year [li:p], season, in spring, at the height of summer, Indian summer, in the depth of winter, what date is it (what's the date?), July the first (the first of July), it falls on a Monday, in two weeks' time

Food

For many people in our country food, eating, sometimes also cooking, is a downright pleasure. There are some people who eat just once a day - they have one continuous meal, others are figure-conscious and try to fast, cut down on some fat and sugar, or go on a slimming diet. For many others cooking and eating is a nuisance and they do not care much about meals. On the whole we eat more than the British or Americans do and our food is known to be less healthy. The Czechs are used to eating many floury, sweet and fatty meals, such as dumplings, pastry (cakes, sweets), fat pork and sausages. Our food should consist of more vegetables, fruit, lean meat, poultry and fish which would supply our bodies with more vitamins and minerals. There is no expression in English for "dobrou chut", which perhaps reflects the English attitude to food.

In different parts of Britain people have different eating habits. They have five or six meals a day: breakfast, elevenses (a morning snack), lunch, tea, dinner and later perhaps supper.

The British like to begin the day with a nice cup of coffee or tea in bed early in the morning. Then they have a leisurely **breakfast**, they do not like to hurry. Unlike the Czechs who have their morning cup of coffee or tea, a roll or a slice of bread, some cheese, salami, or a cake in haste, the English take their time having breakfast.

The renowned English breakfast starts with a glass of juice and a cereal, usually cornflakes with milk or cream and sugar, or porridge. This will be followed by fried or grilled bacon and eggs, sausages and grilled tomatoes or spicy beans in tomato sauce, or **kippers**. They round off with many cups of coffee rather than tea and buttered toast and marmalade (the toast is not fried but dry and by marmalade they mean preserves made of citrus fruits, usually oranges, containing small pieces of orange peel which give it a slightly bitter flavour).

But such a substantial breakfast is not as common as it used to be, it is served in hotels or restaurants if you ask for English breakfast or at weekends when people have more time. For most Englishmen breakfast is a bowl of cereal followed by toast and marmalade, and coffee or tea, of course.

In the middle of the morning they have **elevenses**, which is usually not more than a cup of coffee and biscuits. Sometimes, often at weekends, when they get up later, they have **brunch**, a combination meal which is eaten for **breakfast** and **lunch**.

The midday meal is generally called **lunch** and is usually fairly light. If it is the main meal of the day, which is at Christmas or may be on Sunday, it is called dinner. Lunch often consists of a hot dish (for example soup if you eat à la carte in a restaurant), a salad, ham and cheese sandwiches, pizza, hamburgers and a dessert. The soup can be clear (beef, vegetable or chicken) or thick, such as cream of tomato, cauliflower, celery or mushroom.

The Czech midday meal is the main meal of the day (the English would call it dinner then). We can have it at home, at (works) canteens or dining halls, cafeterias or in a restaurant. It is usually a three-course meal which consists of soup, the main course and a dessert. An aperitif and an hors d'oeuvre are served only on festive occasions. As for soup we can choose from bouillon, clear (beef, chicken, vegetable, with **liver-balls**) soups and thick soups (potato, tripe and fish soup, cream of mushroom, celery, cauliflower or tomato). The Czech menu often offers the favourite dish - roast pork, with dumplings or potato dumplings and cabbage or sauerkraut. Another typical main dish is a fried pork chop with boiled potatoes or chips and a vegetable (lettuce, cucumber or tomato) salad, Vienna steak with potato salad or goulash with dumplings. Sometimes another Czech speciality is prepared - fruit dumplings with cottage cheese. As a dessert fruit (fresh or stewed), plain or with whipped cream, ice cream, **sundaes**, or custard with fruit are commonly eaten. Czech beer or any of the soft drinks (mineral water, coke, lemonade, juice or just soda) are served with it.

Around four o'clock it is teatime. While in our country an afternoon snack is not common, in Britain it is a special occasion. The traditional **tea** consists of thin slices of white or brown bread and butter with cheese, fish or ham, perhaps some vegetables, and jam (made of other kinds of fruit than citrus), cakes, fruit pies, biscuits and tea or coffee which in England are drunk with milk unless you ask for black coffee or only tea. Nowadays many people do not eat much at teatime but they have at least one cup of coffee or tea.

The hot **dinner** which is served around 7 o'clock may have three or four courses. It consists of soup or some other starter, then the main course (meat and fish with vegetables) which is followed by a dessert and finally perhaps cheese and biscuits. The meat may be a stew, chops, a meat pie, a roast joint or fish if it is Sunday, with potatoes and one or two of the other vegetables (carrots, beans, peas, Brussels sprouts, cabbage or broccoli). Beef and mutton or lamb are much more favoured than pork. As a dessert they may have fruit, fruit salad, fruit pie, fruit cake, pudding with custard, jelly with cream, trifle or ice cream. With the meal they may have beer, cider or wine. They finish their dinner with coffee rather than tea.

Eating habits in the North of England and Scotland differ slightly. Between five and six they may have **high tea**. Some light dish as fish (fresh, tinned or smoked), ham, sausages, eggs or cheese is followed by home made bread, **buns**, biscuits, cakes and cups of coffee and tea. Later in the evening more tea, cocoa, milk, sandwiches, bread and butter, cheese, cakes and biscuits may be eaten as **supper**. Also people in the South may have supper if they stay up late at night. It consists of sandwiches, cold meat, vegetables, some milk, tea or coffee.

The Czech evening meal is not so nutritious if people have a hot meal at midday. It may be some cold meat, salami, ham, cheese, eggs, bread or rolls and some vegetables. Some people prefer a hot meal too. They may have pancakes, potato pancakes, pizza, stews or goulash with bread, casseroles, risotto or pasta with meat sauce. Some people may have a similar dish as at midday except soup, although some thick soup with bread may be a separate evening meal.

On some special occasions such as Christmas, traditional food is served both in Britain and in our country. Fish soup, fried carp and potato salad are commonly made for Christmas Eve. As a dessert home made sweets and apple strudel are served. There is no traditional meal for Christmas Day, but many families prepare roast goose with dumplings and cabbage, Wiener schnitzel with potato salad, or roast turkey with potatoes. There is a superstition about New Year's Day dinner. You should not have any poultry on that day, otherwise you will miss your good luck in the next year. The British Christmas Day meal is roast turkey with chestnut stuffing, potatoes and the renowned Christmas pudding and mince pies as a sweet.

When travelling we cannot observe the traditional scheme of daily meals. Usually we have to eat out, in a restaurant, a cafeteria, a snack bar, a fast food restaurant, or just at a refreshment stall in the street. You can get frankfurters with a slice of bread and mustard, hot dogs, hamburgers, chips or pancakes and some drinks there.

In the past the British cuisine did not enjoy a very good reputation. But it has improved considerably. Also the renowned English picnic has changed because people like more comfort today.

Questions on the text:

1. Compare different attitudes to food and eating.
2. Why is our food considered to be unhealthy?
3. How does breakfast in our country differ from the British breakfast?
4. What do elevenses and brunch mean?
5. What does the Czech and British midday meal look like?
6. What does traditional English tea consist of?
7. When and where is high tea served?
8. Compare the British and Czech evening meal.
9. What do people in Britain and in our country eat at Christmas time?
10. Where and what do people eat when they travel?
11. What do you know about eating habits in the USA?

Vocabulary (U - uncountable, C - countable):

food (U, that which can be eaten by people or animals), **foodstuff** (C, material used as food), **meal** (C, occasion of eating, food that is eaten), **course** (C, one of the several parts of a meal, e.g. fish), **dish** (C, shallow, flat-bottomed vessel of earthenware, glass, metal from which food is served at table; food brought to table on or in a dish), **cook, make/prepare a meal, menu, be hungry, be thirsty, appetizer** [æpitaɪzə] (taken in order to give an appetite), **starter, hors d'oeuvre** [o:'dæ:vəz], (dishes or food served at the beginning of a meal as a relish), **soup, main course dish, dessert** [di'zɜ:t], **soft drinks, spices, dumplings, gravy** (juice which comes from meat while it is cooking, sauce made from this), **sauce** (liquid or semi-liquid preparation served with some kinds of food to give flavour), **flavour** (U, sensation of taste and smell, distinctive taste, -U, C, quality of substance made known by taste, e.g. by putting some on the tongue), **preserve** [prɪ'zɜ:v], **cutlet** (thick slice of meat or fish cooked separately for one person), **chop** (thick slice of meat with a bone in it, cooked for one person), **stuffing/stuffed, pastry, pasta, pie** (meat or fruit covered with paste and baked in a deep dish), **lean/fat meat, nutritious** [nu:'triʃəs], **cuisine** [kvi:'zi:n], **nourishment** [nʌrɪ'mənt], **teetotaler** [ti:təʊtlə], **table cloth, canteen, cafeteria, snack bar, restaurant,**

Exercises:

1. Group the following words into these categories:

- Soups :
- Main dishes
- Meat :
- Seafood :
- Giblets [dʒɪblɪts]:
- Trimmings :
- Beverages [bɛvərɪdʒɪz] :
- Desserts :
- Cereals [sɪəriəlz] :
- Fast food :
- Others :

tripe [traɪp] **soup, cream of mushroom, chicken bouillon** [bu:'jɒn], **fish soup, steak, veal paprika** [vi:l pæprɪkə], **leg of lamb, Vienna steak/Wiener schnitzel** [wi:nə ʃnɪtʃl] (AM), **casserole** [kæsərəʊl], **stew** [stju:], **goulash** [gu:læʃ], **oysters** [oɪstəz], **mutton, kidney** [kɪdni], **braised** [breɪzd] **liver, poultry** [pəʊltrɪ], **roast turkey** [tə:ki], **leg of venison** [leg əv vɛnzən], **fish fingers/sticks** (AM), **custard** [kʌstəd], **fillet** [fɪlɪt] **of plaice** [pleɪs], **a pork chop, (meat)/ball, jelly, rice, spaghetti** [spə'ɡetɪ], **pasta** [pɑ:stə], **noodles, roast potatoes, clear soup, thick soup, chocolate cake, gingerbread** [dʒɪndʒə bred], **sundae** [sʌndei], **pancake** [pænkeɪk], **trifle** [traɪfl] (sweet dish made of white of eggs, cream, cake, jam), **cornflakes, porridge** [pɒrɪdʒ], **vanilla ice, scrambled eggs** [skræmbld], **grilled chicken, bread and butter, soft boiled eggs, sponge** [spʌndʒ] **cake, cheese cake, pistachio ice cream** [pɪstə:'ʃiəʊ], **pineapple** [paɪnæpl], **ice, plain water, rum,**

soft drink, dry wines, black coffee, strong tea, aperitif [ə'peritif] (AM), champagne [ʃæm'peɪn], scotch and soda, cognac [kɒnjæk], vodka, bottled and draught [dra:ft] beer, instant coffee, buttermilk, Turkish coffee, jelly and cream [kri:m], pizza [pɪçə], risotto [ri'zotəʊ], fried carp and potato salad, vegetable soup, salami [sə'la:mi], sausages [sosɪdʒɪz], prawns [pro:nz], shrimps [ʃrɪmps], rabbit, doughnut [dəʊnət], kipper, pâté [pa:teɪ], frankfurter [fræŋkfɜ:tə], ham, bacon, roast meat loaf, veal cutlet [katlit], rumpsteak [rʌmsteɪk], sirloin [sɜ:lɔɪn] with cream sauce [so:s], mackerel [mækreəl], gammon rolls [gæmən rəʊlz], stuffed pork chop [stʌf pɔ:k tʃɒp], beef, apple strudel [stru:dl], melon, pickled gherkins [gə:kɪnz]

2. Add some more vegetables and fruits (for other vocabulary see Nature, ex. 8, 9)
Enumerate root/leafy vegetables, legumes and fruits

3. Which of the following kitchen equipment have you got in your kitchen? What do you use the objects for? What else have you got and what do you need it for? Try to match each verb with a suitable noun where nouns are missing (e. g. put the potatoes in the pot, make the meat balls)

put, add, wash, use, make, cover, pour,

cut (into small cubes), peel, slice, chop, fry, roast (meat), bake (a cake), stew, heat, stir [stɜ:], mix, knead [ni:d], rise, yeast dough, batter [bætə], work the dough [dəʊ], roll out with a rolling pin, boil, simmer, melt, dissolve, sprinkle, garnish [gɑ:nɪʃ], grate [greɪt] on a grater, strain [streɪn] with a strainer, mince [mɪns] with a mincer, beat flat, bread, season, warm up, whip with a whisk, mash, grease, grill, smoke/smoked meat

cup, saucer, bowl, plate, glass, knife, fork, spoon, teaspoon, bottle and tin opener, garlic press, lemon squeezer [skwi:zə], kitchen scales [skeɪlz], corkscrew [kɔ:kskru:], whisk [wɪsk], wooden spoons, soup ladle [leɪdl], lid, pressure [preʃə] cooker, saucepan, frying pan, casserole, pot, teapot, dish, baking tin

gas/electric stove, microwave [maɪkrəʊweɪv] oven [avən], coffee-maker, dish-washer, (hand-held) electric mixer, wash up, wash the dishes;

4. What meals can you cook? How do you prepare them? What's your favourite dish? Do you know all the words for the ingredients and spices? Study the following recipe and then write a recipe of your own (for your favourite dish or a typical Czech dish).

baking powder, yeast [ji:st], vinegar [vɪnɪgə], mustard [mʌstəd], Worcester sauce [wʊstə 'so:s], soya sauce [soɪə], dressing, fat, margarine [ˌmɑ:dʒə'ri:n], oil, bacon, raisin [reɪzn], currant [kʌrənt], spices [spæɪsɪz], allspice, caraway (seed) [kærəweɪ], curry powder, pepper, paprika, chilli powder, cinnamon, cloves [kləʊvz], bay [beɪ], basil [bæzɪl], nutmeg [nʌtmeg], mace [meɪs], sage [seɪdʒ], rosemary [rəʊzməri], a clove of garlic

Broccoli Pudding

Ingredients: 1.5 kg broccoli	1 large onion	pepper
500 g potatoes	olive oil	1 glass water
500 g tomatoes	salt	

1. Wash the broccoli and cut into flowerets.
2. Peel and slice the potatoes and the onion
3. Chop the tomatoes roughly.
4. Put a few tablespoons olive oil in the bottom of a flameproof dish and add onion, potatoes, broccoli and tomatoes in layers, ending with a layer of tomatoes.
5. Spoon oil over top of vegetables, sprinkle with salt and pepper.
6. Add 1 glass water, cover and cook slowly on top of stove or in oven 180 °C for about one hour, until vegetables are tender. Shake the dish from time to time during cooking.
7. Serve immediately in the cooking dish.

5. Do you understand this menu? Practice dialogues in a restaurant.

Discuss the taste of the food (use the following structures):

What would you like/will you have?
Which do you prefer/like better, A or B?
I'd like to have And you?
What does the taste like?
How do you like the?
How's the?
What's the like?

I'd like
I'll have/I'd rather have
I prefer
It's tasty /very nice /too hot/, too thick/ much too spicy/
rather cold/ overcooked /rather bitter/sour/just fine/
right/slightly off/much too sweet/ too rich/ tender/ tough/too
fat/ slightly burnt /well done/ /underdone
It tastes nice/like dishwash./It's absolutely tasteless
There's not enough salt in it

EARLY DINNER

We proudly offer some of our finest entrees, complete with dessert and a non-alcoholic beverage, plus your choice of one: French Onion Soup, Baked Potato Soup or Garden Salad. **MONDAY-FRIDAY, 4:00-6:00 PM**

YOUR CHOICE \$9.95

STUFFED CHICKEN BREAST Filled with savory herb and garlic cheese. Lightly-breaded, sauteed and topped with dill butter sauce. With Houlihan's Smashed Potatoes and sugar snap peas.

★ **SIZZLING FAJITAS** Char-grilled beef, chicken or combination with bell peppers, onion, fresh pico de gallo, guacamole, sour cream, cheddar cheese and mild salsa. Served on a sizzling hot skillet.

BARBECUED BACK RIBS Tender and meaty. Char-broiled and basted in tangy Kansas City-style barbecue sauce. With creamy cole slaw and natural-cut fries.

SCALOPPINE DI POLLO Medallions of boneless chicken breast sauteed in olive oil with fresh garlic, mushrooms, bell peppers and spicy Italian sausage. Served over vermicelli pasta in a light vegetable and wine glaze.

GRILLED CHICKEN BREAST Boneless double breast marinated in garlic and herbs. Served with Houlihan's Smashed Potatoes and sugar snap peas.

CHICKEN AND BROCCOLI Your choice of lightly-fried or char-grilled boneless breast and steamed broccoli atop vermicelli pasta. Topped with Alfredo sauce and aged Romano cheese.

CAJUN SHRIMP Lightly-fried shrimp with creamy cole slaw, natural-cut fries and Cajun sauce.

TOP SIRLOIN STEAK Topped with fresh sauteed mushrooms. Served with Houlihan's Smashed Potatoes.

SHRIMP AND ARTICHOKE GRILLE Skewered shrimp and artichoke hearts simply seasoned with fresh herbs and grilled. Served on "7-vegetable" rice pilaf.

CHICKEN FINGERS With creamy cole slaw and natural-cut fries. Honey-mustard sauce for dipping.

SHRIMP LINGUINE Sauteed shrimp in fresh basil-garlic sauce with chopped tomatoes and aged Romano cheese.

★ **CHICKEN STIR-FRY** Strips of marinated boneless breast stir-fried in peanut oil with crisp, fresh vegetables and egg noodles in soy-sherry wine sauce.

★ **FRESH VEGETABLE STIR-FRY** Carrots, zucchini, broccoli, bok choy, water chestnuts, snow peas, green onions and bell peppers stir-fried in peanut oil with egg noodles in soy-sherry wine sauce.

GRILLED CHICKEN FETTUCCINE Strips of char-grilled chicken breast in roasted red pepper cream sauce sauteed with fresh garlic, scallions, snow peas and aged Romano cheese. Topped with sun-dried tomato-walnut pesto.

★ Indicates dishes prepared with little or no added fat or sodium.

