

Документ подписан простой электронной подписью

Информация о владельце:

ФИО: Богдалова Елена Владимировна

Должность: Исполняющий обязанности проректора по образовательной

деятельности

Дата подписания: 13.09.2024 15:42:58

Уникальный программный ключ:

d8c9010a2424298dd45a7673211823493a115dbe

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное образовательное
учреждение инклюзивного высшего образования

**«Российский государственный
Университет социальных технологий»**

(ФГБОУ ИВО РГУ «СоцТех»)

УТВЕРЖДАЮ

Проректор по образовательной деятельности

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ОСВОЕНИЮ УЧЕБНОЙ ДИСЦИПЛИНЫ
Б1. В. 01 Практикум по культуре речевого общения

образовательная программа направления подготовки

44.04.01 Педагогическое образование

шифр, наименование

Направленность (профиль)

Иностранный язык

Квалификация (степень) выпускника: **магистр**

Форма обучения: **очная**

Курс **1** семестр **1**

Москва 2024

Содержание

1. АННОТАЦИЯ

2. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

3. МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К САМОСТОЯТЕЛЬНОЙ РАБОТЕ

АННОТАЦИЯ

Настоящие методические рекомендации разработаны для обучающихся 1 курса магистратуры очной формы обучения с учетом ФГОС ВО и рабочей программы дисциплины «Практикум по культуре речевого общения».

Целью освоения дисциплины является создание системы представлений об общих особенностях культуры, в том числе и коммуникативно-поведенческой, в англоязычных странах, системы знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях и закономерностях функционирования изучаемого иностранного языка, его функциональных разновидностях.

Задачи дисциплины:

— Изучение дискурсивных способов выражения фактуальной, концептуальной и подтекстовой информации в иноязычном тексте.

— Формирование коммуникативной компетентности, понимания англоязычного дискурса как устного, так и письменного.

— Развитие умения корректно строить речь на английском языке, умения выбирать нужную коммуникативную схему исходя из конкретной коммуникативной ситуации и характера отношений в соответствующей социальной и возрастной среде.

— Воспитание бережного отношения к национальным культурным традициям стран с английским языком, лингвистического вкуса, совершенствование языковой и функционально-стилистической компетентности студентов.

— Развитие умения осуществлять самоконтроль с помощью усвоенной культуры речевого общения.

— Развитие межкультурной восприимчивости и воспитание на этой основе готовности к разным формам международных контактов и сотрудничества.

В результате изучения дисциплины студент должен:

знать:

- особенности осуществления иноязычной коммуникации в процессе взаимодействия культур;

- порядка 400 лексических единиц, отобранных в соответствии с программой курса и уметь их применять в соответствующих коммуникативных ситуациях.

уметь:

- понимать иноязычный неадаптированный текст, воспринимаемый зрительно либо на слух, владеет различными стратегиями понимания текста;

- использовать этикетные формулы в устной коммуникации (приветствие, прощание, поздравление, извинение, просьба);

- понимать речь преподавателя или другого лица в непосредственном общении в пределах знакомого лексико-грамматического материала;

- задавать вопросы и вести беседу по пройденной тематике или прочитанному тексту в нормальном темпе, соблюдая правила звукового и ритмико-интонационного оформления высказывания;

- отвечать на вопросы (по предложенной тематике) преподавателя и студентов в темпе, близком к нормальному;

- делать сообщения по пройденной тематике, изложить содержание прочитанного;

- моделировать возможные ситуации общения между представителями различных культур и социумов.

владеть:

- вести межкультурный диалог на основе принятых моральных и правовых норм современного общества;

- использовать различные иноязычные ресурсы (интернет-ресурсы, печатные издания) для проведения проектной/ исследовательской работы;
- критически оценить свои достоинства и недостатки, наметить пути и выбрать средства саморазвития к постоянному саморазвитию, повышению своей квалификации и мастерства.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

Практические занятия ориентированы на закрепление изученного теоретического материала и формирование определенных профессиональных умений и навыков. Под руководством и контролем со стороны преподавателя студенты выполняют конкретные задания, упражнения, решают комплексы задач. Одни из них служат иллюстрацией теоретического материала и носят воспроизводящий характер, они выявляют качество понимания студентами теории. Другие представляют собой образцы задач и примеров, разобранных в аудитории. Для самостоятельного выполнения требуется, чтобы студент овладел показанными методами решения. Следующий вид заданий может содержать элементы творчества. Одни из них требуют от студента преобразований, реконструкций, обобщений. Для их выполнения необходимо привлекать ранее приобретенный опыт, устанавливать внутрипредметные и межпредметные связи. Решение других требует дополнительных знаний, которые студент должен приобрести самостоятельно. Третьи предполагают наличие у студента некоторых исследовательских умений. Практические занятия стимулируют мышление, сближают учебную деятельность с научным поиском и, безусловно, готовят к будущей практической деятельности. В этой связи рекомендуется:

1. Посещать практические занятия. Это залог успешного освоения программного курса в целом и грамотной организации самостоятельной работы. Любое практическое занятие воспринимать, как уникальную возможность овладеть знаниями, полезными навыками, необходимой профессиональной техникой.

2. Приучить себя заранее готовиться к занятиям. При подготовке к практическому занятию необходимо:

- проанализировать тему, продумать вопросы, главные проблемы, которые вынесены для коллективного обсуждения;
- особо выделить собственное мнение, которое сложилось в процессе самостоятельной подготовки и аргументы его обосновывающие;
- записать вопросы, возникшие при изучении проблемы и обязательно получить на них ответы во время практического занятия.

