**II. УЧЕБНО-МЕТОДИЧЕСКИЙ МАТЕРИАЛ ПО ДИСЦИПЛИНЕ**

**2.1 МАТЕРИАЛЫДЛЯ ПРАКТИЧЕСКИХ ЗАНЯТИЙ И ЗАНЯТИЙ В РАМКАХ СРМП**

**Text 1**

**TOWN OR COUNTRY MOUSE?**

**BY JOHN RUSSELL**

Once upon a time, there were two mice – cousins. One lived in the town and the other in the country. The town mouse was a very superior mouse, who thought that living in the town was far better than living the country. So one day, he invited his country cousin to stay with him in his town house and experience the civilized lifestyle of the town. They sat down to a meal, which to the country mouse was a feast. “Goodness me” he said. “If I was in the country, I would be having only simple bread and cheese in the quiet of my peaceful home.” Suddenly, there was a loud noise at the door. “Don’t worry,” said the town mouse, “that’s just my neighbour - the dog, he wants to join us for dinner.” The country mouse ate a little faster. Another noise was heard outside, even louder this time. “Oh dear” said the town mouse, “the cat who lives facing my house wants to join us too.” Quickly eating the last of his meal, the country mouse said, “thank you, but I think I will return to the peace and quiet of my own house after all!” Then he ran back home as fast as his legs could carry him.

This simple tale (taken from Aesop’s famous stories) shows that what may be a good place to live for one person, may not be good for another. A modern version of this story might look like this:

Maria lives in a big city surrounded by the speed and convenience of urban life. She works in an office with 1000 other employees, and travels too and from there on a crowded Metro. Her home is a flat overlooking a busy city-street, which is always alive with the sound of traffic and people passing by. After work she meets with friends in a bar or restaurant before going on to a disco or nightclub. Weekends are spent in the shopping mall with its numerous shops, multi-screen cinemas, fast food and entertainment complexes.

Alex, however, lives in a small village in the countryside. He cycles to work down country lanes every morning, the sound of tractors, birds and animals in his ears. In the evening, he relaxes at home in front of the fire with a good book to read. At weekends, he goes for long walks in the fields with his dog.

Unfortunately, life is not as simple as stories make it. A lot of today’s ‘town mice’ such as Maria would be happy to live in the country. Many modern cities have very large populations (Tokyo or Mexico City - over 25 million) and can be crowded, dirty and dangerous places to live. More than half the world’s population now lives in cities. In much of Europe and North America this can be as high as much as 80% of a country’s population. (According to the United Nations, approximately 1 billion people in cities are living in slum conditions – overcrowded and unhealthy).

 The 18th century marked the beginning of the Industrial Revolution, the depopulation of the countryside, and the move to towns. The towns became places of mass employment in factories and offices. Today, many town dwellers wish to reverse this trend and return to a slower pace of life like Alex, our modern ‘country mouse’. Yet, a modern country existence is not without its problems; poor transport, lack of access to hospitals and education, and services found in towns such as large shops, banks and entertainment.

The debate between town and country is meaningless these days, as so many people live in towns, and very few people are actually able to choose where they live; this is dictated by their work or birth. The internet and other mass media have linked country areas to the world, providing access to information – even to remote areas. If people are to be persuaded to stay in the countryside, other benefits of the city need to be available (employment, healthcare and education). Conversely, the introduction of city parks and forests, and traffic free zones, has helped in bringing a little of the countryside to the city streets.

The UN World habitat day (4th October) this year looks at this issue. It emphasizes the need for strong links between town and countryside, and their mutual dependence upon each other.