DESSERTS

ICE CREAM • HOT APPLE STRUDEL PIE • FRUIT SORBET
• NEW YORK-STYLE CHEESECAKE

BEVERAGES

COFFEE • ICED TEA • DECAFFEINATED COFFEE
• HOT TEA • MILK • ~~Coke~~ diet ~~Coke~~. ~~Sprite~~

B1092E

6. Explain the difference in English:

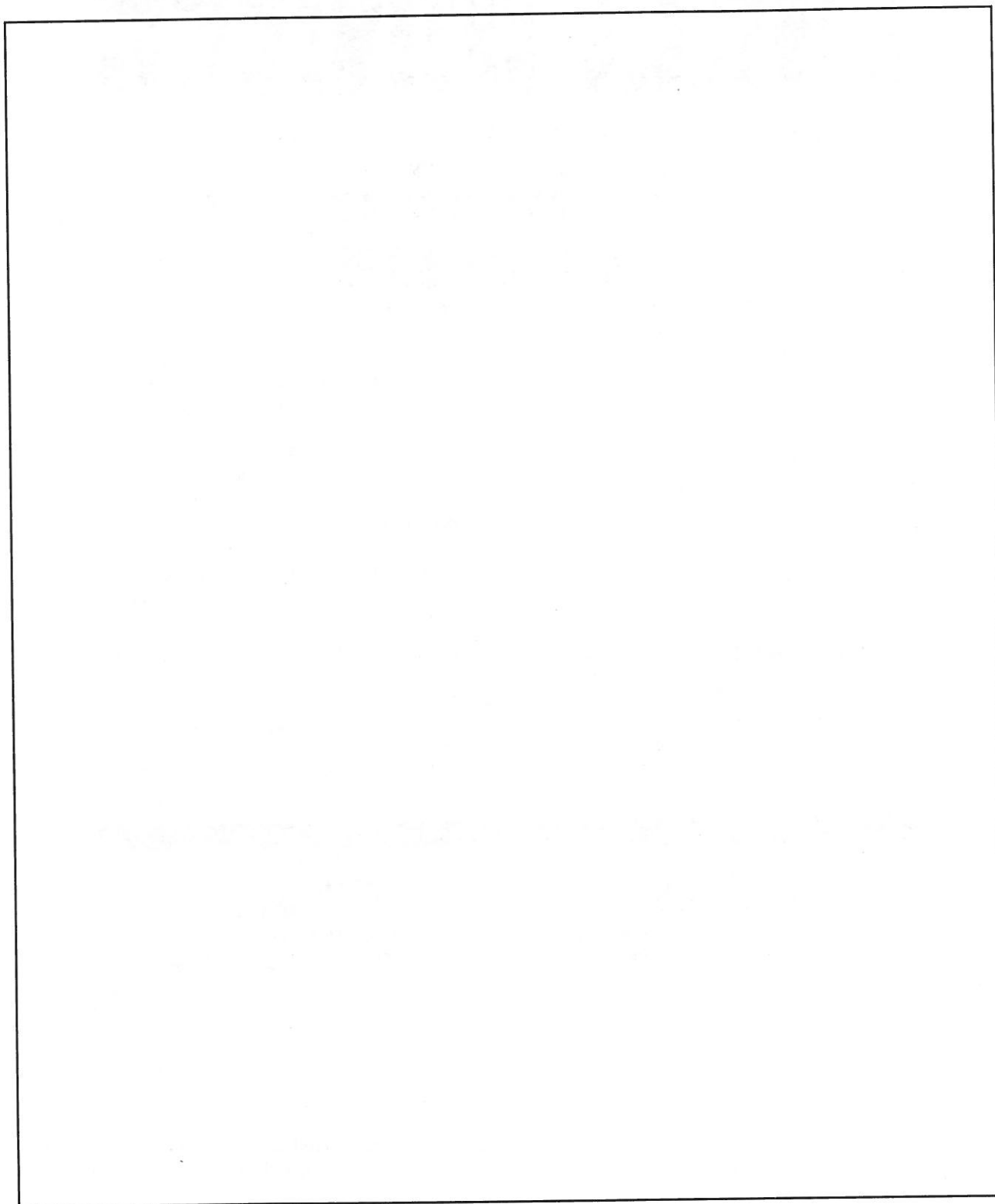
food - meal - course - dish - (meat) dish - (wooden) dish, (breakfast) roll - (gammon) roll, lunch - dinner, marmalade - jam, pie - cake, sauce - gravy, roast - bake, heat - warm up, melt - dissolve, mix - stir, dough - batter, appetizer - starter - hors d'oeuvre, chop - cutlet, salami - sausage

7. Match the offers or requests with suitable responses:

Offers (requests): What would you like to drink? Will you pass me the salt, please? Another piece of cake? Shall I make a cup of coffee? Another slice of bread? Help yourself to some more cake. One lump, or two? Cocktail? Or whisky? Some more gravy? Would you care for some cheese?

Responses: I will. That would be lovely. No, thank you. Yes, please. No, thank you, I think I've had enough. I'd rather have beer. Here you are. Yes, please, it's delicious. Two please. I'd like some mineral water.

8. Describe the eating habits in your family. What you prefer to eat, how often you eat, who prepares meals in your family, if you are on a diet (what kind), if you observe the rules of healthy nourishment.



9. Topics for discussion:

1. Eating habits and health.
2. What's the best slimming diet? What are the principles of a healthy diet?
3. What to eat abroad, native food or Czech food?
4. How to make good coffee/tea.
5. What to serve unexpected visitors.

Health

Everybody in our country has the right to choose a doctor and many people go to one family doctor. At present two types of health facilities operate in this country: state and private ones.

Medical care is provided for our citizens from birth to death. Each of us is looked after even before birth under the scheme called prenatal care which includes medical check-ups before the child is born and then maternity ward services. Soon after birth each child is vaccinated against such illnesses as tuberculosis (TB), diphtheria, tetanus, whooping cough, polio and later smallpox. Due to vaccination and better hygiene these illnesses have either disappeared or are not fatal any more.

Each school child is under medical supervision which means that he or she has to undergo a series of preventive medical and dental check ups where his body is examined, his teeth checked and eyesight tested.

When we grow out of our children's diseases such as a cold, otitis, measles, mumps, rubeola or chicken-pox we do not have to go to the doctor so often. If we are not hypochondriacs we try to get over our cold easily by staying in bed, taking pills, keeping warm, sweating, gargling and drinking herbal tea with honey or lemon. But sometimes if a patient is trying to overcome a feverish sickness without staying in bed and curing it properly, he takes a risk, as the illness often leaves very dangerous aftereffects.

If we still feel unwell, we finally decide to see a physician who is called a General Practitioner (GP). It is better to make an appointment with the doctor in his surgery time (during his office hours) if we want to avoid long waiting in the waiting room which may often be crowded. Then the nurse says "Next please" and invites us into the consulting room. The nurse has to look for our medical record and wants to see our insurance card and then takes our temperature. Then we are ready to enter the surgery (consulting room). The doctor usually asks what the trouble is and then asks us to strip to the waist because he or she must examine our chest and throat. The doctor wants to know if we have a temperature, a good appetite and where we feel pain. Then he or she listens to our lungs and heart and we have to take a deep breath or stop breathing according to his orders. He also wants us to open our mouth and say "Ah" to see if our tonsils are red. Sometimes he or she checks the blood pressure and feels the pulse, takes the blood count and throat culture or puts urine through lab tests. We have to say how we feel, if we have a headache, a sore throat, a cold, a cough, or if we are sick and hoarse.

Finally the doctor diagnoses the case and therapy and prescribes a medicine. Most often we suffer from a common infection such as flu, tonsillitis, bronchitis or pneumonia. At the pharmacy (at the chemist's in Britain) we get antibiotics, vitamins, pain relievers and gargle. We can also buy some medicinal herbs to prepare herbal tea.

In more serious cases of if we get injured we can call the doctor to our home. Sometimes we may be taken to hospital by an ambulance. In case of unconsciousness or heart attack the patient is put on a stretcher. For car accidents a special helicopter may be called up. Sometimes it is necessary to give first aid such as mouth-to-mouth resuscitation, to stop bleeding or fix fractures.

In the hospital the injured people are examined and X-rayed at a casualty ward (emergency room). Serious cases are immediately operated on in the operating theatre (room). Before the operation the patient must pass several tests and then just before the operation he is anaesthetized by means of an injection or inhalation of a narcotic. After the operation a scar often remains. The patient is sometimes sent to a health resort or a spa for rehabilitation. There he undergoes water treatment, takes baths, massage, remedial exercises and drinks the waters.

However, there are fatal illnesses like cancer or AIDS which are incurable so far. But the best way to cure yourself of a disease is not to catch it, because prevention is better than cure. We can keep our health by physical training, hardening our body, through sport, regular daily routine, sufficient sleep, wholesome food and avoiding alcohol, cigarettes and stress.

Questions on the text:

1. What care is provided to our citizens during their life time?
2. What diseases are we vaccinated against?
3. What are considered to be children's illnesses?
4. How can we cure a cold without going to a doctor?
5. What does a nurse usually do before you enter a surgery?
6. What does the doctor want us to do before and during the examination?
7. What information is he interested in?
8. How do you describe your troubles if you have flu or tonsillitis?
9. What does the doctor say after the examination?
10. What kind of medicine can we get at the pharmacy?
11. How are serious patients treated?
12. What is meant by first aid?
13. How is a patient prepared for an operation?
14. What treatment often follows an operation?
15. How can everybody keep his or her health?

Vocabulary:

Healthy, ill:

be healthy/well, patient, fall/become ill, feel ill/unwell, be down with flu, catch a cold/some infection, sick child, feel sick, airsick, carsick, seasick, get better/well/rid of, be gone, go away, grow worse, recover from [ri'kavə], recovery,

disorder, illness (opposite of health, continuous disease), **disease** [di'zi:z] (medical term), **ailment** [eilmənt] (slight disease or disorder), **feverish sickness, fatal** [feitl] **disease, hypochondriac** [haipo'kondriæk]

Pains and signs:

pain [peɪn] (noun - I've got a pain in my wrist.)

hurt (verb - with all parts of the body - My wrist hurts. I hurt myself. It won't hurt you.)

ache [eɪk] (noun and verb - continuous pain-I've got a headache. My head aches.)

sore [so:] (adjective - I've got sore feet.)

slight/severe pain, painful, painless, sneeze [sni:z], **sweat** [swet], **have a running nose, blow one's nose, have a poor/good appetite.**

Medical examination [ɪg,zæmi'neiʃn]:

prenatal care [pri:'neɪtl], **check up** [tʃek ap], **medical supervision** [sju:pə'viʒn], **general practitioner (GP)** [praktɪʃənə], **physician** [fɪ'ziʃn], **nurse, doctor, works doctor, surgery time** [sə:dʒəri] (office hours - AM), **surgery** (doctor's consulting room/office - AM), **waiting room, make/have an appointment with, strip to the waist** [weɪst], **examine the chest, take a deep breath, take/check the blood pressure** [bləd preʃə], **take/feel the pulse** [pals], **take the blood count** [bləd 'kaunt] **throat culture, put urine through lab tests** [tests], **take the temperature** [temprɪtʃə], **I have/run a temperature/fever, I have 38.5** (thirty eight point five celsius), **his temperature has risen/dropped**

Treatment [tri:tmənt]:

treat, cure, to cure, incurable [ɪn'kjʊərəbl], **therapy, diagnose** [daɪəgnəʊz], **prescribe a medicine** [medsən], **take medicine/drug, injection** [ɪn'dʒekʃən]/**shot/jab** [dʒæb], **inhalation** [ɪnhə'leɪʃn], **swallow a tablet, stay in bed, lie down, be on a diet, be on the pill** (women), **use pills, have a complete rest, it works wonders, it was no good, there's nothing like..., aftereffects** [ɑ:ftərə'fekts], **be vaccinated, hygiene** [haɪdʒi:n], **sickness benefit**

Exercises:

1. Describe your illness (or your friend's if you are healthy).

2. Complete the dialogues with suitable responses (use different ones):

Doctor: Hello. What's the problem?

You: Well,

D: Does it hurt badly?

You:

D: How long have you had this?

You:

D: I'd like to examine you. Take off your shirt, please.

You:

D: No, it doesn't look too bad. It's just normal tonsillitis.

Here's a prescription for some medicine. Take it three times daily. Come to see me next Tuesday.

You:

D: Good What's?

You: I'm running a fever, coughing badly, I sneeze, feel tired and sleepy.

D: OK. Open

You: "Ah." It hurts me to swallow and I ache all over.

D: Strip; take and now stop

You: Is it very serious, doctor?

D: No,; it's just: get this medicine from anda day.

You: Am I allowed to go to school?

D: No,, warm and drink You'llsoon. In a week you again.

3. What children's diseases have you had and what diseases have you been vaccinated against?

What common ailments do children have?

mumps [mamps], **measles** [mi:zlz], **rubeola** [rubɪələ], **chicken-pox** [tʃɪkən pɒks], **scarlet fever** [sca:lət'fi:və], **be a scarlet fever carrier**, **otitis** [əu'taɪtɪs], **vaccination certificate** [væk'si:neɪʃn sə:tɪfɪkɪt], **tuberculosis** [tju:bə:kju'ləʊsɪs], **tetanus** [tetənəs], **polio** [pəʊliəu], **smallpox** [smo:lpɒks], **diphtheria** [dɪf'θɪəriə], **whooping cough** [hu:pɪŋ kɒf], **rabies** [reɪbi:z]

4. What diseases do most people suffer from?

Which of them have you had, how did you get them and what medicine did you take or how did you cure them?

What diseases do you consider very serious/not so serious nowadays?

Which of them must be treated in hospital?

What diseases can one catch very easily?

What illnesses do old people suffer from?

What diseases require an operation?

What occupational diseases may occur among white-collar workers?

have a cold, (the) **flu**, **cough**, **a sore throat**, **to cough**, **bronchitis** [brɒn'kaɪtɪs], **tonsillitis** [tɒnsɪ'lɑɪtɪs], **pneumonia** [nju:'məʊniə], **be hoarse** [ho:s], **lack of appetite**, **vomit**, **have stomachache**, **heartburn**, **nausea** [no:sjə], **indigestion** [ɪndɪ'dʒestʃən], **constipation** [kɒnstɪ'peɪʃən], **diarrhoea** [daɪə'riə], **ulcer** [alsə], **bilious attack** [bɪljəs ə'tæk], **appendicitis** [ə'pendɪ'saɪtɪs], **jaundice** [dʒo:ndɪs], **backache**, **slipped disc**, **rheumatism** [ru:mətɪzəm], **earache**, **encephalitis** [ensəfə'lɑɪtɪs], **be dizzy** [dɪzi], **venereal disease** [vi'niəriəl], **typhoid fever** [taɪfɔɪd], **plague** [pleɪg], **cholera** [kɒləərə]

5. What diseases are considered to be "civilizational diseases"? What causes them? How can they be avoided?

mental disorders:

nervous breakdown, **stress**, **depression**, **a headache**, **insomnia** [ɪn'sɒmniə], **suffer from nerves**

diseases of the blood system:

high blood pressure, **a heart attack**, **anaemia** [ə'ni:mjə], **leukaemia** [lju:'ki:mɪə], **varicose veins** [væ'ri:kəʊs veɪnz]

skin diseases:

rash [ræʃ], **acne** [ækni], **eczema** [ek'sɪmə], **itch**, **scratch**, **pimple** [pɪmpl], **scurvy** [skɜ:vi]

others:

backache, **defective hearing**, **allergy**, **overweight**, **asthma** [æsmə], **diabetes** [daɪə'bi:tɪz], **malignant tumours** [mə'lɪgnənt tju:məz], **cancer** [kænsə], **drug addiction** [dræg ə'dɪkʃən], **drug addict** [ə'dɪkt], **be addicted to alcohol**, **die of an overdose**, **break the habit**, **venereal diseases**, **AIDS**, **hectic life style**, **lack of vitamins**, **polluted environment**, **unhealthy daily routine**, **insufficient sleep**

6. What does a healthy life style mean?

have a regular daily routine, sufficient sleep, take a rest, overwork, avoid excitement, get excited, no smoking, no or little alcohol, healthy, wholesome food, be on a diet, physical training, go in for sports, go for walks, take a walk, jogging, harden the body

7. What is meant by wholesome food? What is your idea of wholesome food?

- enough/a lot of vitamins, eat fruit and raw vegetables, drink good water
- eat slowly, take time to eat, eat more times a day in small amounts, eat at a nicely set table
- not eat smoked meat and sausages (or a little), not drink spirits, little salt and spices, little or no coffee
- eat preferably lean meat, fish, poultry, cereals, fibrous food, dark bread instead of white flour pastries (rolls, buns, cakes), vegetable oil and butter
- avoid fat meat, animal fat and high calorie dishes

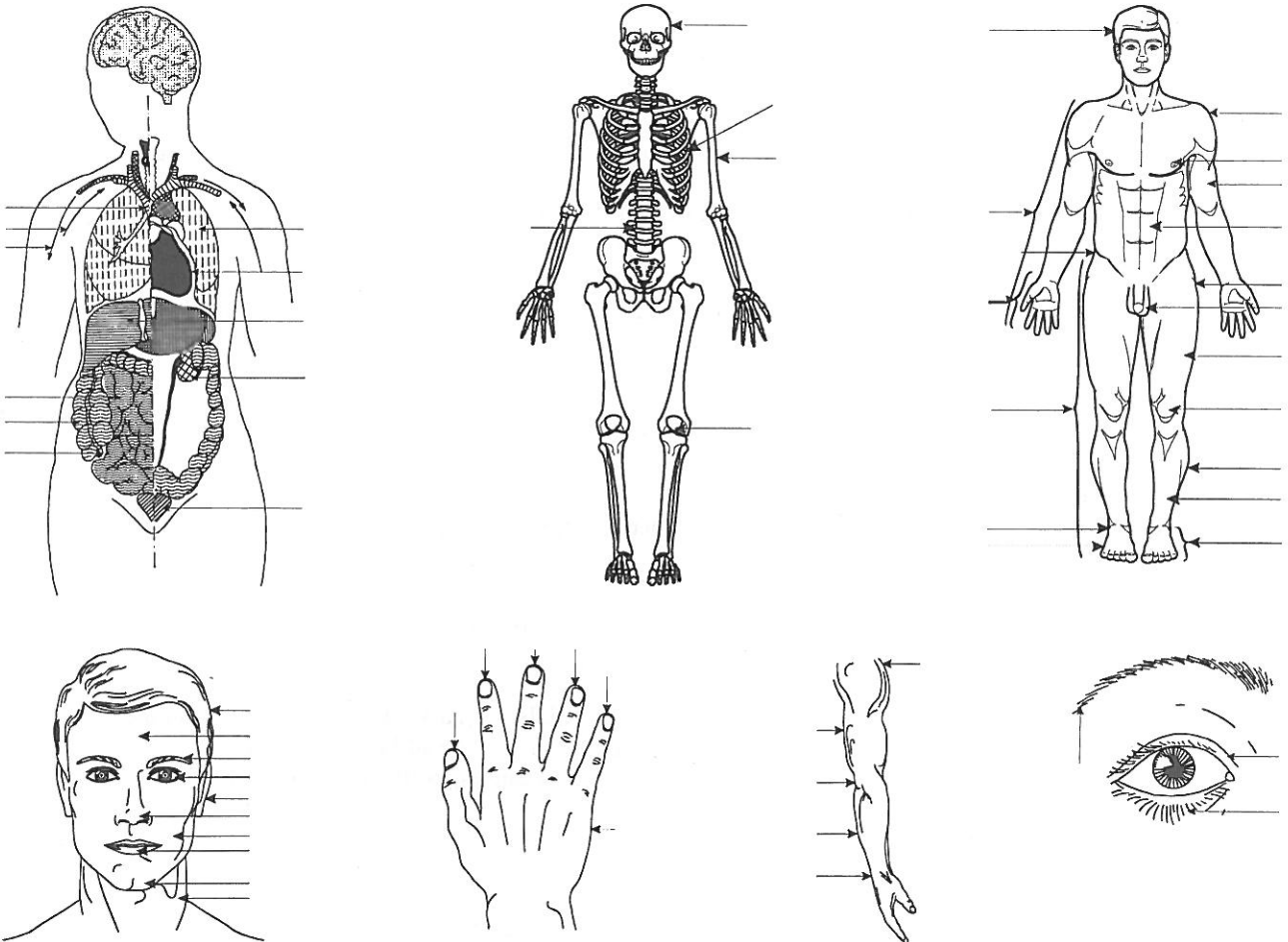
8. What health facilities are there in your town? Who works there? What diseases are cured there?

health centre, polyclinic - general practitioner (GP), nurse, hospital (outpatients' department, inpatients' department), ward [wo:d], internal department - intern [in'tə:n], surgical dept. - surgeon [sədzən], dental dept. - dentist, eye dept. - oculist [okjulist], dermatology dept. - dermatologist [də:mə'tolədʒist], ear and throat dept. - ear and throat specialist, paediatry - paediatrist [pi:di'ætrist], maternity hospital [mə'tə:niti] - gynaecologist [gaini'kolədʒist], mental hospital - psychiatrist [sai'kaiətrist], mental specialist, infectious diseases dept., casualty [kæʒjuəlti] ward, emergency ward, night emergency service, general hospital, children's hospital, teaching hospital, sanatorium, health resort, spa, water treatment, take a bath, massage [mæsa:ʒ], remedial [ri'mi:dʒəl] exercises

9. What have you got in your medicine chest?

medicine chest [tʃest], pharmacy [fa:məsi], dispensing chemist's, drugstore (AM), vitamins, headache/sleeping/sickness pills, pain killers (relievers), disinfection, antiseptic, nose drops, eyewash, dressing, (elastic) bandage [bændidʒ], band aid, cotton wool, medicinal herbs, medicinal charcoal [tʃa:kəul], bicarbonate of soda [baɪ'ka:bənit ov səuda], gargle [ga:gl], boric acid [bo:rik æsid], peroxide [pə'roksaid], sticking plaster/tape [plɑ:stə'teip], pad [pæd], thermometer [θə'momitə], sling [slɪŋ], ointment [ointmənt], laxative [læksətiv]

10. Can you describe a human body and its internal organs (write their names to the arrows)?



head:

face, hair, eyes, eye lid, ears, cheeks, chin, mouth, lips, tooth/teeth, tongue, neck/throat
forehead [forid], eye brows [ai brauz], eye lashes [læʃiz], temple [templ]

trunk:

back, bottom/backside/buttocks [batəks], waist, hips, belly/tummy, navel [neivəl],
chest [tʃest], breast [brest], abdomen [əb'dəʊmən],

limbs [limz]:

- leg, thigh [θai], knee [ni:], calf/calves [ka:f, ka:vz], shin ankle [æŋkl], foot/feet, heel [hi:l], sole [səʊl], toe, big toe
- arm, shoulders [ʃəʊldəz], armpit, elbow [elbəʊ], forearm, wrist [rist], hand, palm [pa:m], fingers (thumb
[θəm], index finger, middle finger, ring finger, little finger)

genitals [dʒenitlz]

skeleton [skelitən], backbone, bone [bəʊn], joint [dʒɔint], rib [rib], skull [skal]

internal organs:

- nervous system, nerve, brain, spinal chord [spainl ko:d]
- circulation of blood [sə:kjuleifən of bləd], blood vessels [vesəlz], arteries [a:təriz], veins [veinz], blood cell [cel]
- muscle [masl], tendon [tendən], ligament [ligəmənt], gland [glænd], thyroid gland [θairɔid]
- heart, lungs [lanz], bronchi [brɒnkai], stomach [stamək], intestines [in'testinz], large and small intestine,
appendix, liver [livə], gall bladder [go:l blædə], kidneys [kidniz], bladder [blædə], spleen [spli:n]
- blood, urine [juəri:n], stool [stu:l], saliva [sə'laivə], bile [bail]

11. What injuries can happen at home or during sports activities? How can they be treated?

be injured, be wounded, hurt oneself

have/get a bruise [bru:z], bruise one's arm, black eye, get a bump [bamp], bumped head, bump one's head against
a beam, have/get a blister [blistə], pinch one's finger [fiŋgə], run/get a splitter into a finger [splitə], cut one's finger
on a knife, burn one's hand on an iron, a nasty burn, be scalded [sko:ldid], swell-swelled-swollen [swel-sweld-
swəʊlən], swollen ankle, inflamed finger [in'fleimd], sprain an ankle [æŋkl], sprained ankle, dislocate a leg, stretch
a ligament, tear a leg muscle, scrape a knee, cramps [kræmps], brainshake/concussion [kən'kafən], be concussed, be
bitten by, blood poisoning, faint [feint], be airsick/seasick/carsick, sunstroke, heatstroke [hi:tstreuk], have/get
frostbite, slip, fall over, fall off, stumble over st. [stambɪ], a fracture [fræktʃə], break/fracture a bone, a rib, split [split]
bone

12. What serious injuries can happen? How can they happen? How can they be treated?

have a fracture, break one's leg, a fractured/broken arm, fix the leg in plaster (cast), fix/put the finger in splints,
have/put an arm in a sling, an/to X-ray, walk on crutches [kratʃiz], faint, be unconscious [an'kɒnʃəs], regain
consciousness [ri'gein kɒnʃənəs], bring/come round, put a patient on a stretcher [stretʃə], call an ambulance, operate
on a patient for appendicitis, operating theatre, give/get an anaesthetic [ænis'θetik], breath a narcotic [na:'kɒtik], to
anaesthetize a patient, cleanse the wound [klenz, wu:nd], sew [səʊ] up the wound, take out the stitches, scar [ska:],
scar over, heal, dress the wound, bandage (up), rebandage [ri'bændidʒ], blood transfusion, blood donor [dəʊnə]
give first aid: mouth-to-mouth resuscitation [ri'sasi'teɪʃən], artificial breathing [bri:'ðɪŋ], stop bleeding [bli:'diŋ], fix
a fracture, apply a plaster cast, be badly hurt, get injured, injure one's hand, hurt oneself, death by drowning
[draʊniŋ], die of wounds, die of an overdose, moan [məʊn], groan [grəʊn], cry in pain

13. How often do you go to a dentist's and oculist's and what treatment can people get there?

twice a year, once every two months, dental check up, have toothache, a painful tooth, drill a rotten [roʊn] tooth, fill
the tooth, crown a tooth, make/fix a denture [dentʃə], make/fix a brace [breis]/braces, uneven teeth, wisdom tooth,
the tooth comes loose, sound teeth
eyesight, be short-sighted [ʃɔ:t saɪtɪd], colour-blind ['kɒlə blaɪnd], wear glasses, my eyes are sore/smart, strain one's
sight [saɪt], dust irritates my eyes, jab one's eye [dʒæb], have a sty [stai]

14. Minitalks

1. What are the symptoms of the following ailments: a cold, flu, bronchitis, rheumatism, heart trouble, sunstroke, food poisoning?
2. Describe your local health centre, polyclinic and hospital.
3. What ailments are cured in Czech spas?
4. Choose several parts of the body and say what can happen to them.
5. How would you persuade a heavy smoker to give up smoking? You can act a dialogue if you like.
6. What are the most common causes of death?

15. Act dialogues between a doctor and a patient using the following phrases:

What's the matter with you?	I've got a bad cough (a stomachache, a cold, a terrible headache, a sore throat, an infection in my eye, sore eyes, indigestion, an upset stomach...)
What's troubling you?	I feel sick , tired, unwell, ill ...
Where do you feel the pain?	I've got a pain in my chest/back ...
	I feel
	I sneeze and cough.
	I have trouble with my stomach ...
	I've got something wrong with my finger/eye ... I can't move it.
	There's something wrong with my elbow/neck.
	My gall bladder is troubling (bothering) me.
	My stomach is giving me pain.
	I am hoarse/run-down ...
	My leg hurts/aches.
	I slipped and I have broken my arm.
When did it start?	It started ...
Have you had it long?	Not long, since last week.
Does it hurt all the time?	No, only when I touch it (when I swallow, before/after meals ...)
Have you got a temperature?	Yes, I took my temperature in the morning and it was 38.5 °C.
Have you got any other troubles (complaints)?	I don't sleep well, I have no appetite and I sweat a lot.
Let me examine you./I'd like to examine you.	
Take off your shirt./Strip to the waist.	
Does it hurt when I press here?	Yes, a little. Is it serious?
Is it painful?	
Don't worry. It's nothing serious but you must stay in bed for a few days.	How long must I stay away from school (work ...)?
I'll prescribe some medicine for you and the nurse will give you an injection	Thank you, Doctor. When shall I call again?

Medical care in the Czech Republic, Great Britain and the USA.

Although medical care in our country is basically free of charge, the government encourages all citizens to be responsible for their health and has introduced a system in which the patient partly shares the cost of some treatment and medicine.

According to law, all citizens are covered by health insurance. Though there are several health insurance companies, both state and private, most people belong to the General Health Insurance Company. The Health Insurance System is currently undergoing some changes. Employers pay health insurance for their employees but private persons must pay for their insurance themselves while the state pays the insurance for children and retired people.

In Britain, the National Health Service provides free health care to all people in the country. Everybody is free to choose a general practitioner (GP) in his own home area and be registered on his list. In towns it is usual for three or four GPs to join together in partnership and thus share the cost of expensive medical technology.

If you need special treatment, the doctor will send you to see a specialist at the local hospital. In an emergency, you can call an ambulance by dialling 999 from any telephone. In England, the companies also pay insurance for their employees and the government for other people.

In the United States, there are two different types of health insurance. Most people have private health insurance. If you have a fractured arm, a heart attack, or even a blister, it is possible to choose your doctor and have treatment. You pay the doctor, and then send the bill for the treatment to your insurance company. They will then send you the money. The problem is that private health insurance is expensive, especially for treatment that needs specialists, such as treatment for heart attacks. If one is poor, the government will pay the doctor for treatment. Many people, however, are not poor, but do not have the money to pay for private health insurance because it is very expensive. If they fall ill, they must pay for it themselves. This is a big problem now in the USA, because a hospital must take care of people, if they fall very ill, even if they do not have the money, and this is difficult for many hospitals.

Questions on the text:

1. What is the health system in our country like?
2. Describe the system of health care in Britain and the USA.
3. What system of health care would you like to have?

Character Description

My Friend

I have always had many friends around since I began to attend nursery school. But most of my relationships ended as soon as we stopped going to the same school. From that time on, only my friendship with Lucy survived. She is my best friend and I think I know her fairly well.

I met her for the first time in the fourth form. She didn't look very pretty. She had freckles, red wavy hair, she was wearing glasses and a brace and was a bit heavier than her classmates. All of this made her clumsy and shy. She was very sensitive about boys who laughed at her awkwardness. One time I stood up for her and from that time on we have been friends.

Since that time her appearance has changed very much, but her character has remained the same. She has grown up into a beauty. She is medium height, slender and well-proportioned. Her hair has got darker into a chestnut shade. She wears it long to her shoulders, sometimes loose, sometimes done in a chignon. Her face has soft features, her freckles have disappeared, but her complexion remains pale as before. Instead of glasses she wears contact lenses, which allow her sparkling hazel-green eyes to shine. She has a small straight nose and a rather wide mouth but her enchanting smile shows her straight white teeth and makes her face look really charming. No one could say her walk or gestures are clumsy any more.

Lucy has nice manners. She is sincere, but polite, tactful, amiable, and helpful. She is not easily angered, touchy, or hot tempered. Experience from her childhood has taught her to be patient and not to show off. She has still remained a bit withdrawn, irresolute, and reluctant in some situations but on the other hand she is dutiful and consistent as far as her priorities are concerned. It is rather difficult for her to make new acquaintances. She is still a little suspicious and wary when people praise her. But she is warm-hearted, good-natured, tolerant and sensitive to other people's shortcomings. She always tries to help when necessary and loves animals. These are the qualities of her character which I like her for.

At school she does fairly well. She is bright, attentive and keen to learn new things if she is interested. She tries hard to achieve good marks but sometimes her hobbies are more important for her than school. In this regard she lacks enough will to learn things which she does not much like. She manages to achieve A's and B's, though. She likes physical work and is not at all lazy. Unlike me, she always has her room neat and clean because she does not mind doing housework.

Lucy is an ardent lover of horses. She is a member of a riding club and every minute of her spare time she devotes to horses. Her parents are sometimes cross with her because she neglects her other duties but she stays firm in her interest.

Apart from that, like other girls of her age, she likes dancing, singing, playing the guitar, and listening to modern music. She is not a sporty girl, but she plays volleyball and cycles a little. She is a rather poor table-tennis player.

We spend quite a lot of time together. She understands my problems and I can rely upon her. We go to the cinema, to concerts or we go dancing. Sometimes we just stroll around town and talk about all sorts of things. Mostly we have the same view of things and even if we argue we always find a compromise. Although she has her faults, nobody is perfect, I like her and I hope we shall stay friends in the future.

Questions on the text:

1. Where did the writer meet her friend for the first time?
2. On what occasion did she stand up for her?
3. What is Lucy's appearance now?
4. What is her disposition /temperament)?
5. What is her character? (attitude to other people, herself, morals, work)
6. What are Lucy's hobbies?
7. What do the two girls have in common?
8. Why does the writer like Lucy?

My Boyfriend

We met at the disco for the first time. Mark was handsome, tall and slim with broad shoulders. He had wavy dark hair and deep blue eyes. I liked him at first sight and I think he was attracted to me too, because soon after we had arrived he asked me for a dance. We spent most of the evening together. I liked him because he was friendly, thoughtful and polite. He could tell witty stories and was amusing.

As we came to know each other better, we began to love each other. Mark is three years older than I. He is intelligent and has many different skills. He studies law at the university, and he is ingenious and practical. He is able to repair his bike and motorbike and to cook as well. Despite his abilities, he is still modest, has nice manners, and is likeable. You take to him the very moment you see him. He is not self-centred, on the contrary, he is sensitive to other people's problems, tries to understand them and help if he can. He is open and honest. He does not get irritated easily and very rarely is in a bad mood. He has a sense of humour and his whole disposition is optimistic. He does not like to deal with problems until they appear.

Though we have many things in common (dancing, music, travelling, nature, foreign languages) and share the same opinions, I must say that he also has some faults. He spends too much money on unnecessary things and is not very orderly. But, I still love him and I hope I won't lose him.

Questions on the text:

1. Why was the girl attracted to Mark?
2. What is he like in reality?
3. What is his disposition and abilities?
4. Describe his character.
5. What do they have in common?

Our Class

At first glance our class is very like any other. There are 30 of us altogether, 15 girls and 15 boys. Of course I know only some of them well, but in the course of time these have become my friends. But when we came into the classroom on the first day of school we were complete, sports training, dancing lessons, so that a feeling of fellowship has grown up among us, and it will be hard to break up.

On looking more closely, you can see that our class has its leaders and losers, people who are always ready to get involved and those who drag behind: the active and the passive, and those who are just average. On the whole we stick together though, and work as a team. The contrasting interests - on the one hand the intellectuals, experts in the sciences or humanities, and on the other the sportsmen and body-builders - are pretty evenly balanced. Most of us try to achieve that ideal harmony of mind and body.

One good feature of our class is that everybody keeps their promises and people seldom lie. Solidarity is something we value highly, so none of us would ever tell tales or fawn on the teachers. Of course there are quarrels sometimes or small fights, but they pass and we are friends again. As in other classes, somebody may occasionally cheat at tests or skip class, though it doesn't happen often. All the same, we get on well with our teachers, and they say they like teaching our class too.

Questions on the text:

1. How many students are there in the class?
2. What events brought the students closer together?
3. What kind of characters can you find in that class?
4. What are the most valued features in the class?
5. What negative points does the class have?
6. How does the class get on with the teachers?

Vocabulary:

Appearance [ə'piərəns]

awkwardness [o:kwəd'nəs], funny

Temperament

disposition [dispo'ziʃən], optimist, pessimist, emotional, moody [mu:di], touchy [tətʃi], nervy [nə:vi], good/bad tempered, good-natured, warm-hearted, composed, calm, quiet, lively, energetic [enə'dʒetɪk], jolly [dʒoli], cheerful, pleasant, withdrawn [wɪðdrɔ:n], hesitating, sad, neurotic [nju'rɒtɪk], querulous [kwɛrələs], quarrelsome [kwɔrələsam], content(ed), petty-minded [maɪndɪd], furious [fjuəriəs], (un)stable, silent, talkative, get irritated easily, be cross with sb., argue, have a sense of humour, humorous, be fond of gossip,

Character:

attitude to people

im/polite, tactful, amiable [eɪmiəblə], helpful, un/friendly, sociable, nice, kind, sensitive to people's shortcomings, in/tolerant, amusing, entertaining, shy, thoughtless, tender [tendə], suspicious [sə'spiʃəs], wary [weəri], cautious [ko:ʃəs], stern, considerate, thoughtful, trusting, un/faithful, hospitable, greedy [gri:di], calculating [kælkjuleɪtɪŋ], stingy [stɪndʒi], reserved, understand people's problems, find a compromise [kɒmprəmaɪz], generous [dʒenərəs], sympathetic [sɪmpə'tetɪk], love animals, bold [bəʊld], sly [slai], cunning [kaniŋ], impudent [ɪmpjudent], cheeky, rude, cruel, mean

attitude to morals

dis/honest [ɒnɪst], mischievous [mɪstʃi:vəs], open, sincere, frank, hypocrite [hɪpəkɪtɪ], tricky, liar, principled

attitude to work

dutiful [dju:tɪfʊl], consistent [kən'sɪstənt], un/conscientious, precise [pri:sais], punctual [pʌŋktʃuəl], lazy, keen to/on, neglect [nɪ'glekt] one's duties, indulgent [ɪn'dʌldʒənt], hard working, industrious [ɪn'dɑstriəz], careful/careless, orderly/tidy

attitude to oneself

self-confident, conceited [kən'si:tɪd], proud, modest, underestimating, un/selfish, egoistic, vain, stubborn [stʌbən], self-centred, snobbish, choosy, boast, show off

will

independent, ir/resolute [ɪr'rezələ:t], dis/obedient, brave, timid [tɪmɪd], earnest [ə:nɪst], ardent [a:dənt], reluctant [rɪ'lʌktənt], lack will, naughty [nɔ:ti], self-controlled, im/patient

talents, abilities

well educated, intelligent, clever, bright/smart, attentive, ingenious [ɪn'dʒɪniəs], wise, inquisitive [ɪn'kvɪzɪtɪv], witty, practical, reasonable [ri:zənəbl], sensible [sensɪbl], curious [kjʊəriəs], dull [dʌl], foolish, silly, stupid

Exercises:

1. Describe the appearance of your parents, brothers, sisters, friends or a character from a book, film:

- | | |
|------------------------|--|
| age | - baby, toddler [todlə], aged ten, youngster, teenager, adult, look thirty, under forty, over fifty, middle age/aged, in the prime of his/her life, elderly person, aged man |
| height figure | - tall, medium height, short, small
- slim, slender, very thin, skinny, a neat figure, be medium built, plump [plamp], full-figured, be overweight, heavy, fat, stout, thickset, giant [dʒaɪənt], dwarf [dwo:f]
upright posture [postʃə], stoopy [stu:py], bandy [bændi]-legged, have a shapely body, well-proportioned [wel prə'pɔ:ʃənd], have an athletic build, broad shoulders |
| good looks | - beautiful, pretty, cute [kju:t], attractive, charming [tʃa:mɪn] gorgeous [go:dʒəs], good-looking, handsome, elegant, romantic, homely-looking, plain, look like a sportsman, sexy, have above average looks. |
| hair | - long (to the shoulders), short, straight, wavy, curly, permed [pəmd], fringe [frɪndʒ], chignon [ʃi:njɔŋ], loose [lu:z], pony-tail, plait
light/fair/blond, dark, dark-haired, auburn [o:bən], light/dark brown, red/ginger [dʒɪndʒə], grey, greyish, tinted
beard [biəd], sideboards, moustache [mas'ta:ʃ], bald [bold] headed, he's balding, be getting bald |
| face | - round, oval, angular [æŋgjʊlə], coarse [ko:s]/soft features, nondescript, wrinkled [rɪŋkld], freckles [freklz]/freckled |
| expression | - unconcerned, bold [bəʊld]/sly [slai] look, look cheerful, gloomy, sad, grim, solemn/poker face, enchanting [ɪn'tʃɑ:ntɪŋ] /heart stopping smile, giggle [gɪgl], grin, chuckle [tʃakl], burst out laughing, frown [fraʊn], blush with embarrassment [blʌʃ wɪð ɪm'bærəsmənt] |
| cheeks | - plump, hollow [holəʊ], protruding cheek-bones |
| eyes | - blue-eyed, deep blue, dark, grey, hazel, hazel-green, sparkling [spa:kliŋ] |
| nose | - straight, hooked, aquiline [ækwɪləɪn], snub |
| mouth | - wide, small, narrow, sensual lips, even teeth |
| voice | - faint [feɪnt], shrill [ʃrɪl], husky [haski], harsh [hɑ:ʃ], mumble [mʌmbl] |
| gait/walk | - trip [trɪp], slouch [slautʃ], hobble [hɒbl] |
| gestures | - nimble, clumsy [klamzi], awkward [ok'kwəd] |
| skin complexion | - pale, tanned, dark |
| defects | - wear glasses, contact lenses, a brace, cross-eyed, short-sighted, blind [blaɪnd] in the right eye, be hard of hearing, deaf [def] and dumb, stammer [stæmə], lisp, limp, lame in the right leg, crippled, hunch-backed |