**VOCABULARY NOTES:**

1. *superior*: thinking that you are better than other people – used to show disapproval
2. *feast*: a large meal where a lot of people celebrate a special occasion; = banquet
3. *urban*: relating to towns and cities; ≠ **rural** (adj.) happening in or relating to the countryside, not the city
4. *employee*: someone who is paid to work for someone else
5. *shopping mall*: a group of shops together in one large covered building
6. *slum*: a house or an area of a city that is in very bad condition, where very poor people live
7. *dweller*: a person or animal that lives in a particular place
8. *scarcity*: a small and inadequate amount
9. *remote*: far from towns or other places where people live
10. *conversely*: used when one situation is the opposite of another
11. *habitat*: home, a place of living
12. *issue*: a subject or problem that is often discussed or argued about, especially a social or political matter that affects the interests of a lot of people
13. *benefit*: an advantage, improvement, or help that you get from something
14. *to emphasize*: to stress, single out as important
15. *mutual*: mutual feelings such as respect, trust, or hatred are feelings that two or more people have for each other; = reciprocal

**EXERCISE 1** Match the words form column 1 with their synonyms from column 2 and antonyms from column 3.

|  |  |  |
| --- | --- | --- |
| 1. rural
 | 1. change
 | 1. cut off
 |
| 1. lane
 | 1. problem
 | 1. keep
 |
| 1. persuade
 | 1. underline
 | 1. visitor
 |
| 1. emphasise
 | 1. road
 | 1. highway
 |
| 1. reverse
 | 1. shortage
 | 1. availability
 |
| 1. benefit
 | 1. resident
 | 1. urban
 |
| 1. link
 | 1. country
 | 1. suppress
 |
| 1. issue
 | 1. convince
 | 1. solution
 |
| 1. lack
 | 1. advantage
 | 1. talksmb. out
 |
| 1. dweller
 | 1. connect
 | 1. disadvantage
 |

**EXERCISE 2** Below are 10 sentences from the text, but the words are in the wrong order and the punctuation is missing. Put the words in the correct order and put in the punctuation?

1. civilised mouse town the city life thought was. 2. peace quiet the and country missed mouse. 3. Maria’s a busy house overlooks street city. 4. the shopping weekends goes to Maria mall at. 5. reading of the Alex enjoys front in fire. 6. large very modern have cities populations many. 7 in 18th moved to countryside people city the from century. 8. Internet in information the people to provides remote areas. 9. debate these town the country between days meaningless is. 10. the is world UN in October day habitat

**EXERCISE 3** Prepare a list of pros and cons of living in the city and in the country. Discuss this problem with your group-mates.

|  |  |
| --- | --- |
| ***Living in the city*** | ***Living in the country*** |
| PROS | CONS | PROS | CONS |

**EXERCISE 4 Yourlifestyle**

• Which adjectives best describe the life you live?

• Which adjectives describe the life you would like to have in the future?

• Are there any differences?

|  |  |  |  |
| --- | --- | --- | --- |
| Sporty | Peaceful | Glamorous  | Calm |
| Exciting | Active | Hectic | Fast-paced |
| Rural | Boring | Adventurous | Action-packed |
| Urban | Slow-paced | Fun-filled | Thrilling |

**EXERCISE 5** Look at these typically English sayings.

• The grass is always greener on the other side of the fence.

• Home is where the heart is.

• All that glitters is not gold.

• Less is more.

• All work and no play makes Jack a dull boy.

• The more people have, the more they want.

• What do they mean?

• Have you got any similar sayings in your own language?

• Do you agree with them?

**EXERCISE 6** Discuss these questions with other students in your class.

• Would you change your lifestyle if you could? How?

• Would you enjoy working from home? Why? Why not?

• Would you like to travel and work abroad? Where?

• What types of things make a place feel like home?

• What are the things that you love about your country?

**Text 2**

**WHAT ARE DREAMS FOR?**

**BY LINDA BAXTER**

The quick answer is that nobody knows. The long answer is that are lots of different theories. So, if you’re interested, read on!

***Some theories of the purpose of dreams***

Freud believed that we dream so that we can release the deep, secret desires that we are not allowed to express in real life because of the rules of polite society. Most people know about Freudian dream analysis – a dream about a train going into a tunnel is a dream about sexual intercourse. But couldn’t it just be a dream about travelling on a train?

Another theory is that dreams allow us to solve problems that we can’t solve in real life. We go to sleep with a problem and wake up with the answer. This may be more of a way to ‘use’ our dreams than a ‘purpose’ of dreaming. If you believe that your dreams are important then analysing them may help you to focus your mind on the problem and help you to find the solution.