2. Match the correct adjective with the following description:

cautious, conceited, curious, dull, dutiful, foolish, furious, impudent, indulgent, ingenious, inquisitive, irresolute, irritable, lively, mischievous, modest, precise, punctual, reluctant, self-confident, stern, stubborn, sympathetic, tender, wary

- | | |
|-------|--|
| ..... | - too careful, fussy about details |
| ..... | - careful, taking care, paying attention to, thinking of |
| ..... | - doing something at the time fixed, neither early nor late |
| ..... | - slow in understanding |
| ..... | - without reason, sense |
| ..... | - undecided, hesitating |
| ..... | - easily annoyed or made angry |
| ..... | - believing in one's own abilities |
| ..... | - difficult to deal with, determined, obstinate |
| ..... | - gratifying one's own desires |
| ..... | - sharing the feelings of others, feeling pity or tenderness |
| ..... | - delicate, easily hurt or damaged, quickly feeling pain |
| ..... | - violent, uncontrolled |
| ..... | - eager to know, learn |
| ..... | - clever and skilful (at making or inventing) |
| ..... | - fond of inquiring into other people's affairs |
| ..... | - full of over-high opinion of, too much pride in oneself |
| ..... | - doing one's duty well, showing respect and obedience |
| ..... | - shamelessly rude, rudely disrespectful |

- - cautious, looking out for possible danger or trouble
- - (slow to act because) unwilling or disinclined to do st.
- - demanding and enforcing obedience
- - full of life and spirit
- - having a not too high opinion of one's merits and abilities
- - causing injury or damage on purpose

3. Give synonyms for the following adjectives (consult a dictionary if necessary):

brilliant [briljənt], calm, charming [tʃɑ:mɪŋ], cheeky [tʃi:ki], considerate [kən'sɪdərɪt], credulous [kredju:ləs], entertaining [entə'teɪnɪŋ], impolite, industrious, jolly, likable [laɪkəbl], loyal [loɪəl], quiet, ruthless [ru:θlɪs], sad, sensible, silly, sincere, smart, sociable [səʊfəbl], lively [laɪvli], caring, wary, withdrawn, witty

4. Give antonyms for the following adjectives (consult a dictionary if necessary):

brave, careful [keəfʊl], composed [kəm'pəʊzd], conceited, content(ed), faithful [feɪθfʊl], forgiving [fə'gɪvɪŋ], good-tempered, honest, impatient [ɪm'peɪʃənt], impolite, interesting, hard working, lenient [li:njənt], obedient [ə'bi:djənt], ready to, resolute, reserved [rɪ'zɜ:vəd], stupid, suspicious, talkative, thoughtful, unconcerned [ʌnkən'sɜ:nd], unconscientious [ʌn.kənʃi'entʃəs], unpleasant, untidy [ʌn'taɪdi]

5. Explain the meaning or describe behaviour of a person who is (consult a dictionary if necessary):

jealous [dʒeləs], envious [enviəs], proud [praʊd], quarrelsome [kwɔrəlsəm], warm hearted, vain [veɪn], hospitable, snobbish, superficial [sju:pə'fɪʃəl] wise, witty, ambitious, [əmbɪʃəs], generous [dʒenərəs], greedy [gri:di], selfish [selfɪʃ], moody [mu:di], optimistic, pessimistic, unprejudiced [ʌn'predʒʊdɪst], hypocritical [hɪpə'krɪtɪkəl], cruel

6. Form antonyms with prefixes and suffixes:

obedient, tidy, pleasant, resolute, honest, happy, conscientious, helpful, careful, thoughtless, faithful, sincere, polite, tactless

7. Enumerate A) a few personal qualities and B) qualities describing attitude towards:

- | | |
|---|---|
| <p>A</p> <ul style="list-style-type: none"> a) bad b) good c) temperamental d) intellectual (talents) | <p>B</p> <ul style="list-style-type: none"> e) other people f) work g) morals h) yourself |
|---|---|

8. How should your dream partner look?

Age:	Height:	cm	Colour of hair:	/ doesn't matter
Figure:	Appearance:		Colour of eyes:	
Education: primary secondary university/college				
Character:				
Hobbies, interests:				

9. What makes people look for their partner by means of a newspaper advertisement?

What advertisement would you answer and why?

Are you 19 to 25? Do you believe that the most important factor in a relationship is the ability to trust one another? Are you willing to devote yourself totally to your loved one? If so, please listen on. My name is Diana, I'm an 18 year old receptionist, medium build and I have brown hair & dark brown eyes. My interests include singing, dancing, movies, some acting. I'm looking for a possible long term relationship, I am looking for someone who enjoys the same things, who is honest, attractive and intelligent and who knows what he wants in life. If you think, we may have anything in common, please call. Box. 4923

Hey, all you guys, 18 to 24. I'm 19 yrs. old, 5'2" tall & I have long brown hair & hazel eyes. I'm a full-time student who also has a job. I'm looking for someone to spend my time with, who is fun, loving & an honest person with a good sense of humour, morals & kind of a happy-go-lucky type. I like all types of sports and different sporting events, basketball, roller blading in the park, going to hockey games & mainly hanging around outdoors, swimming etc. If interested, call Rick Box 6927.

My name is Jack, I'm 26 yrs. old & I have long brown hair, green eyes & medium athletic build. I'm self-employed, hard worker, energetic & I love to travel, the outdoors, love to dance, swim, just about anything with the right person. I'm very open, honest, loyal, not into head games, so if you are, don't waste your time. I'm looking for a friend, lover, soul mate, a romantic fool. If you think this is it & you think we could talk, call Box. 6864.

My name is Steve. I'm a 24 yr. old, very attractive white male, 6'3" tall, 180 lbs. & I have a well defined body. I also have a college degree & am professionally employed. I like to have fun, go to the movies, dine out, like bowling, tennis & I also play basketball. If interested, leave me a message at Box 2631.

Serious, sexy, quiet, open, giving, caring, loving, these are just a few of the many words that describe me. My name is Celia. I'm seeking a very open, romantic, giving man, who is unattached, preferably a non-drinker and non-smoker. If you feel you are that and would care to investigate further, call me at Box 5001.

How would you write your personal advertisement in a newspaper?

Include your age, looks, interests, character and what kind of person you are looking for (and why)

10. What is your temperament like? What are positive and negative points of your character in your or other people's opinion?

Include

- | | | |
|----------------------------------|---------------------|---------------------------|
| a) temperament | d) work | f) will |
| b) attitude towards other people | e) towards yourself | g) intellectual abilities |
| c) morals | g) talents | |

11. Discuss the qualities of an ideal husband, wife, boss, secretary, teacher, mother, father, mother-in-law, good friend.

An ideal husband is supposed to be	I think so too. And he's also expected to be
He must be or	That's right. And he must never be or
He should always be	I don't think so. I don't think he has to be
I think he should	It's most important for him to be

12. Write a character description of your friend, father, mother, brother, sister, boy(girl)friend, teacher or a literary character.

Include:

- | | |
|---|---|
| a) appearance | d) talents, abilities, attitude to work, will |
| b) temperament | e) interests, hobbies |
| c) character (attitude towards other people, morals, him/herself, work, his/her will) | f) (what you have in common) |
| | g) why you like/dislike the person |

13. How would you characterize your class?

Clothes and Fashion

dressmaker = szwalcownica
bodysmith = krawiec

People have different attitudes to fashion. Some are indifferent, they do not care what they wear, others, especially women, are very choosy and particular about what to wear and like to spend a lot of money on clothes. Some people buy ready-made clothes, others prefer to have them made to measure or buy them at second-hand shops, some have excellent taste in dress and are always dressed perfectly, others are slovenly in dress. There are some people who want to be dressed according to the latest fashion at all costs even if it does not suit them. It seems that it is a hobby for them to follow the fashion magazines and see what a few leading designers in Paris, Rome, London or New York present. For some people fashion is a matter of differentiation, the eagerness to distinguish one self from one's fellows, for others it is a need to match their ideal model by imitating his/her appearance.

Different factors which have influenced the styles of clothing, such as geography, climate, poverty and wealth have played their role. We can also note how rich people altered their clothes with every fancy of their tailor while the poor people's garments changed slowly. Then the cheap manufacture of cloth and the invention of the sewing machine brought about a revolution. Ready made clothes have become relatively cheap and now fashionable trends are imitated all over the world. On the other hand all of this resulted in a kind of uniformity. It is hard to tell class, profession or even sex by the form of dress.

Fashion concerns not only clothes, but also hair style, make-up and accessories, such as shoes, handbags, gloves, belts, hats, scarfs or jewellery and glasses. Clothing, footwear and cosmetic manufacturers as well as jewellery makers and hairdressers need to make money.

Styles, cuts, designs and particularly the length of clothes change very quickly because dressmaking has become big business nowadays. Tight-fitting miniskirts may be in at one time, soon to be replaced by midcalf length and loose dress or maxi-style. Fashions often revert to older styles; what is out of fashion, funny or ridiculous now, may look romantic a few decades later. But the fashions never repeat themselves quite in the same way. There can be a whole range of distinctive features. We could note various types of neckline (high or low, oval, V-neck, boat neck, tie or polo neck, with collar or collarless), and various cuts of sleeves (inset, raglan, dropped shoulder or batwing). The dress may have a classic line, A-line or be straight, the waistline may be natural, high or low. At one time straight or slit skirts are in, at another full, bell-shaped or divided skirts become trendy.

There is also a variety of materials the dress can be made of - traditional natural materials such as cotton, wool, linen, silk and the vast collection of new fabrics based on man-made fibres. But everybody usually looks for first class, washable, non-iron, crease- and shrink-resistant fabric. Their design can be plain or patterned (flowered, geometric, striped, checked, dotted or spotted) and taken from the whole spectrum of colours running from the brightest and most garish to the coolest and most subdued.

The way we dress also depends on our taste, on the season and the proper occasion. We should know what kind of accessories complement the dress and what colours match each other. In summer we wear light summer dresses, loose blouses with a low neckline and with short sleeves or without sleeves, skirts gathered at the waist or bell-shaped, cropped trousers, shorts or Bermuda shorts and various T-shirts, and on our feet we pull on sandals, mules, slippers or plimsolls. When we go swimming we put on a swim-suit (bikini, one-piece or two-piece) or trunks, sometimes a beach gown and a straw hat. In winter we need to wear something warm - suits, trousers, jeans, woollies, cardigans, polo neck sweaters, jumpers, anoraks and parkas, winter coats and jackets, sometimes even a fur coat, gloves and mittens, caps, hoods, hats, scarfs and mufflers. And boots of course.

On special occasions we like to be dressed properly too. When we go to a concert or to the theatre we prefer to be dressed up. We wear an evening dress, which consists of a dark suit, a light shirt and a tie or a bowtie, sometimes a dinner jacket, an evening gown, court shoes and pumps. For sports we put on sports wear, such as jeans, shorts, T-shirts, blazers, parkas, track suits and to the mountains a waterproof jacket or anorak and sports shoes (trainers, plimsolls, heavy boots or skishoes). At home we like to feel comfortable, and so we prefer leisure wear - slacks, jeans and T-shirts and on our feet slippers or mules. To school we wear something practical and plain. The most favourite wear of teenagers include jeans or trousers, shirts and T-shirts of different colours, sweatshirts or pullovers and trainers. For workshop or cleaning jobs we must put on an apron, overall or overalls.

Special kinds of clothes are uniforms and costumes. **Uniforms** are worn particularly by professionals such as the police, the armed forces, health workers, sometimes workers of a certain firm. It is still a tradition in some schools in Britain (mostly private ones) to wear a school uniform. It usually consists of a white shirt and grey or dark trousers and a dark sweater or blazer with a school badge on the breast pocket and perhaps a cap (for younger boys). Unlike the boys who do not mind wearing uniforms because they do not differ very much from ordinary clothes, the girls complain about them and hate wearing them. A girl's uniform looks quite different from an ordinary girl's dress since it consists of a plain coat, a blouse and a skirt in some dark colour, such as grey, navy blue or brown. Girls would prefer ordinary clothes to express their personality or perhaps they just feel more comfortable in jeans and a T-shirt. The argument for uniforms is that they prevent competition among the girls and hide differences in family incomes.

Costumes on the other hand reflect the style of a past time. Apart from the theatre they are not seen very often, only on special occasions. Scotsmen are well-known for their national costume which consists of a kilt (a short skirt with many pressed pleats), knee-length woollen socks, a cap and a sporran (a fur-covered bag worn as a purse). The kilt is made



of tartan, a kind of woollen cloth woven in stripes of various colours which cross at right angles so as to form a pattern. The difference is in the colours and the width of the stripes. Most tartans have either green or red as the dominant colour.

The fashion changes so fast that often we face the question of what to do with clothes which we do not need any longer. It is easy to discard worn-out clothes but what to do with unworn clothes which you do not like any more? People in the west often arrange a jumble or garage sale but it is not a custom in our country yet. Some people store them up in their wardrobe if they have enough room, pass them down to somebody younger or give them to a charity organization. Women who can do needlework (sew, knit, crochet or embroider) often remake an old dress and alter it into a new stylish model which is admired by their colleagues as if it was bought in a boutique.

Some people do not choose their dress with regard to the latest fashion, they apply a wait-and-see attitude and wear what suits them, what is healthy and what they can afford. The most important thing is that such dresses are neat and clean, they look smart and elegant and they feel comfortable.

Questions on the text :

1. What attitudes do people have to fashion?
2. What factors have influenced the way of dressing?
3. What does fashion include?
4. What changes in fashion very quickly?
5. What kind of materials, patterns and colour can be used?
6. How does the season influence clothes?
7. What kind of clothes do we wear on various occasions?
8. What can we do with an old dress?

Vocabulary:

be choosy/particular about, look smart/elegant, worn-out/unworn, feel comfortable, be dressed perfectly/properly/in the latest (current) fashion/slovenly [slavnlɪ], be dressed up, have excellent/poor taste, wear/have on, get (un)dressed/put on st./take off, dress/clothes/garment/ (sports) outfit, linen/laundry, underwear, night wear, sports wear, leisure wear, casual [kæʒjuəl] wear, knitwear [nitweə], ready-made clothes/made to measure, man-made fibres [faɪbəz] /fabrics [fæbrɪks]/ materials, natural materials, pattern, style, cut, design, colours, line, neckline, plain/casual /everyday/fashionable/trendy/showy/stylish [stailɪʃ], smart/elegant/extravagant/worn-out dress, suit/fit/match/go with, loose [lu:s] /tight/close fitting accessories [æk'sesərɪz], hair style, jewellery [dʒu:əlrɪ], make-up, be in(fashion) /out (of fashion), become (un)fashionable, be on the way out, replace st. with st., reflect the period, prevail [prɪ'veɪl], modify [mɒdɪfaɪ], imitate, revert [rɪ'veɪt], second-hand shop, jumble [dʒambəl] sale/garage sale, pass/hand down, discard, needlework, alter [ɔ:lteɪ], remake, make a dress, sew - sewed - sewed/sewn [səu, səud, səun], sew on, sewing machine, embroider [ɪm'broidə], knit, crochet [krəʊʃet], thread [θred], needle [ni:dəl], scissors [sɪzəz] tailor's [teɪləz] /dressmaker's, clothing/footwear industry

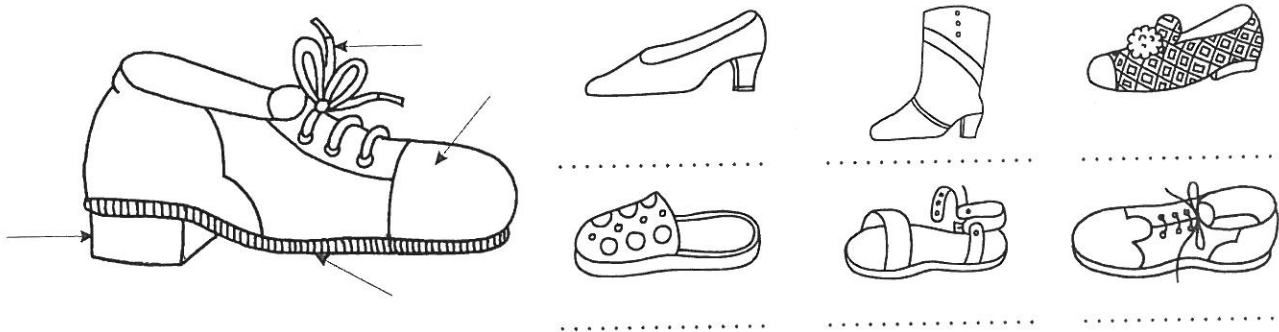
Exercises:

1. Which of the attitudes to fashion mentioned in the text applies to you?
2. What do you do with clothes you do not need any longer? Which of the possibilities in the text do you think is best?
3. On what occasions do we wear these garments? Which of them belong to men's wear, ladies wear, underwear, knitwear, night wear, sports wear casual wear or leisure wear?

suit [sju:t], tweed/leather/suède [sweɪd]/ denim jacket, dinner jacket/tuxedo (AM) [tak'si:dəu], waistcoat/vest (AM), (a pair of) trousers/pants (AM) /slacks, jeans, cropped trousers, vest, pants/panties/knickers [nikəz], long johns, bra, slip, suspender belt, twin-set, a cocktail/party/evening/wedding/button through/button-front/ two piece/all-purpose/a best dress, top, (trouser) suit, blouse [blaʊz], jumper [dʒampə], cardigan [ka:dɪgən] sweater [swetə], woollies, pullover, anorak [ænəræk], raincoat, cape, short/full length/three quarter/winter/lined/unlined/fur coat, parka [pɑ:kə], overall [əʊvəro:l], overalls [əʊvəro:lz], apron [eɪprən], (a pair of) pyjamas [pə'dʒɑ:məz], night dress/gown/shirt, dressing/beach/night/evening gown [gaʊn], leisure suit, track suit, shorts, Bermuda [bə'mju:də] shorts, shirt [ʃɜ:t] sweatshirt, T-shirt [ti:ʃɜ:t], top, straight/slit/divided/ pleated/wrap over/gathered/bell-shaped skirt [skɜ:t], swim suit/bikini [bɪ'ki:ni], trunks [trʌŋks], blazer [bleɪzə]

4. What footwear do we wear and on what occasions? Label the pictures.

leather/suède/hand-made shoes, heel [hi:l], sole, the uppers, laces [leɪsɪz], court/flat/lace-ups/walking/heavy/outdoor/running/sports shoes, low/medium/high-heeled shoes, stiletto [sti:ʃ letəu] - heeled shoes, slippers [slɪpəz], mules [mjʊ:lz], sandals [sændlɪz], trainers, plimsolls [plɪmsəlz], ski shoes, clogs, pumps [pʌmpz], ankle/knee-length/high boots, Wellingtons/wellies/ rubber boots/rubbers, pull on/slip on



5. **What kind of materials and patterns do we use?** What qualities should fabrics have? What kind of garment are they best for? What colours match together? Do you know what kind of colours these are?

natural materials [mə'tiəriəlz]: cotton (velvet [velvɪt], corduroy [ko:'dɒrɔɪ], denim, satin [sæ'tɪn], muslin [mazlɪn]), linen [lɪnɪn], wool/woollen (tweed, jersey [dʒɜ:zi], angora [æŋ'gɔ:rə]), silk, leather, suède, rubber, fur
man-made fabrics [fæbrɪks]: nylon, acrylic [ə'krɪlɪk], polyester, fur fabric, poly cotton (mixture of cotton and polyester), man-made fibres [mænmeɪd faɪbəz], coarse, soft, transparent, flimsy [flɪmzi]
pattern [pætən]: woven [wəʊvən], textured [tekstʃəd], printed [prɪntɪd], lace [leɪs], flowered/striped/checked/spotted/dotted/geometric/plain, non-iron, shrink [ʃrɪŋk] - resistant, crease-resistant [kri:s rɪ'zɪstənt], washable [wɒʃəbl], durable [dʒuərəbl], waterproof, colour fast, match/go with, colour scheme, spectrum, bright/garish [geərɪʃ]/pastel [pæ'stel]/subdued [səb'dju:d], navy blue/canary yellow/khaki [ka:ki]/purple/pink/scarlet/beige [beɪʒ]/whitish/creamy

6. **Do you know what all these accessories are?** What kind of garment can they complement? What kind of jewellery do you like to wear? What kind of make-up do you use? What hairstyle do you prefer and why? (For other vocabulary see Character Description (appearance).)

short/ankle/knee-length socks, stockings, patterned/fine/heavy tights, tie, bowtie [bəʊtaɪ], scarf, muffler [mafəl], ear muffs, handkerchief /cleanex (AM), suède gloves [glavz]/mittens, hat, cap, straw/bowler hat, hood [hu:d], belt, buckle [bʌkl], sash [sæʃ], (lean on a) stick, (telescopic) umbrella [am'brelə], braces [breɪsəz]/suspenders [səs'pendəz] (AM), handbag, shoes, glasses, jewellery [dʒu:əlrɪ], jewel, necklace [neklɪs], bracelet [breɪslət], brooch [brəʊtʃ], pin, ear-ring, ring, pendant, costume jewellery, semi/precious stone, make-up, cosmetics, go with one's complexion, put on/apply one's lipstick/mascara [mæ'skɑ:rə] / powder, use eye shadow [ʃædəʊ]/rouge [ru:ʒ]/eye brow pencil, do/paint one's nails with nail varnish [va:nɪʃ], scent [sent], scented, perfume [pə'fju:m], perfumed [pə'fju:md], cologne [kə'ləʊn], deodorant [di:'əʊdərənt], hair style/hairdo, hairdresser's, rinse, bleach [bli:tʃ], tint, have/ask for a haircut/a shampoo [ʃæm'pu:] / a set, set one's hair with curlers [kə:ləz]

7. **Perform a fashion show in your class.** Comment on each student's dress, shoes and other accessories and use the following vocabulary:

Start like this: Welcome to our fashion show. Model number one is wearing The model named Mary has a on. A model named Fantasy in blue

length: mini (skirt)/mid calf/midi/maxi **line:** classic, straight, A-line
waistline: natural, high, low
neckline: with a collar [kələ]/without a collar/collarless, round/pointed [pɔɪntɪd] collar, high/low/oval/boat/stand-up/tie/polo neck, V-neck
cut of sleeves: with/without sleeves, short/long/inset/raglan/dropped shoulder/batwing sleeves
ornaments: button (button front/through), hole, patch [pætʃ], pockets, strapless/with straps [stræps], pleats [pli:ts], folds [fəʊldz]

SCOTISH COSTUME colours - mainly red & green
 (KILT) - made of tartan (= window path) & scott checked (kilticaving)
 (SPORRAN) - fur-covered bag
 KNEE LENGTH WOOLLEN SOCKS
 CAP - capice

corduroys - maustrake
 woman's suit - damsky kostym
 trousers suit - kalhoty kostym
 sleeveless - bez rukavu
 suit - patsky oblek

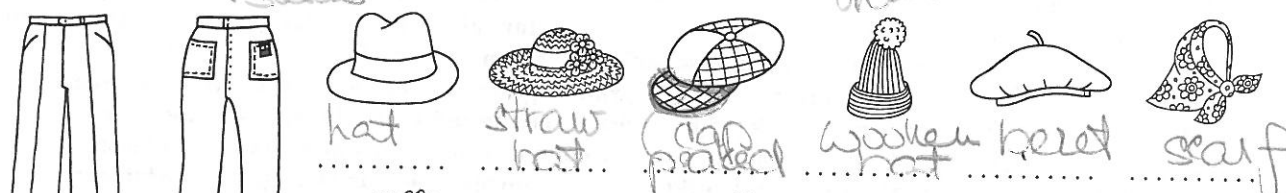
8. Name the pictures (garment, material, pattern, cut and design):



bell-shaped, full skirt, slit skirt, dotted, plain, without sleeves, short
 ruffled, flowered, midriff, short sleeves, pattern, long sleeves, striped pattern



V-neck, plain, bob neck, strap, gathered, plain, striped, dropped
 without sleeves, tight fitting, long sleeves, patterned, star patterned, underpants, boxes, trousers



hat, straw hat, cap, woolen hat, beret, scarf



trousers, jeans, striped gloves, bow tie, tie, scarf, ear muffs, belt

9. Describe in detail how you dress or undress:

get dressed/get changed/take off one's hat, put on st./pull over/pull on, shoes/(un)tie the shoe/laces/unlace the shoes/lace the shoes up/unbutton/button up a shirt/undo one's shirt/zip up/unzip/undo a zip (fastener), a press stud [stad], hooks [hu:ks]

10. A) Say what each of these articles protects:

A: sunglasses, gloves, a scarf, a muffler, a hood, a raincoat, pumps, a blazer, tights

B) Explain the differences :

B: sock - stocking/shoes - boots/cardigan - jumper/dress - suit - costume/try - try on/coat-jacket/dressing gown - evening gown/pants - panties - trousers

11. What would you take with you if you were going on a two weeks' holiday in the mountains, at the seaside, in the country.

12. How do you keep your clothes and shoes in order?

soiled/dirty garments/clothes/linen, get soiled/dirty, wash in the washing machine/by hand, hand wash, do the washing/laundry, launder (= wash and press), send to a laundry/to the wash, the laundry/the clothes, bed-linen/underwear, be in the wash, wash-basin, washing powder/soap
 send to the dry-cleaner's/dry cleaning, press/iron, soak the laundry, rinse, bleach [bli:tʃ], drip-dry
 it shrinks with washing, wring - wrung - wrung, wringing machine, dry/air clothing, bed-clothes, get dry, clean/cream/polish shoes, darn socks, stow away [stəu]/put clothes into a wardrobe

13. Act dialogues in a clothes shop or a shoe shop.

14. Describe your attitude to fashion and your wardrobe.

Include what you like to wear at home, to school, when going to the theatre, to a ball, your favourite colours, dress material, style, what kind of accessories, make-up, hair style, cosmetics and jewellery you use, where you like shopping, what new garments you would like to buy.....

A large empty rectangular box for writing the answer.

Sports and Games

Sports are one of the most popular leisure time activities. This is mainly due to the fact that they help one to keep fit both physically and mentally. Such a form of relaxation as sports is refreshing, can help take off some weight, and makes use of one's skills and strength. Last but not least, during sports events one can meet a lot of new people and see how it feels to be a winner or a loser.

The increase of interest in sports is best illustrated by the appearance of ever new sports facilities. It is important to note that besides taking an active part in sports it is also possible just to watch sports events as a spectator or play the pools (bet money on certain sports results).

Usually all sports and games are further differentiated into two groups according to where they can be practised. Indoor sports include for example gymnastics, table tennis, boxing, wrestling etc. On the other hand, among outdoor sports are skiing (down-hill, cross-country, slalom, ski jump), sledging, hiking, rock climbing, horse riding, golf, and some aquatic sports such as rowing or windsurfing. Non-professional cycling, or riding a (mountain) bike, which is one of the most popular activities, is also enjoyed out of doors (on the roads or paths). But most sports and almost all games can be done both indoors and outdoors. Meetings in all the track and field events (sprints, middle and long distance runs, hurdling, high and long jump, pole vault, shot put, javelin and discus throw) take place in summer stadiums as well as in athletic halls. Also one of the healthiest sports, swimming, and figure skating do not actually demand a roofed room. One can easily recognize that those sports which can be done only on ice or snow (skating, skiing etc.) are winter sports whereas all the rest we call summer or all-season sports.

The games are usually all-season activities, and they are practised both indoors and outdoors. The most numerous group of games are the ball games. Let us mention the individual games in the order in which they are popular in Great Britain, the United States, and the Czech Republic. The British are great lovers of competitive sports, and when they are neither playing nor watching games they like to talk about them. England was also the first home of many popular modern games. Among these, football is the most wide spread. As is commonly known, in this collective game two teams of 11 members play with a ball on a grass playing field. The purpose is to kick the ball so as to get it into the opposite goal. In Britain there are a great number of clubs (some of them are Aston Villa, Crystal Palace, Manchester United, Arsenal, Queens Park Rangers), and in London there is one of the world's biggest football stadiums - the Wembley Arena. Football is played all over the world. In the United States, however, it is called soccer (derived from the name Association Football).

Rugby football is also very popular. This game was first played at Rugby (a town) School, England. Thus the name. In this game the ball is oval. While golf is of Scottish origin, cricket was and still remains an English national game. Next to soccer the chief spectator sport is horse-racing. The best known steeple-chase race is the Great National, run at Aintree near Liverpool. Another annual sporting event that the British look forward to eagerly is the famous university rowing race between Oxford and Cambridge, which is held on the river Thames. The lawn tennis season reaches its peak every year at the Wimbledon tournament which is played in London in early June. For relaxation squash is also played.

In the USA most sports and games have been to a great extent commercialized. The four foremost professional games there are American football, baseball, basketball, and ice-hockey (it has its roots in Canada, though). These games are turned into big shows in which the sports stars make a lot of money. American football differs from European mainly in the shape of the ball (oval), the way in which it is carried by the players (in the hands), and the form of scoring (touchdowns at field goals). Other sports such as the former Indian game lacrosse or field hockey are also popular.

In our country ball games rank among the most popular ones. They include especially football, volleyball, basketball, handball, and tennis. Besides this ice-hockey is played at a very high level here too. Our country has produced many sportsmen who have achieved success in top international competitions. In the first place athletics (recently javelin and decathlon), but also netgames (tennis and volleyball) players and shooters have excelled abroad.

In our town there are rather many sports facilities available. We can visit both the summer stadium which serves as a track and football field, and the ice-rink where one can skate. Next to the summer stadium a few clay tennis and volleyball courts and a handball playground can be found. For indoor activities there is a modern sports hall and several fitness centres around the town. The only fault is that we have no indoor swimming pool yet. Besides many other small fields elsewhere in the town and a few gymnasiums near the schools there is a ski-tow on a nearby hill at the skiers' disposal.

Our physical training lessons are quite rare - we have them only twice a week. Usually before the lesson starts we change into sports wear such as T-shirts, shorts, track pants, sweatshirts, and sneakers in a dressing room. When the weather is good, our lessons are usually filled with running, jumping or simply playing games. But first we must always do a little warm-up exercise (for those who do not do morning exercises it is especially necessary). In winter or in bad weather, though, we go to the gym and do gymnastics. Our gym is fully equipped - there are many apparatuses there (wallbars, horizontal bar, parallel bars, beam, rings, vaulting horse, mats, springboards, climbing rope and pole).

The Olympic Games (the Olympics) were already held in ancient Greece. At that time they put emphasis on the ideal of an all-round developed person. The Olympics were renewed by Pierre de Coubertin about a hundred years ago and today as well as in ancient times they take place every four years. Since 1924 there are two parts to the games - the winter part and the summer part - which alternate once every two years.

mate - zheny
crade - bobokay

My Attitude to Sports

Sports and games have always played an important role in my life and even now they are my number one hobby. Since my early childhood I was keen on such sports as running, tennis, table tennis, and badminton. I used to play just for the sake of playing and it was great fun. I also learned to swim when I was very young. Since then swimming is my most favourite sport. When I was six I received my first bike from my parents and up to now I go cycling for long distances at least once a week. I used to go with my parents almost every winter to the mountains where I soon got a good opportunity to ski. My parents also took me skating when the lake was frozen over.

Later I became more interested in various ball games. I started to play football in a club and I kept playing for 5 more years. We had practices three times a week and it always meant a lot of running so I finally gave up. Then it was volleyball and basketball that attracted me as I was growing taller and taller. Every Friday my friends and I had a volleyball session in one of the local gyms. In my everyday life, though, I only sometimes do morning exercises, sometimes a few push-ups, sit-ups or knee-bends and from time to time I go jogging around the pond in the evenings. Although I never really got any prize or award in sports, I still like to do them just for fun. I also tried body building which has become fashionable in these days but I haven't the patience and persistence to go to the fitness centre regularly. I almost forgot one game which gives me a lot of pleasure - chess. Although the number of games I've lost and won are in balance, I don't consider myself an extremely good player.

As for watching sports, I love to go to see the matches of our ice-hockey team and besides that there is always something on TV like tennis tournaments or world championships in all kinds of sports and games.

Questions on the text:

1. Why is sport a good way to relaxation?
2. Can you name any indoor and outdoor sports and games?
3. What sports events can be practiced in summer/in winter/all the year round?
4. What sports and games are popular in Great Britain?
5. What sports and games are popular with the Americans?
6. What sports and games do people in our country enjoy?
7. What sports facilities are described in the text?
8. What is the structure of a PE (physical education) lesson?
9. What sports and games did the writer do in his childhood?
10. How did his interests concerning sport develop later?

Vocabulary:

contest, competition, tournament, championship, Olympic Games, match, compete, record, record breaker/holder, top-level sportsman, runner, racer, jumper, jogger, event, discipline, ball games, athletics, winter/summer sports, indoor/outdoor sports, gymnasium (hall), sportsfield, sportsground, playground, sports stadium, ice-rink, do/play/take up sports, games; apparatus, professional/amateur sportsman

Exercises:

1. Describe sports facilities in your town:

winter/summer stadium, sports hall, sportsground, ice-rink, tennis court, golf/ski (down-hill, cross-country) race course, (indoor) swimming pool, fitness/bowling/ski centre, ski jump, sauna [saunə]

2. Describe the equipment of your gym. What sports and games can you play there? What does your PE lesson look like? Which of the exercises can you do and what is your record?

dressing room (T-shirts, shorts, track pants, track suit, sweatshirts, gym shoes, plimsolls, sneakers, spikes), warm-up exercises, apparatus work, horizontal bar, parallel bars, (balance) beam, rings, (small) vaulting [vo:ltɪŋ] horse, mats [mæts], springboards, climbing rope, pole, wallbars, clubs, push-up, knee-bend, sit-up, head stand, head spring, hand stand, bend the trunk backwards/forwards, stride vault, stretch the arms sideways

3. Are all of these aquatic sports?

(indoor) swimming pool, swimming (backstroke, breaststroke, butterfly, crawl, freestyle), water polo, spring-board/platform diving [daɪvɪŋ], boating, rowing [rəʊɪŋ], water skiing, windsurfing, sailing, canoeing [kə'nu:ɪŋ], yacht [jɒt], sail [seɪl], underwater diving

4. Describe a football/rugby/ice hockey/tennis game.

football field/pitch, toss a coin, kick-off, pass, attack, score a goal, goalkeeper, hit the cross bar (goalpost), equalize [i:kwəlaɪz], eliminate [ɪ'limineɪt], win/lose/tie/(draw), cup final, who's playing who?, 2 : 0 (two to nil), 2 : 2 (two both), drop to the 10th place
ice-rink, puck [pʌk], stick, helmet, strip, tennis court, racket, net, serve, set, game, love game

5. Do you know how/where some of these games are played? What equipment do you need?

cricket, baseball (bat, base), basketball, volleyball, handball, golf (golf course, golf club, hole), bowling (bowls, bowling centre), squash, curling, billiards [biljədz]/pool, chess (chess board, figures)

6. Which of these sports and games do you play/have you played/do you like/are you a fan of/do you watch on TV? Are they summer/winter, indoor/outdoor sports and games? Can you form verbs from the nouns? Do you know the top-sportsmen in any of these events?

athletics [æθ'letiks], boxing, wrestling [restlin], weight lifting, track and field events, 100-metre run, 10,000 metre walk, 110 metre hurdles [hə:dlz], 400 metre relay [ri:lei], marathon [mæ'rəθən], high/long/tripple jump, discus [diskəs] /hammer /javelin [dʒævlin] throw, shot put, decathlon [di:kæθlon], track/starting line/start/finish/On your marks-get set-go/ Ready-steady-go, winner, loser, fencing [fensiŋ], cycling, rock climbing/mountaineering [maunti'niəriŋ], hiking, (horse) racing, greyhound racing [greihaund], archery [a:tʃəri], judo, karate [kə'ra:ti:], yoga, rowing, motor racing, sky-diving, gliding [glaidiŋ], skateboarding, skiing (down-hill, cross country, slalom), ski jump, go skating, speed/figure skating, ice dancing, free skating, compulsory figures, bobsledding [bobslediŋ], tobogganning [tə'bogəniŋ], curling, squash, lacrosse

7. Name the sports and games:

 SOCCER FOOTBALL	 SHOOTING	 WEIGHT LIFTING	 FENCING	 GYMNASTICS	 MODERN GYMNASTICS
 DIVING	 SWIMMING	 FOUR VOLT	 HURDLING	 WATER SKIING	 WINDSURFING
 ROWING	 GOLF	 PARACHUTING	 CYCLING	 BASEBALL	 ICE HOCKEY
 FIGURE SKATING	 SPEED SKATING	 SLALOM SKIING	 CROSS COUNTRY SKIING	 SKI JUMPING	 BOB SLEDDING
 WALKING	 LONG JUMP	 RUNNING	 VOLLEYBALL	 HORSE RIDING	 JAVELIN THROW

8. Describe your sports/skiing course and the equipment which you needed (how long the course lasted, where it was, what your every day schedule was)

9. What do you know about the Olympic Games?
(history (Greece, modern), aim, symbol of 5 rings, participants (professionals?, amateurs?, paid?), next summer/winter Olympic Games)

10. What kind of sports and games do you need this equipment for? Match them together.

archery, body building, canoeing, cross-country skiing, cycling, discus throw, fencing, football, gymnastics, horse racing, hurdle race, ice-hockey, jogging, judo, modern gymnastics, motor racing, platform diving, pole vault, greyhound racing, rowing, running, shooting, shot put, skating, swimming, table tennis, tennis, windsurfing

a pack of hounds -
arrow - bow - target
balance beam -
bar bells -
bat -
bike -
crash helmet - goggles

discus -
goal -
gun -
hoop [hu:p] -
hurdles -
mat -
oar -

paddle [pædl] -
pole -
puck -
race course -
racket -
rink -
shot -

ski sticks/binding -
spikes -
surfing board -
swim suit/trunks -
swimming pool -
track suit -
wire mask -

11. Have you got a favourite sportsman/sportswoman? Say more about him/her.

(what sports discipline does he/she do, how long, his/her beginnings/best achievements, medals, personal qualities, why you like him/her)

12. Topics for discussions

1. Various forms of getting fit.
2. Football rowdies.
3. Renowned sports events (championships, contests, tournaments)
4. Prestigious football and ice hockey clubs in our country, abroad.
5. Sports harmful to your health (give reasons)
6. Explain the rules of a game you know best
7. What sports terminology is taken from English?
8. What sports and games do the Czech people excel in?
9. Do you know any famous record holders?
10. Should sport be professionalized and commercialized?
11. Comment on the sports clubs and their results in your town.