The modern image is that dreams are the brain’s way of cleaning up the computer’s hard disk, organizing the events of the day into folders and deleting the rubbish that it doesn’t want to keep. But we all know that very little of what we dream every night is concerned with what happened to us that day.

Another idea is that dreams are the brain’s way of practising the behaviour that we need to survive. So we dream about being chased by a monster because one day it might happen! It’s a bit like a pianist practising her scales every day even though she doesn’t need to use them at that moment.

Others believe that dreaming is the brain’s way of exercising the pathways between the brain cells. This may be an important element in why we sleep rather than why we dream. We die if we don’t sleep but we can live without dreaming. Some patients with brain injuries lose the ability to dream but don’t seem to suffer any ill-effects.

***REM and dreaming***

Scientists used to think that dreaming only happened during Rapid Eye Movement sleep (REM). REM sleep is essential for all mammals. We all become irritable and depressed without it. If we don’t have enough REM one night, we will compensate by having more the next. REM is generated by the brainstem – the oldest and most primitive part of the brain. So scientists used to believe that dreaming was also caused by activity in the brainstem. We now know that dreaming can happen at any time during sleep. The only difference seems to be that it’s easier to remember dreams that happen during REM.

Babies have a lot more REM activity than adults, but research shows that they dream less. The same may be true of animals. We know that they have REM activity but that doesn’t mean they dream.

It also seems that dreaming is a skill that develops as you get older, like language for example. Young children’s dreams are very different from older children’s or adult’s dreams.

***New research***

Modern technology has allowed scientists to map the parts of the brain that are active when we dream. The primitive brainstem is very active, but so are other important areas at the front of the brain. These are the frontal lobes that control emotion, memory, and experiences that come through the senses like hearing and vision. If these areas are injured, the person stops dreaming. On the other hand, the areas that control rational, logical thought are not active at all. This could explain why dreams are so strange. They have no logical sequence or time, which makes them very difficult to explain to other people when we wake up. Dreams combine recent events with long past events and our emotions while we are dreaming are often very strong.

Psychologists have also done studies on people who kept dream diaries for long periods of time (up to fifty years in some cases) and have found that what we dream is very much connected with how we think and behave when we are awake. So an extrovert, adventurous person will have extrovert, adventurous dreams. A shy person will be a shy person in her dreams. People who are important to us will often be in our dreams and so will things that worry us or make us happy.

***So what’s the conclusion?***

Well, nobody really knows. But scientists are now suggesting that dreams have absolutely no purpose at all. When we are awake we are ‘thinking’ all the time. Some of this thinking is useful and has a purpose. But we often just ‘think’ about nothing in particular while we’re waiting for the bus or walking to work. And that’s what the brain is doing when we are asleep - just thinking. Sometimes it’s interesting and sometimes it’s boring.

Doing the research for this article has made me more interested in my dreams rather than less. I might even start a dream diary! But nothing that I’ve read explains why I sometimes have an embarrassing dream about finding myself standing completely naked at a bus stop. Fortunately, this has never happened to me in real life, and it isn’t something that I think about when I’m awake. I’m told that it’s an example of a ‘universal dream’ – a dream that is common to people all over the world. Dreaming about flying is another example. So what’s the explanation? We can’t all be ‘just thinking’ about the same thing, can we?

**VOCABULARY NOTES:**

1. *to release*: to set free, allow to move
2. *tofocus***on**smth: to concentrate on smth
3. *folder*: a [directory](http://www.oxforddictionaries.com/definition/english/directory) [containing](http://www.oxforddictionaries.com/definition/english/contain) [related](http://www.oxforddictionaries.com/definition/english/related) [files](http://www.oxforddictionaries.com/definition/english/file#file) or [documents](http://www.oxforddictionaries.com/definition/english/document).
4. *tochase*: to pursue in order to catch
5. *injury*: a physical damage to the body
6. *essential*: very important
7. *togenerate*: to produce or create
8. *brainstem*: the central trunk of the brain
9. *frontallobe*: the part of the brain lying directly behind the forehead
10. *extrovert*: an outgoing, socially confident person ≠ introvert