13. Describe your attitude to sport and sports facilities in your home town. (What sports did you begin with, which of them do you do now, how long, for fun or in a team, what sports and games are you good at/do you do in summer/in winter/would you like to take up if you had more free time/do you watch on television/on what occasion, what equipment do you need, describe your PE lesson in summer/in winter).

QUESTIONS

- 1) sport & game - rozdílné sporty
- 2) name some of the popular games in this country + compare them with those popular in GB
- 3) What do you know about american sports & games?
- 4) Do you know any interesting canadian sports & games?
- 5) Which sports & games are attractive for you?
- 6) How often are the Olympics held?
Where had the last Olympics take place?
And the next?
- 7) Are there any sports in which the Czech Republic has an international reputation.

Travelling

People travel in order to reach places that are close or far away, they travel for fun or from necessity. Travelling takes up more time in our lives than most of us imagine. An everyday form of travelling may be going shopping, commuting to school, to work or visiting friends. There are two ways of travelling: one is using our own means of transport and the other is to rely on the public transportation services. People and goods can be transported by land, by air or by water.

The main fact that speaks for water transport are the relatively small costs. That is why rivers, seas, and oceans are continuously being filled with new cargo and passenger vessels. Ferries, ocean liners and other steamboats take quite a long period of time to carry you to the place of destination, though. The advantage is that one can take almost as much luggage as one likes. In general not many people have the courage to board a ship because although the trip is inexpensive they can still become sea-sick.

Unlike sea travel, going by air consumes huge sums of money but is the fastest way of travelling. An air ticket ensures us a comfortable seat on the plane which can fly us to any place in the world within a few hours. The air transportation system is thus the one most strictly dependent on the timetable. At the airport we go through the passport control and security check, have our luggage (which has a limited weight, of course) checked and then wait until the plane is ready for take-off. When we are lucky and our flight is neither cancelled nor postponed we can look forward to a safe landing on the runway of another airport. For private use helicopters are usually bought.

Land offers the greatest variety of means of transport. There are motor road vehicles and bicycles on the one hand and rail on the other. As personal vehicles, motorcycles and cars are the most popular. There are also other means of transport on four wheels - buses and trolleybuses. Of rail vehicles, which are almost exclusively designed for public use, we could mention trains, trams, and the underground.

Cars and motorbikes are expensive to purchase and in addition one also has to pay for petrol, which if the vehicle has a big consumption, costs a lot of money as well. For short and middle distances a car is fast enough so as not to get too tired by travelling, unless we get into a traffic jam. Also the space for luggage in the trunk of the car is quite large. The best thing about cars is that they will take you almost anywhere at any time. Modern cars with soft seats and a lot of space for the legs are sometimes even more comfortable than the interior of a plane. To get a driver's licence one must know how to drive and know the traffic rules well. One of the rules says that cars are to be driven on the right side of the road. This isn't true in Great Britain and the USA, there people drive on the left.

The most frequent public means of transport are buses and trains. The network of bus and train stops covers most inhabited places. Public transport is cheaper, but also less comfortable. The bus and train stops in major cities are called stations. An ordinary railway station looks like this: a big hall with a ticket office where one can buy a single or a return ticket and a seat reservation, the departures and arrivals board, a left luggage office or lockers, telephones, waiting hall(s), a restaurant, a drink (soda or coffee) machine, a book-stall, a barber's shop, a lavatory and a few flowers around a little fountain. From this hall one goes through the underpassage directly onto the right platform. From the platform we get on the train and look for a free seat in the (non-)smoking compartment. If all the seats are occupied we must move into another carriage and try again there. When we are seated and the train starts, we can spend the time talking with a fellow passenger, observe the landscape out of the window, eat some food, play cards with a friend or sleep. When the conductor comes we hand him the tickets and he checks them. There are no conductors on many trains in Britain, but you usually hand over your ticket to a ticket collector after the journey before leaving the platform. After the train's arrival we can get off.

In big cities underground (subways) with several different tracks have been built in order to relieve the trams and buses (the most interesting of them are the famous double-deckers in London). They are the fastest means of urban transportation and the underground trains usually go every five minutes on average. Many workers and pupils depend on the underground every morning. It can take them at a low rate from the suburbs to the city and back. The taxi (or cabs) in big cities can just be called by phone or hailed while they pass by in the street.

When travelling on vacation we should look for accommodation appropriate to our demands. In the first place there are hotels and motels which differ in price and comfort (both are on a slightly lower level in motels). Before our arrival we should make a reservation, book a room in such a hotel. We can get bed and breakfast or full board at a daily or weekly rate. All this can be taken care of at the reception desk where the desk clerk arranges everything necessary. Then we can enjoy our stay with the help of some of the hotel's services - a restaurant, a bar, a coffee shop, a travel desk, a theatre ticket office, a hairdresser's shop and beauty salon or sports facilities like a swimming pool or a fitness centre. The motels are situated mostly by the roads. The guest can park his car at the door of his own room. A special kind of accommodation for young people are youth hostels (mainly in Great Britain) where it is possible to stay overnight at a low rate but only for a limited number of times. Some tourists prefer to stay at a farm or they rent a room on their own.

Who is Who in Exploration

Sir Francis Drake (c. 1545 - 1596) English buccaneer and explorer. In 1577 - 80 he circumnavigated the globe in the Golden Hind. During his last expedition to the West Indies he died of dysentery off the Panama coast.

Walter Raleigh (1552 - 1618) English adventurer. His attempts to establish a colony in Virginia, North America, were unsuccessful. Under James I he was imprisoned in the Tower of London on a charge of conspiracy. In 1616 he was released to lead a gold-seeking expedition to the Orinoco River, which failed, and he was beheaded on his return.

arrive get in train get on
get out off get off
74

Henry Hudson (c. 1565 - c. 1611) English explorer and navigator. He made two unsuccessful attempts to find the Northeast Passage to China. In 1609 he reached New York Bay and sailed up the river which now bears his name and explored it. He died at sea when he was set adrift in a boat by a mutinous crew.

James Cook (1728 - 1779) English navigator and explorer. He led three expeditions to the southern hemisphere and discovered Australia and New Zealand. He was killed by the natives in Hawaii.

David Livingstone (1813 - 1873) Scottish missionary explorer. He was the first European to explore many parts of Central and East Africa.

American explorer of Welsh origin **Henry Stanley** (1841 - 1904) joined him in 1871 and they explored Africa together. Stanley made four expeditions to Africa and working for the New York Herald he was asked by his editor to find the ailing Livingstone, which he did on his second expedition.

Questions on the text:

1. Why and how do people travel?
2. What are the advantages of water transport?
3. Why don't people use airplanes more?
4. What are the means of local transport?
5. What does a journey by train/bus include?
6. What is good about using the underground?
7. Where can we find accommodation and of what standard?
8. Who are the most renowned explorers and what did they discover?

Vocabulary:

passenger/goods transport, public/local/land/sea/air transport, go by boat/train/plane, the underground/air, go on foot/horseback/a bike/a motorcycle/a sledge, fly/flight, ride, drive, vehicle, traffic, traffic lights, traffic jam, lorry/truck (AM), motorway/express highway track (AM), filling/petrol (BG)/gas (AM), station, pump, car-park/parking lot (AM)/lay-by, railway station/junction, bus stop/station, travel via, change at, get on/into, get off/out, ticket collector/guard/conductor, taken/free, occupied/vacant, carriage, compartment, seat, see sb. to the station, see sb. off (at the station), go/come to meet at, luggage [lagidʒ] sg., bag, suitcase, stay overnight, accommodation, go to work/for a trip, commute [kə'mju:t]/commuter, airport, board the (air) plane, jet plane, (hand) luggage, air ticket, first class/economy class, boarding pass, check-in, inquiry about one's flight, take off/land, carry out a security check, crew, air hostess, on board plane, customs inspection, passport control

Exercises:

1. **What means of passenger transport can you name?** Give their advantages and disadvantages (with regard to speed and time, comfort, luggage space, fare, consumption of fuel). Which of them do you use and on what occasions?

2. **What accidents may happen on the road, on the sea, in the air?**

Do you know the Highway Code? Do you know of any differences in driving in our country and in Great Britain? How can we prevent road accidents happening? What would you do if any people were injured in a car accident? Do you ever hitchhike? Is it safe to give a lift to a hitchhiker? What kind of people are the best drivers? Is motoring a pleasure for you? Why (not)? What is the best way to learn to drive? (How) do you manage not to pay the fine when a policeman stops you?

car crash/accident, plane crash, sink, hijack [hai'dʒæk] a plane, get a driving licence, take a driving course, bad roads, be in a bad/perfect shape, (not) know the Highway code, land up in a ditch [dɪtʃ], cross to the other side, speeding, break the speed limit, overtaking, drive carelessly, have brakes out of order, overlook the road sign, slippery road, fog, wind, rain, have a skid, fall asleep when driving, be drunk, bump into a car, get a ticket for speeding, traffic offence, get a puncture, fix a flat tyre, knock sb. down, run sb. over, stricter driving test, a higher age limit for young drivers, set a low speed limit, ban motor bikes, build safer cars.

3. **Describe a railway station in a large town. What kind of trains go through them? What kind of carriages does a train have? Describe a carriage interior.**

goods/passenger trains, fast/through/express/slow train, locomotive, guard's van, mail van, dining/buffet [bʊfeɪ], restaurant car, sleeping car, sleeper, rear/front carriage, nonsmoker/non-smoking compartment [kəm'pɑ:tmənt], first class/second class compartment, berth [beəθ], couchette [ku:'ʃet], corridor, aisle [aɪl], look for a vacant [veɪkənt] seat, corner/window seat, reserve a seat, seat reservation (ticket), rack main hall, waiting room, ticket office (booking office), single ticket/one way ticket (AM) /return ticket, inquiry [ɪn'kwɪəri] office/information desk, left luggage office / (AM) checkroom; refreshment room/buffet, row of lockers,

a drink machine, barber's shop, bookstall, lavatory (men's room, ladies' room, restroom (AM)), entrance, exit, underpass/subway, platform, taxi rank

4. What kind of information can you get in an inquiry office?

departure/arrival [ə'raɪvl], arrivals and departures board, leave/depart, arrive on time, come in time, be delayed/overdue/behind the time, timetable, schedule [skedʒul], a two-hour delay, leeway [li:'wei]; catch a train, miss one's connection; railway guide, next connection - when is the next train? When is the London train due?, change to another train, break one's journey

5. Act dialogues

1. At the booking office:

A single / a return to
How much is a return to ?

2. At the inquiry office

What time does the first morning train to go?
When's the next one?
Is it a through train or do I have to change?
Where do I have to change?
What's the connection like?
Does it stop at? For how long?
What time does this train reach ?
Are there seat reservations for the 7 o'clock train to?
Is there a sleeping/dining car on this train?
I'd like to book one seat (a couchette) for the Leeds express for Sunday, the tenth of July.

3. On the platform

Which platform does the train leave from?
Which train do I take for?
Is this the train to
Is the train on time?
Is the train delayed?

4. On the train

Excuse me, is there a free seat/is this window seat taken/this is my seat, I've got a seat reservation.
Will you please help me with this bag/put my suitcase on the rack/keep the seat for me/keep an eye on my bag for a few minutes?
Would you mind if I pulled down (up) the window /turn on (off) the heat, switch on (off) the light?
Mind if I left the window open / I closed the window?/I open the door for a moment?
May I borrow your newspaper / smoke here?

6. Minitalks:

1. What kind of information can you get in a travel agency or an information bureau?
2. Book a tour / trip abroad in a travel agency.
3. What country would you like to visit and why?
4. What are your holiday plans?
5. What would your dream holidays look like?
6. How is it possible to spend a holiday?

7. Describe your trip by bus /train (the starting point, the place of destination, connection, the railway station, tickets, on the train.....) or your journey abroad. (What country/countries have you visited? When? What means of transport did you use? Who organized the tour? How much did it cost? How long did it take? Where did you cross the frontier? What was the passport control and customs inspection like? How long did you stay abroad? What was your accommodation like? What about the meals? What interesting places and sights did you see? What did you like best? What surprised you? What did you dislike? What souvenirs did you buy? Would you recommend us this trip? What did you pack for the trip?

8. Describe a journey by plane or by boat if you have made one. Describe an airport and crossing the frontier by train (car).

9. Where can you get a room when you travel? How do you reserve a room? What services can you expect? Describe a stay in a hotel.

hotel, boarding house (B&B - bed and breakfast), resort hotel, tourist home, youth hostel, motel
book/reserve a room, in the name of; have no vacancy, book early/make early booking; be full up/fully booked, receptionist, reception desk, check in/sign the guest book/complete a registration form, accommodate/lodge a guest, single/double room for one night/with a bath/shower, get one's key, a room at a night, including breakfast, reasonable price, discount, give a tip, ask for the bill, pay and check out, check-out time, full board, have no eating facilities, have one's suit pressed/some laundry done, 24-hour room service, possibility of having food and drink brought to your room, night bar, beauty salon [sælɒn], air conditioning, car hire service, private car park, sun terrace, uncrowded beach

Cultural Life in Our Town

Cinema - Theatre - Dancing - Radio and TV - Literature

Cultural life in our town is not so rich as in large cities. In spite of that, there are some ways of spending leisure time. We can go to the cinema, to the theatre, dancing, or we can stay at home and listen to the radio, watch television and read books.

There are two cinemas here which offer film shows twice a day all the year round. On Sunday afternoons they show special films for children. The repertory of the cinemas is not specialized, the films do not have a long run and they change every two days. In the past it was necessary to book the tickets for a performance in advance if you wanted to avoid long queuing in front of the box office. The cinemas were often packed and the tickets were sold out. Since that time attendance has declined partly due to the fact that people have less free time and are lazier to leave their homes. They prefer watching television or video to going to the cinema. The cinemas do not draw large audiences nowadays also on account of their repertory focused on presenting commercial, action films which do not interest more demanding cinemagoers. The last reason, but not the least, may be high admission. Nowadays we can get the tickets straight away at the cinema, about half an hour before the performance. Some people like to sit at the back but I usually buy tickets to the middle of the tenth row from where I can see better than from a seat next to the gangway. Before I decide to go to the cinema, I choose the films very carefully. I do not like violence and blood and I am fond of witty comedies, psychological drama and films about young people above all. I also follow the reviews and try to go and see first-run or highly regarded films or those which won an Oscar or another award at festivals, and then I compare my impression with the official review. I am also glad to see films directed by my favourite directors, such as Miloš Forman, Jiří Menzel and Woody Allen. On television I will not let slip the opportunity to watch famous films of the golden Hollywood era with such stars as Laurence Olivier, Greta Garbo, Spencer Tracy, Katherine Hepburn, Henry Fonda, or more recent ones Jack Nicholson, Paul Newman, Robert Redford and Meryl Streep. I like silent films with Charlie Chaplin, too. I never go to see a film based on a story after I have read the story because then I am usually disappointed by the film. I prefer foreign films which are not dubbed but provided only with subtitles because it is a good opportunity for me to test my knowledge of foreign languages.

Small towns provide little opportunity to see theatre performances. There is not a permanent theatre building in our town and so when theatre companies come to give a performance here they act on the stage of our cultural house. I like going to the theatre, the opera or to a ballet no matter what is on the programme because I like the atmosphere of the theatre. People usually come dressed up, they take off their coats in the cloakroom and there they can also hire opera glasses from the cloakroom attendant. Then an attendant shows us to our seat. It is rather difficult to get tickets to the stalls, and from the pit you cannot see so well, that is why I prefer to sit in the boxes (but they are quite expensive), or in the dress circle. Students often buy cheaper tickets to the upper circle or balcony or stand in the gods. When we have sat down we usually read the programme to see the cast, that is who stars in the play or opera and who plays the supporting roles. We want to know a synopsis of the opera, who designed the stage scenery and costumes and who rehearsed the performance and when the premiere was. Then the musicians come in and begin to tune their instruments and soon the conductor appears and the orchestra starts to play an overture. The lights go out. The curtain goes up and the performance begins.

During the interval, between two acts, we can walk in the foyer, buy some refreshments and share opinions of the performance with our friends. When the opera is over, the audience bursts into applause. The opera singers are called out and sometimes there are many curtain calls. Musicians at concerts often have to give encores.

When I was little I really loved puppet shows, now I prefer operas, ballets and plays.

In the cultural house dancing lessons, discos, balls, concerts and book sales are also held. When I was in the third form I took dancing lessons there too. Since then I have been fond of dancing and I became a member of a dancing club. We learned both standard dances, such as the polka, Viennese waltz, waltz, foxtrot or tango and Latin American ones such as the jive, rumba, cha cha and some disco and modern dances. Now I have no time for the dancing club, only I go occasionally to a disco in the youth club.

Concerts of classical chamber music and recitals are held in the concert hall in the Town Hall. Pop music concerts are usually given in the cultural house. There is also a beautiful Baroque church where people go to listen to church and organ music. Our town also has a picture gallery which specializes in book illustrations, and a library.

When I do not feel like going anywhere I watch television and listen to the radio or read books. I am not a TV addict and am not one of those who spend hours in front of the screen. For some people it has become a matter of social status to have a satellite or a cable TV and first class video and TV set. Some people need a radio or TV as a background noise and they hardly know what is on the programme. In my opinion, television can contribute positively to the nation's education and to the country folks it really brings culture right to their homes. I like to watch TV news, comments on home and foreign affairs, travelogues, natural science programmes and good old films. Sports fans certainly enjoy live broadcasts of interesting sports events. I do not like films to be interrupted by commercials.

When we travel a portable transistor can be a good companion. In comparison to a TV set, radio has at least two advantages. We need not sit in front of it and yet we can still enjoy listening to it while we have to do everyday boring tasks. And it can be as quick as possible in covering an event. Most of us switch on the radio to hear the time signal, morning news, press review, or some good music or a hit parade. Some other programmes, such as popular talks, phone-ins or discussions with well known personalities can be very interesting, too.

In comparison with the passive consumption of TV culture, reading is a highly active hobby. During our life we meet both fiction and nonfiction. When we read for pleasure, we usually pick up a book of fiction, such as novels (science fiction, westerns, travel books, thrillers, crime fiction, psychological and historical novels, adventure tales, love stories), short stories and tales or poetry. There are various ways to choose a book for reading. Some of us read a book for its subject and setting, others for the author or on personal recommendation. Also reasons why we read may be different - we read for relaxation and pleasure, or we look for information and advice. We can buy books, or we can borrow them from friends and from a library. If we need information, it is good to have various dictionaries, outlines, encyclopedias, technical and scientific literature, atlases, textbooks, biographies, autobiographies and history and art books at hand.

Who is Who in Films and the Theatre

Academy Award - an annual cinema award in many categories given since 1927 by the American Academy of Motion Picture Arts and Sciences. The award is the cinema's most prestigious symbol taking the form of a gold plated statuette, nicknamed Oscar since 1931.

David Griffith (1875 - 1948) American film director, one of the most influential figures in the development of cinema as an art. He made hundreds of "one-reelers" between 1908 and 1913, in which he pioneered the techniques of masking, fade-out, fade-in, flashback, crosscut, close up, and long shot. After much experimentation with photography and new techniques came his masterpiece as a director, *The Birth of a Nation* (1915), about the aftermath of the Civil War, later criticized as degrading to blacks. In 1916 he made another well known film, *Intolerance*, and in 1927 the first successful sound film called *The Jazz Singer*.

Charlie Chaplin (1889 - 1977) English film actor and director. He made his reputation as a tramp with a smudge moustache, bowler hat, and a twirling cane in silent comedies from the mid-1910s, including *Gold Rush* (1925) and *City Lights* (1931). His work often contrasts buffonery with pathos, and his later films combine dialogue with mime and music, as in *The Great Dictator* (1940) and *Limelight* (1952 - an Oscar for Chaplin's musical theme).

Alfred Hitchcock (1899 - 1980) British film director who became a US citizen in 1955. He was a master of the suspense thriller and a supreme technician and visual artist. He was known for his meticulously drawn storyboards that determined his camera angles - *Rebecca* (1940), *Psycho* (1960), *Birds* (1963).

Baron Laurence Olivier (1907 - 1989) English actor and director, for many years associated with the Old Vic Theatre, he was the director of the National Theatre Company (1963 - 1973). His stage roles include *Hamlet*, *Richard III* and *Henry V*. His acting and direction of filmed Shakespeare's plays received critical acclaim. Olivier appeared on screen in many films, including *Wuthering Heights* (1939), *Rebecca* (1940), *Henry V* (1944), *Hamlet* (1948).

The Olivier Theatre, part of the National Theatre on the South Bank, London, is named after him.

Woody Allen (1935 -) American film director and actor, known for his self-deprecating parody and offbeat humour. His films include *Annie Hall* (1977 - three Academy Awards). Since the late 1970s, Allen has mixed his output of comedies with straight dramas, such as *Another Woman* (1988). One of his latest films is *Husbands and Wives* (1992).

Questions on the text :

1. What cultural facilities are there in your town?
2. Why do people visit the cinema less often than before?
3. What kind of films do the cinemas offer?
4. What kind of films does the writer like?
5. What is an Oscar?
6. What is special about the atmosphere in a theatre?
7. What tickets to the theatre can you buy?
8. What do you learn from a programme?
9. How can you spend intervals?
10. What kind of performances can you see at the theatre?
11. What were your dancing lessons like?
12. What kind of programmes does television offer?
13. What are the advantages of radio?
14. Why do we read books?
15. What kind of books can we choose from?
16. What do you know about David Griffith, Alfred Hitchcock, Charlie Chaplin, Laurence Olivier and Woody Allen?

Vocabulary :

cinemagoer, go to the cinema/to the pictures/to the movies (AM)/to the theatre/to a concert/dancing, perform/performance, repertory [rəpətəri], be on the programme/on TV/on the radio, be running, have a long run, re-run, be a box office success, be sold out/packed, attendance [ətendəns] has declined, draw large audiences [o:dʒənsiz], present/show/make a film, shoot a scene [ju:təsi:n], screen a novel, to film in Africa, first-run films, follow the reviews, direct [di'rekt], director, dubbed film, subtitles
hire opera glasses, leave one's coat in the cloakroom, usher [əʃə] /usher/(ette) [əʃə'ret], attendant, tickets, programme, cast a play, cast [ka:st], star, supporting role, synopsis [sɪ'nɒpsɪs], design the stage scenery/costumes, rehearse [ri'hɑ:s], rehearsal [ri'hɑ:sl], premiere [premjə], interval [intəvəl], stage [steɪdʒ], curtain [kə:tin], auditorium [o:di'tɔ:riəm], foyer [foi'eɪ], play, act/actor/actress, a role, puppet show [pəpɪtʃəʊ], ballet [bæleɪ], applaud [ə'plɔ:d], applause [ə'plɔ:z], clap [klæp], burst into applause, be called out, there were many curtain calls, encore [ɒŋ'ko:], give encores
Viennese waltz [vi'eɪni:z wɔ:ls], tango [tæŋgəʊ], rumba [ramba], cha cha [tʃa:tʃa],

satellite [sætəlaɪt], **cable TV** [keɪbl'ti:'vi:], **broadcast** [brɔ:dkɑ:st], **tale** [teɪl], **silent/sound/colour/black and white/wide screen films**, **cartoon** [kɑ:'tu:n], **silent comedy**, **buffonery** [bʊ'fʊ:nəri], **pathos** [peɪθɒs], **twirling cane** [twɜ:lɪŋ keɪn], **meticulously** [mɪ'tɪkjʊləsli], **self-deprecating parody** [self 'deprɪkeɪtɪŋ pə'rɒdi]

Exercises:

1. What kind of films (plays) do you/young people/elderly people like? Why?

sentimental love stories, thriller/horror films, psychological dramas, science fiction, travelogues, comedies, happy end, documentaries, short films, puppet films (shows), biographical stories, animated cartoons, historical stories, silent comedies (cartoons), newsreels, advertising film, trailer, full-length film

2. What film or play has made the deepest impression on you? Give your reasons. What makes a good film/play?

a good story developed with great art; outstanding director; camerawork; scenic effects; all-star cast; good cast; perfect/superb performance/acting; give a good/unforgettable performance; perfect creation of the leading character/the title role, the acting in the film is very good; crowd scenes; astonishing performance of the stuntmen; thrilling plot; exotic places; unusual shots of wild animals; of the sea; film music; sound effects; editing; funny/boring dialogues; deal with an unusual/topical problem; present a new point of; critical view of the subject; originality; an original approach to the problem; the expression of a new idea/of some universal truth, it's not my taste, not up to much, it doesn't reach average /be disappointed /trash [træʃ],

3. How is a film made?

film/movie (AM), film/movie maker, cinema/movie theater, motion-picture theatre, find/think out a subject/theme; write the script/screenplay; film a novel; make a novel into a film; make a film based on a story; screen version; make minor changes; abridge; leave out a minor scene, simplify the plot; find a director/producer/financial backing; cast the actors; choose the location; design the costumes and the setting, build the sets, hire the extras for crowd scenes, make the film on location, in a studio; edit the film; compose and record the music; dub [dab] a film into Czech; provide with subtitles ['sʌb,tʌɪtlz], record a number of copies; give the film wide publicity, distribute the film in many copies; enter a film in a festival; show the film at international festivals; win a prize/an award in the category of; attract general attention; draw large audiences; be a box office success; be a failure, accept with mixed feelings

4. Describe a theatre you know well

- the size and the number it can seat
- the decoration of the theatre building and the interior/the style, the colour scheme, the paintings, lighting, the cloakrooms, spacious/narrow foyers
- stage and technical facilities (a revolving stage, good/bad acoustics for music, speech)
- the management, repertory (classics or living writers), actors

5. How do you buy tickets? Act dialogues.

box office, ticket agency, secure/get tickets, book beforehand, buy in advance, have it reserved, what's on the programme at the National Theatre, a ticket for today/tonight/tomorrow night/for the 10th June/today' matinee [mə'ti:neɪ], for next Friday, a seat in the stalls [sto:ls], in the pit/in a box/in the dress circle/in the upper circle/in the balcony/standing room/in the gods, a seat at the back/at the end of the row/next to the gangway, £ 20 a ticket, stand/queue [kju:] at the box office, be sold out

6. Topics for minitalks

- Theatres in London, New York, Prague.
- The story of the Czech National Theatre.
- The "Liberated Theatre" (Osvobozené divadlo).
- The early years of the Czech theatre before 1883.
- Theatre-going versus cinema-going versus television.
- The best known international theatre and film festivals.
- Do film versions of books stimulate people to read them?
- To what extent do film versions of books accord with the books?
- Should violence be shown in films?
- What are the best films/plays you have ever seen?
- Review a film/play you have seen recently.
- Give a short history of films from the beginning till now. (silent f., sound f.(1927), black and white f., colour f., wide screen f., co-productions, future possibilities)
- Your favourite actor/actress/writer/TV, radio programme
- Commercials on television, yes or no?

7. Outline the plot of a famous play/film/book in a few sentences and let the others guess the title and the author of the work.

Example: The action takes place in a well-known town in Italy. The heroes are two young people who love each other. The story is quite complicated and sad. (William Shakespeare: Romeo and Juliet)

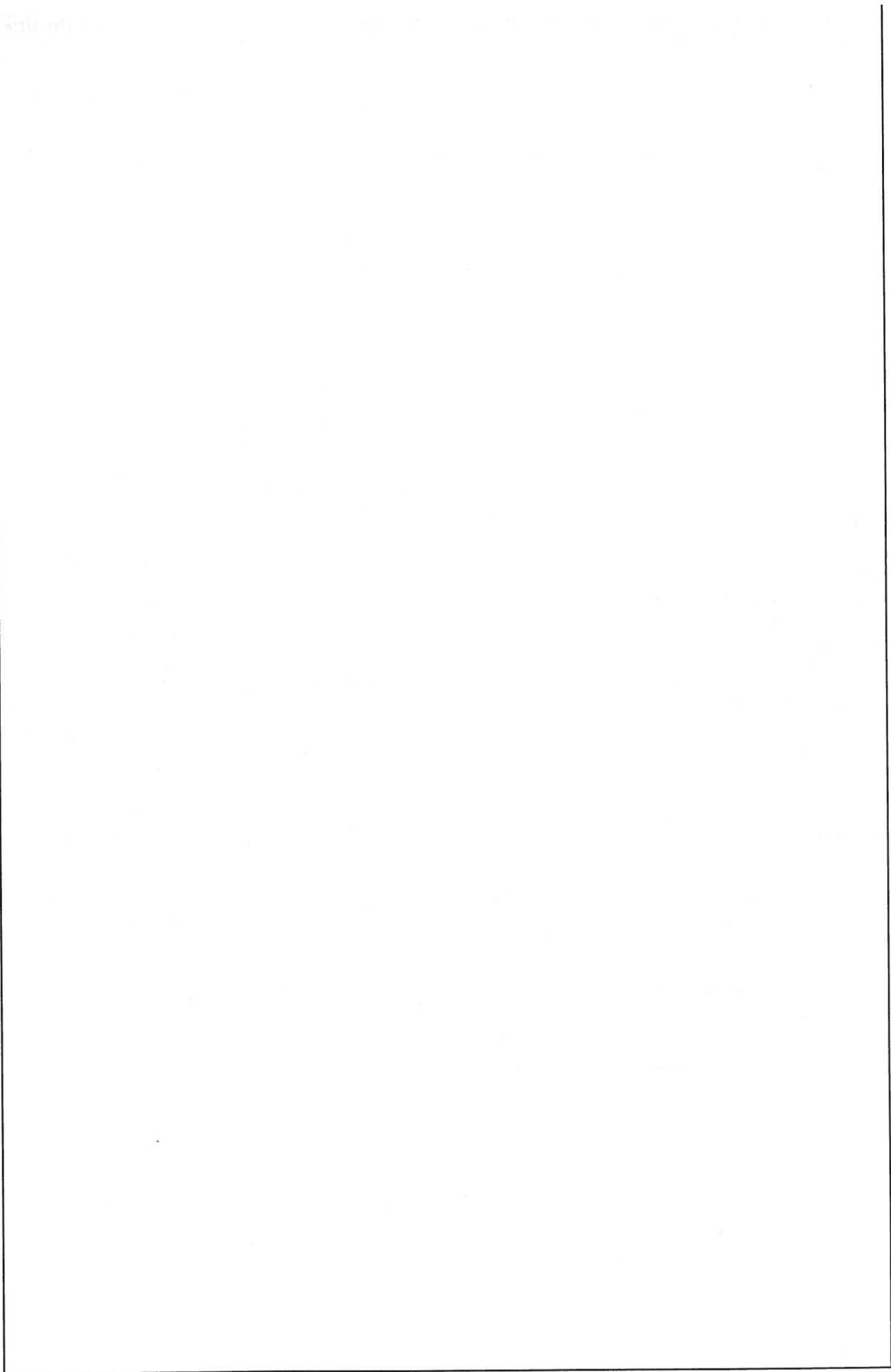
8. If you were engaged in broadcasting, how would you prepare the programme for one day?
What educational purposes can radio and TV fulfil? What sports programmes do you like best? What is your opinion of TV serials? What do you like to watch on television? What do you listen to on the radio? Comment on radio and TV programmes.

home/foreign news, weather forecast, time signal, sport, warning to motorists, today's papers, poetry readings, magazines, broadcast for housewives/for schools/for farmers/for youth, evening entertainment, running commentaries on sports events, music, hit parades, English by radio, radio/TV plays, discussions with well-known personalities, popular science programmes (space research, medical talks, wild life, environment), travelogues, video clips, films, language courses, serials

9. What is your favourite book? What kind of literature do you read?

Literature facts
nonfiction [nɒn'fɪkʃn]: **technical and scientific literature, encyclopedia** [en,saɪklə'pi:dʒə], **atlas, textbook, auto/biography** [ɔ:təbaɪ'ɒgrəfi], **travel/art/history/cookery** (cook AM) **books, diary, memoirs** [memwə:z], **educational literature**
fiction: **prose** [prəʊz], **poetry** [pə'ɔɪtri], **juvenile** [dʒu:vɪnəl] **literature, folk literature, anthology** [æn'θɒlədʒi], **novel** [nɒvl], **short story, tale** [teɪl], **novella** [nəu'velə], **romance** [rəʊ'mæns] (a story of love, adventure, strange happenings etc., often set in a distant time or place, whose events are happier or grander or more exciting than those of real life); **legend, science fiction, crime fiction, spy** [spaɪ] **novel, thriller, western, psychological** [saɪkələdʒɪkl] **/historical novel, lyrical/epic** [epɪk] **poem, epic** [epɪk], **a book of poetry**
book: **title, author, genre** [ʒɑ:nə], **topic, centred on the theme of, setting, story, plot, character, content, conflict, idea, language, composition**
basic subject, the author is concerned with st., deal with, go into st., contain, tackle a controversial [kɒntrə've:ʃl] **subject, aim** [eɪm] **to show, inquire into st.** [ɪn'kwɪə], **narrate/narration** [nə'reɪʃn], **depict** [dɪ'pɪkt], **portray** [pɔ:'treɪ], **picture st., bring to life, account of a marriage, evoke** [ɪ'vəʊk] **the atmosphere of st., describe/description** [dɪs'krɪpʃən], **lively description, present, give a vivid picture of, vivid** [vɪvɪd] **depiction of reality, concentrate/focus on st.** [fəʊkəs], **the story is set in the time of, it is laid/set in/placed, be interested in personal relationships** [rɪ'leɪʃənʃɪps], **trace** [treɪs], **the development of (the relationship), the story is fictitious** [fɪk'tɪʃ], **develop the love motif** [məʊ'ti:f], **main/subsidiary** [səb'sɪdʒəri] **motif, simple/complicated/complex/confused plot, no plot, it lacks a plot, loose composition, loosely constructed, digression** [daɪ'ɡreʃən], **the story proceeds** [prəʊ'si:dz] **as follows, flashback, retrospect** [ret'rɒspekt], **allusion to st.** [ə'lju:ʒən], **slow-moving story, lengthy, (get off) a slow start, the tragedy is relieved with humour (wit), surprising turn at the end, culminate in st.** [kəl'mɪneɪt], **the climax in the scene, happy/tragic/open/ unexpected ending, the message is not clear, publish, print, publishing house, review a book criticize, analyse** [ænəlaɪz], **contribute/contribution, How do you fancy, readable, it reads well, I was impressed, fascinating, amusing, unusual, exciting, thrilling, mysterious, inspiring, depressing, moving, funny, witty, have a good laugh, make no demands; sophisticated** [sɒfɪstɪkeɪtɪd], **command of language, brilliant/superb style/stylist, enrich** [ɪn'ri:tʃ, en-] **with colloquialisms** [kə'ləʊkwɪəlɪzɪz]

10. Describe cultural life in your town (or the town where you go to school), your attitude to the cinema, theatre and literature. Write about your favourite book (title, author, genre, topic, setting, characters, story, plot, content, conflict, idea, language, composition) and your impressions.



Music and the Fine Arts

Even if we are not concertgoers and experts in the fine arts, we live in the world surrounded by music and architecture without actually realizing it.

We come into contact with music all our lives. When we are little, we listen to lullabies sung by our mother and soon we try to sing some songs ourselves. When we reach school age many of us take some music lessons at a music school. If we have musical talent, in a few years we can learn to play a musical instrument fairly well. Many children start playing the piano or a wind instrument, such as the recorder, the pipe, the flute, the clarinet, the oboe or the bassoon, or they blow a trumpet, play the accordion or a string instrument (the violin, the viola or the violoncello). From time to time they show their skill at playing the instrument at a concert which is held for their parents. They often play to the piano accompaniment of their teacher. Later, under the influence of recorded pop music broadcast by the radio and TV their affection and taste may change. Teenagers often start to play the guitar, the banjo, the bass, the drums or the keyboard and many of them dream of founding a band and giving concerts to a large audience. At the age of 16 or 17 many young people also take dancing lessons and develop a liking for dance music. But most of us remain only listeners to music.

Large towns offer a better opportunity to enjoy performances of both serious and pop music. They often invite renowned symphonic orchestras with outstanding conductors and hold music festivals, such as the Edinburgh Festival of Music and the Arts or the Prague Spring Festival which has been held every year since 1946. These orchestras usually have in their repertoire music by noted composers of all styles and periods. We can also listen to church, organ and chamber music, operas, operettas and musicals. Stars of pop, jazz and rock music usually give their concerts in large concert halls or sports stadiums.

People in the country and in small towns do not usually have such a wide choice unless artists and orchestras from large towns are invited. Festivals of country music and brass band music are sometimes held and at Christmas time carols are often heard. If there is a choir (male, female, children's or mixed) people go to listen to its performance.

At any time of the day we can listen to recorded music of all genres on the radio. Young people like to buy or exchange cassettes, LPs or compact discs by their favourite singers and composers. They often watch music programmes on TV and the Top of the Pops.

In our everyday life we also meet with works of the fine arts, either architecture, sculptures or painting. When we see both secular and ecclesiastical buildings, such as castles, châteaux, palaces, country mansions, thatched cottages, half-timbered houses, gables and façades of the houses, churches, cathedrals, chapels, monasteries or cemeteries, we must admire the art of architecture of the old builder-masters, masons and wood carvers and their feeling for beauty. In museums and art galleries, which display sculptures and paintings, we look with pleasure at statues and sculptural groups cut in sandstone, granite, marble, carved in wood or moulded in clay, plaster or bronze, or have a high regard for paintings (landscapes, life size portraits, still lifes, sketches, miniatures) painted in oil and in watercolours, drawings, graphic art (prints), engravings, etchings or woodcuts. Even people who are not fond of the fine arts meet examples of them when they look at book illustrations or cartoons and photographs in their favourite magazine.

Questions on the text:

1. When do we first meet with music in our life?
2. What musical instruments can we learn to play at music school?
3. What possibilities of listening to music do large towns offer?
4. What possibilities do people in small towns have?
5. Where do we meet with works of fine art?
6. What can we see in art galleries and museums?