**EXERCISE 1** Decide whether these sentences are TRUE or FALSE according to the article:

1. Freud believed that in our dreams we release our secret desires.
2. Some people believethat dreams are a way of solving our problems while we sleep.
3. One cannot live without dreaming.
4. Mammals sleep without having REM.
5. Evidence shows that babies dream more than adults.
6. REM sleep is generated by the frontal lobes of the brain.
7. As we get older, our dreams change and become more sophisticated.
8. If the frontal lobes are injured, a person stops dreaming.
9. Psychologists believe that we change aspects of our personality while we are dreaming.

**EXERCISE 2** Discuss the following questions:

1. What are dreams?
2. Are dreams real or fantasy?
3. Why do people have dreams?
4. Do you remember your dreams? Why do some people remember dreams and others don’t?
5. Can dreams tell us something about our future?
6. Should we believe in our dreams?
7. What was the best dream you have ever had?

**EXERCISE 3** Read the poem and answer the questions.

### DREAMS

### by Langston HughesHold fast to dreamsFor if dreams dieLife is a broken-winged birdThat cannot fly.Hold fast to dreamsFor when dreams goLife is a barren fieldFrozen with snow.

* What advice does the author give the reader? Shall one follow it?
* To what is life without dreams compared? Do you agree with this comparison?
* Do you agree with the author’s idea that without dreams our life is “a barren field frozen with snow”? If yes/ no, explain why.

**EXERCISE 4** Discuss the following questions in groups/ with your partner

**Group A**

1)Do you dream often?

2) Do you remember your dreams?

3) Do you dream in colour/ in English?

4) Do you like having dreams?

5) Do you believe dreams have a special meaning?

6) Do you have the same dreams again and again?

7) Has something you’ve dreamt about ever come true?

8) Have you ever been woken up by a nightmare?

9) What kind of people do you meet in your dreams?

10) Do you tell other people about the dreams you have?

**Group B**

1) Do you talk in your sleep when you dream?

2) Have you ever woken up and believed you’re still in your dream?

3) Do you think animals dream?

4) Does having a dream affect the way you feel when you wake up?

5) Do you think dreams can be explained scientifically?

6) Would you like to stop having dreams or have more dreams?

7) Do you have the same dreams you had when you were a child?

8) Do you ever want to live in the world of your dreams?

9) Do you daydream?

10) Why do you think some people remember their dreams and others don’t?

**EXERCISE 5** What do dreams mean? Complete this table with your partner(s).

|  |  |
| --- | --- |
| **Dreamsabout…** | **Meaning** |
| falling |  |
| flying |  |
| beingnakedinpublic |  |
| beingchased |  |
| knowingfamouspeople |  |
| missing a flight |  |

**EXERCISE 6 Role play**

**Role  A – Pro-dream reader**

You think the ability to read dreams and thoughts is fantastic. Tell the others three reasons why. The technology could cure all mental illnesses. It could cure the world's mental health and we would all love each other. You think most people would love to look back at their dreams.

**Role  B – Anti-dream reader**

You think the ability to read dreams and thoughts is very dangerous. Tell the others three reasons why. You think it is ethically unsound to read dreams and thoughts. There is a reason why we cannot read dreams. You think this ability would change humans too much.

**Role  C – Troubled relationship person**

You are having trouble with your partner. You think (s)he is seeing someone else. You are sure that if you read his/her dreams, you could find out the answer. You think dream-reading is a fantastic way of keeping marriages and relationships together.

**Role  D – Person X**

You are incredibly rich and powerful and want to be a dictator. You want to invest in this dream-reading technology to control everyone in your country. Support everything the pro-dream reader says. Strongly disagree with the other two. Tell everyone nothing gets in the way of science.

**EXERCISE 7** Search the Internet and find out more about dreams. Share what you discover with your group-mates at the next class.