Vocabulary:

concertgoer, give a concert, lullaby [lələbaɪ], folk [fəʊk] song, carol [kærəl], opera [əʊpərə], operetta [ɒpə'retə], piece of music, orchestra [o:kɪstrə], brass/jazz band, choir [kwaɪə], soloist [səʊləuɪst], improvise [ɪm'prəvaɪz], improvisation [ɪm'prəvaɪzɪʃn], play a musical instrument, classical/serious music, instrumental/ symphonic/chamber [tʃeɪmbə]/ church/organ/dance/country/rock/jazz/pop/recorded music, mass [mæs], compose [kəm'pouz]/composer/composition, sing/singer, conduct/conductor, accompany/to the accompaniment of, the fine arts, architecture [a:kɪtektʃə], architectural style, sculpture [skʌlptʃə], (equestrian) statue, sculptural group, sandstone/granite [grænɪt]/marble/bronze/clay/plaster/wood, cut/mould [məʊld]/ carve [kɑ:v], painting, landscape [lændskeɪp]/portrait [pɔ:trɪt]/miniatures [mɪniətʃə]/sketch/still life, drawings, graphic [græfɪk] art/print, engraving [ɪn'grevɪŋ], etching [etʃɪŋ], woodcut, cartoon [kɑ:'tu:n], château [ʃæ'təʊ]/châteaux [ʃæ'təʊz], mansion [mænʃən], thatched [θætʃt], half-timbered [ha:ftɪmbəd],

Read the following information and then try to talk about Czech musicians and artists, using the vocabulary from the text.

Who is Who in Music

Henry Purcell (1659 - 1695) English Baroque composer. He wrote more than 500 works ranging from secular operas (Dido and Aeneas) to cantatas and church music.

Artur Rubinstein (1887 - 1982) Polish-American pianist. He studied in Warsaw and Berlin and appeared with the world's major symphony orchestras specializing in the music of Chopin, Debussy and Spanish composers.

George Gershwin (1898 - 1937) American composer who wrote both serious music, such as the tone poem *Rhapsody in Blue* (1924), and popular musicals and songs, many with lyrics by his brother Ira Gershwin, including "S Wonderful" and "I Got Rhythm". His opera *Porgy and Bess*, an ambitious work that incorporated jazz rhythms and popular song styles in an operatic format, was his masterpiece.

Louis Armstrong (1901 - 1971) American cornet and trumpet player and singer, born in New Orleans. His Chicago recordings in the 1920s brought him recognition for his warm and pure trumpet tone, his skill at improvisation and his quirky, gravelly voice. He firmly established the pre-eminence of the virtuoso jazz soloist. He is also credited with the invention of scat singing (vocalizing meaningless syllables chosen for their sound.)

Benjamin Britten (1913 - 1976) British composer of the mid 20th century. In 1976 he was created a life peer. He often wrote for the individual voice for example the role in the opera *Peter Grimes* (1945)

Yehudi Menuhin (1916 -) American violinist and conductor who moved to London in 1959 and became a British subject in 1985. A child prodigy, he achieved great depth of interpretation. He conducted his own chamber orchestra and founded schools in England and Switzerland, for training young musicians.

Ella Fitzgerald (1918 -) American jazz singer, recognized as one of the finest, most lyrical voices in jazz, both in solo work and with big bands. She is celebrated for her smooth interpretations of Gershwin's songs.

Leonard Bernstein (1918 - 1990) American composer, conductor and pianist, one of the most energetic and versatile of American musicians in the 20th century. His works, which established a vogue for realistic, contemporary themes, include symphonies, ballets, and scores for musicals, such as *West Side Story* (1957). From 1958 to 1970 he was musical director of the New York Philharmonic.

Elvis Presley (1935 - 1977) American singer and guitarist, the most influential performer of the rock-and-roll era. With his recordings for Sun Records in Memphis, Tennessee, and early hits such as "Love me Tender" he created an individual vocal style, influenced by southern blues, gospel music, country music, and rhythm and blues. In the 1950s he also made four films (e. g. *Loving You*).

The Beatles is a famous British pop group from 1960 to 1970. The members, all born in Liverpool, were **John Lennon** (1940 - 1980 - rhythm guitar, vocals), **Paul McCartney** (1942 - bass, vocals), **George Harrison** (1943 - lead guitar, vocals), and **Ringo Starr** (Richard Starkey, 1940 - drums). They used songs written largely by Lennon and McCartney, and they dominated rock music and pop culture in the 1960s. Almost every single and album released by 1967 reached number one in the United Kingdom charts. They also starred in two films - *A Hard Day's Night* (1964) and *Help*. Their songs *Love me Do*, *Yellow Submarine* and especially *Yesterday* are world famous.

Who is Who in the Fine Arts

Hans Holbein (1497/98 - 1543) German painter and woodcut artist. He was born in Augsburg but from 1536 he was court painter to England's Henry VIII. He also painted portraits of Thomas More and Thomas Cromwell and miniature portraits.

Inigo Jones (1573 - 1652) English architect. He studied in Italy and was influenced by the works of Palladio. In 1619 he designed his English Renaissance masterpiece, the Banqueting House in Whitehall, London.

Wenceslas Hollar (1607 - 1677) Bohemian engraver active in England from 1637. He was the first landscape engraver to work in England and recorded views of London before the Great Fire of 1666.

Sir Christopher Wren (1632 - 1723) English architect, designer of St. Paul's Cathedral, London, built from 1675 to 1710, and many other London churches (St. Mary-Le-Bow), the Royal Exchange and the Sheldonian Theatre in Oxford. He studied mathematics, and became a professor of astronomy at Oxford University. His opportunity as an architect came after the Great Fire and he became the main architect of the Baroque period.

William Hogarth (1697 - 1764) English painter and engraver who produced portraits, remarkably direct and full of character, and moralizing genre scenes (*Marriage à la Mode*, 1745).

Joshua Reynolds (1723 - 1792) English portrait painter who often borrowed classical poses, for example "Mrs. Siddons as the Tragic Muse" (1794).

Thomas Gainsborough (1727 - 1788) English landscape and portrait painter. He was one of the first British artists to follow the Dutch in painting realistic landscapes rather than imaginative Italianate scenery. His portraits of high society include the portraits of the actor David Garrick, the royal family or the dramatist Richard Sheridan.

John Nash (1752 - 1835) English architect who laid out Regent's Park, London, repaired and enlarged Buckingham Palace for which he designed the Marble Arch, and rebuilt Brighton Pavilion in flamboyant oriental style.

William Turner (1775 - 1851) English landscape painter who painted romantic landscapes with the subject often transformed in scale and flooded with brilliant, hazy light. Many later works anticipate Impressionism, for example *Rain, Steam and Speed* (1844). Many of Turner's most dramatic works are set in Europe or at sea. Most of his works are displayed in the Clore Gallery extension to the Tate Gallery of London. He left 300 paintings, 20,000 watercolours and 19,000 drawings.

John Constable (1776- 1837) English landscape painter. He painted scenes of his native Suffolk, as well as castles, cathedrals and coastal scenes. Constable inherited the Dutch tradition of realism, but he aimed to capture the momentary changes of British scenery, such as in *The White Horse*. His paintings were remarkable for their atmospheric effects and were admired by French artists. His many sketches are often considered among his best work.

Henry Moore (1898 - 1986) British sculptor. His subjects include the reclining nude, mother and child groups and interlocking abstract forms. Many of his post-World War II works are in bronze or marble, such as a Reclining Figure outside the Unesco building in Paris, often designed to be placed in landscape settings.

Andy Warhol (1928 - 1987) American Pop artist and filmmaker. He made his name in the 1960s with paintings of Campbell soup cans, Coca cola bottles, and film stars. His films (Sleep 1963) have a strong documentary and improvisational element. Later he was primarily a society portraitist.

Exercises:

1. Topics for minitalks:

1. What kind of music and orchestras can we listen to?
2. What music festivals do you know more about?
3. The history of the Czech national anthem.
4. What does an opera performance consist of?
5. Tell the contents of your favourite opera.
6. What composer/painter do you know more facts about?
7. Describe a picture which you like.

the Prague Spring Festival, international festival, beginning on May 12 (the day when Bedřich Smetana died), opens with a six-part cycle of symphonic poems My country, concerts within the framework of a festival, competition of young artists, win the title Prague Spring Festival Laureate, tune, melody, lyrics [liriks], lyricist/song writer, set to music, anthem [ænθəm], overture [əuvətʃuə], acts, chorus [ko:rəs], aria [a:riə], libretto [libretəu], soprano [sə'pra:nəu], alto [æltəu], tenor [tenə], baritone [bæritəun], bass [beis], sing the part of, interpretation [in,təprɪ'teɪʃən], interpret [intə'prɪt], string quartet, recital [ri'saɪtl], sharp, flat, major, minor, concerto [kəntʃə:təu] in B-flat minor, trio [tri:əu] in F-major, sonata in C-sharp minor

2. What kind of instruments can you find in a jazz/brass band or in a symphony orchestra?

Are any of them missing in the following list? Try to find the English words for them in a dictionary. Match the words with the pictures. Are all of them represented by a picture? Which groups do they belong to?

piano, wind/string [striŋ]/brass [bra:s]/percussion [pə'kʌʃn] instruments, trumpet [trampɪt], saxophone [sæksə'fəun], French horn [frentʃ ho:n], flute [flu:t], recorder, violin [vaɪə'lin], guitar, banjo, viola [vi'əulə], (violon)cello [vaɪələntʃeləu], harp [ha:p], cymbals [sɪmbəlz], drum, accordion [ə'ko:dʒən], keyboard, bass [beis], oboe [əubəu], clarinet [kləri'net], bassoon [bə'su:n], organ [o:gən], mouthorgan, bagpipes [bægpaɪps], whistle [wɪsl], dulcimer [dalsɪmə]



3. Name some famous concert halls, museums and art galleries both in the Czech Republic and Great Britain and the USA.

4. Describe your last visit to a castle, château or a church.

steep rock, walls, fortifications [fo:tifi'keɪʃənz], stronghold, bastion [bæstɪən], moat [məut] filled with water, drawbridge, battlements, gate, inner court [ko:t], watchtower, dungeon [dʌndʒən], donjon [dɒndʒən], turret [tʌrɪt], hold sb. prisoner, coat of arms, emblem, armoury, armour [a:mə], tapestry [tæpɪstri], fresco [frescəu], cathedral [kæθi:drəl], basilica [bəzɪlɪkə], rotunda [rəu'tʌndə], pilgrimage [pɪlgrɪmɪdʒ] church, chapel [tʃæpl], belfry [belfri], dome [dəʊm], spire [spaɪə], nave [neɪv], choir [kwaɪə], altar [o:ltə], vault/ing [vo:lt(ɪŋ)], supported by pillars [pɪləz], round/pointed arch [a:tʃ], hold sacred relics [reliks], pulpit [pʌlpɪt], font [fɒnt], stained-glass [steɪnd gla:s] window, tomb [tu:m], tombstone, monument, crypt, sarcophagus [sɑ:kɒfəgəs], cloister, doorway, (village) cross, wayside shrine [ʃraɪn], date from/back to the 17th century, come into use, resemble st., well preserved, convert into, rebuild/reconstruct, the ruins of, collapse [kə'læps]

5. Describe and comment on architectural styles, describe ancient buildings in your town.

What styles do you know? When do they appear? What characteristic features do they show? What kind of buildings were built? Can you name any examples and well-known master builders and architects? What is your opinion of contemporary architecture (in your town)? Is there much architectural variety in the churches in the town where you live (are studying)?

the Romanesque [rəʊmə'nesk] style

(GB Norman) - the 11th to 13th century - rounded arches, round and small windows, massive walls and pillars, lack of ornament, little sculpture inside, wall paintings, later carved doorways, ecclesiastical [i'kli:zi'æstikəl], buildings/basilicas, rotundas, monasteries, rotundas on Říp, in Znojmo, St. George's Basilica in Prague, Durham Cathedral

the Gothic style

the 12th to 15th cent. (13th to 16th in GB), the highest of all styles, pointed arches, stained-glass windows, elaborate vaulted roofs, cathedrals, churches, monasteries, castles, St. Vitus Cathedral Prague, monasteries in Vyšší Brod and Zlatá Koruna, the Karlštejn and Křivoklát castles, Charles Bridge, the Old Town Hall, Peter Parléř, Matthias of Arras
In GB three stages:

Early English characterized by simplicity (Salisbury Cathedral), Decorated Gothic, distinguished by rich ornamentation in the windows and vaults (Lincoln, Exeter, York and Wells Cathedrals), and Perpendicular [pə:pən'dikjʊlə] Gothic - plain, with large windows, slender nave pillars and fan vaulting (Kings College Chapel in Cambridge, chapels in Windsor, Westminster and Gloucester Cathedral)

the Renaissance [rə'neisəns] style

the 15 to 16th cent. (in GB Tudor and Jacobean architecture typical of half-timbered middle-class houses, the Renaissance style introduced by Inigo Jones about 1620 - the Palladian style), in Bohemia until 1620, revival of classical architecture, lower buildings with simple façades, ornamented by graffiti [græ'fi:ti] and stucco [stakəʊ], horizontal lines, windows and doorways have a square or rectangular form, châteaux, summer palaces, palaces, citizens' houses, few churches (with simple rectangular walls and light interior), Belvedere in Prague, the Telč château, Litomyšl, Slavonice, the Banqueting House in London

the Baroque style

1600 - 1750 (in Bohemia after 1620) based on Classical models, rich, assymetric and extravagant decoration, often in gold and marble, bent, oval and curved lines, in the interior contrast between dark and light, many sculptures, châteaux, palaces, citizens houses, churches, monasteries, the Troja and Vranov châteaux, the Loretto and St. Nicholas Churches in Prague, St. Paul's Cathedral in London by Christopher Wren, the Dientzenhofer family, G. Santini, Fischer von Erlach

the Rococo [rə'kəʊkəʊ] style

1730 - 1770, extends the Baroque style tending towards lightness, elegance, delicacy and decorative charm based on S-curves and scroll [skrəʊl] -like forms, uses naturalistic elements (shells, flowers, trees), pastel colours, the Kinský Palace in Prague, many country manors in Britain

the Neo-Classical style

1770 - 1840 (in GB in the 18th and 19th centuries) focused on the more severe classical idiom, straight lines, light colours, little decoration. châteaux, theatres, triumphal arches, gates, spas, strongholds, the Kačina Château, the Tyl theatre, the Teplice and Francis Spa, the Terezín stronghold, the US Capitol, the Marble Arch in London, seaside resorts (Brighton, Ramsgate), John Nash, Robert Adam (in GB the period of 1714 - 1830 is called Georgian period and 1805 - 1830 Regency period)

the Neo-Gothic style (the Neo-Renaissance style, the Neo-Baroque style)

until the end of the 19th century, Gothic (Renaissance, Baroque) revival evident in churches (St. Patrick's Cathedral in New York) and public buildings (Houses of Parliament in London, the National Theatre, Rudolfinum, the National Museum in Prague)

the Art Nouveau [a:t nu'vəʊ] style

1890 - 1910 marked by sinuous lines and stylized flowers and foliage and by sinuous [sinjuəs], flowing shapes for the buildings and interior design (Antoni Gaudí in Spain - Church of the Holy Family in Barcelona, Jan Kotěra, Dušan Jurkovič, the Main Station, the Municipal House, the Industrial Palace in Prague). It was primarily a decorative two-dimensional style and pervaded the visual arts (theatrical posters by Alfons Mucha), jewellery

the Modernist style

also known as Functionalism - beginning in the 1900s with the Vienna school, used spare lines and forms, emphasis on rationalism and the elimination of ornament, makes use of new materials (glass, steel, concrete) and construction techniques [tekni:ks], F. L. Wright, Le Corbusier, J. Kotěra

the Post-Modernist style

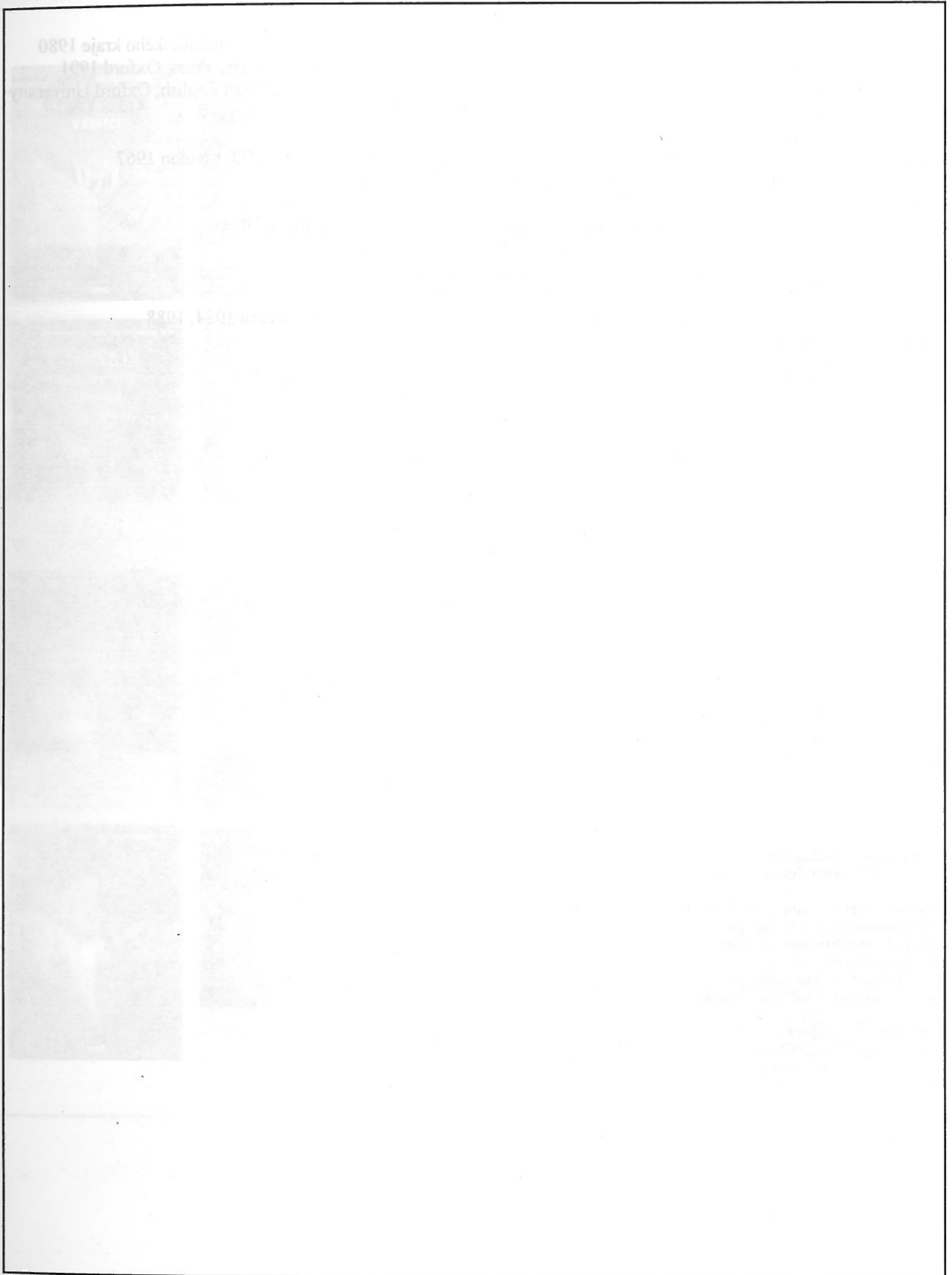
the 1980s, emerged in the USA, the UK and Japan, rejects functionalism in favour of an eclectic mixture of styles and motifs, uses parody, irony and illusion.

the High Tech style

the 1980s - expresses ideals of modern movement through highly developed structure and technical innovation, Lloyds Building in the City of London (R. Roger)

6. Describe your attitude to music and the fine arts:

How did your taste change with your age? What kind of music, architecture and fine arts do you like now and why? Who is your favourite singer, group, composer, painter or sculptor? Give more information about them. Describe your last visit to a concert, opera or your impressions of an art exhibition.



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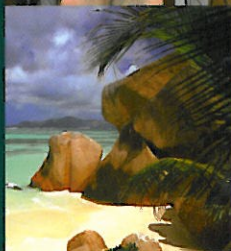
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