3. В процессе работы на занятии важно:

- не отвлекаться, внимательно слушать ответы других студентов, соотносить их со своим мнением, с изученной теорией, с личной практикой;
- активно высказывать свою точку зрения, доказывать ее, подкрепляя научной информацией, фактами;
- быть убедительным, особенно в ситуациях критики других;
- помнить, что критика должна носить конструктивный характер, содержать в себе альтернативное предложение.

Темы и задания к практическим занятиям:

Раздел №1: «Higher Education in the United States of America»

Тема 1.1. Text: Doctor in the House. Conversation and Discussion. Higher Education in the United States of America.

1. Consult a dictionary and practise the pronunciation of the following words:

authority; contest n, prize-fighter; enthusiastic; solo; despondently; paths; invigilator; flagrant; dispassionately; anonymous; nonchalant; frustrated; recognize; tripos; admirably;

remoteness; viva; imminent; irritatingly; desperate; photographer; prejudice; admiring; tetanus; previously; triumphal; plough; opiate a; sponge.

2. Practise the pronunciation of the following words paying attention to:

- a) two principal stresses;
- b) the secondary and principal stresses. Beat the time:
 - a) well-established; thenceforward; meanwhile; well-trodden; self-consciousness; unhurriedly; dissatisfied; undeserved; un-exploded; blackjack.
 - b) examination; inevitability; investigation; representative; differentiate; superiority; interrogation; invitation; familiarity; inescapable; anatomic; disadvantage; preparation; congratulation; disappear.

3. Read the following word combinations paying attention to the phonetic phenomena of connective speech (assimilation, lateral and nasal plosions, the loss of plosion, the linking "r").

Mind the pronunciation of the vowels and observe proper rhythm:

that the authorities have found the most fair and convenient to both sides; they are a straight contest between himself and the examiners; there is rarely any frank cheating in medical examinations; standing at the front and gazing at him; like the policemen that flank the dock at the Old Bailey; they were able to complete the examination in an hour and a half; the last question was rushed through; I walked down the stairs; in the square outside; without the threat of immediate punishment; who treated the whole thing; he looked upon the viva simply as another engagement; she would get through; reeling out the lines of treatment; but they were a subdued, muttering crowd; a clock tingled twelve in the distance; I expected the windows to rattle; the clouds hung in the air.

4. Paraphrase the following sentences, using the patterns:

1. — I'm sure he was trying to be helpful. Nevertheless, there's probably no harm done. 2. Rawson went right on: "This or that way, in the late eighties I started writing to this woman I met through a pen pal ad." 3. — Can I lend you a hand? — No, thanks. I'm almost done. I never hoped to find anything here so far. 4. If a man shows signs of nervous tension or being under stress you must make him consult a doctor. 5. The teacher must make his children develop a critical way of thinking. 6. If you want to help a worried person under stress you, must be patient and encourage him to talk. 7. His behavior in those trying circumstances does him honor. You must make him write about it. 8. You explained that "trying to keep up with the Joneses" means to have as much as one's neighbors (the Joneses) and, if possible, even more. 9. You have promised to take the children for a drive, so you must keep your word. 10. The professor drew their attention to the difference between the two theories. It is now clear to the students.

5. Make up five sentences on each pattern.

6. Pair work. Make up and act out a dialogue, using the patterns.

Additional Texts on the Topic: Higher Education in the United States of America.

1. Answer the following questions and do the given assignments:

1. What is the general slant of the story? 2. What imagery is employed by the writer in describing the student's anticipating the examinations? 3. By commenting on six cases of simile chosen from the text explain and bring out the effectiveness of this stylistic device in the description of the examinations. 4. Explain and discuss the effectiveness of the allusion "judgement day" for conveying the students' fear of the examinations. 5. How does the author describe the difference between the psychological types of students at the examinations? What

makes the description convincing? 6. Show how the writer conveys a sense of futility and despair in the description of the aftereffect of the examination on the students. Bring out the effectiveness of the sustained metaphor in creating the sense of futility Richard had after the examinations. 7. In what way is the atmosphere of growing suspense created? Show its function in conveying the sense of anticipation and excitement which is generated towards the end of the extract. 8. What contrast in mood and atmosphere do you detect between the whole text and the last paragraph? 9. By referring to four examples from the text, comment on the writer's sense of humour. 10. What impressions of Gordon's character do you derive from this passage?

2. Give a summary of the text (p. 6) dividing it into several logical parts.

3. As you read the following paragraph a) try to observe its structure, point out the topic sentence, the details of various kinds, the transitional devices used to move from one example to the other and the paragraph terminator:

1. In the United States any person who completes elementary and secondary school (grades 1 to 12) has a variety of advanced educational opportunities from which to choose. 2. For those people interested in a four year general education in preparation for work or further university study in such professional schools as law, medicine, or dentistry, there are hundreds of liberal arts colleges throughout the country, with widely varying curricula. 3. For those who want a four year technical education in one of the arts or

sciences, there are specialized schools in, for example, music or engineering or architecture. 4. For the person who wants to enter the labour force in a particular vocation and with modest preparation in general education, most cities provide two year community colleges. 5. Increasingly important in recent years are technical institutes sponsored by various businesses and industries solely for the training of their own employees. 6. The brief summary of educational opportunities available to high school graduates in the United States suggests that organized learning can continue for several years beyond the basic twelve grades.

As you have observed, the plan of the paragraph is the following: the topic sentence (1) states the main idea of the whole paragraph; sentences (2, 3, 4, 5) — example sentences that give details to support the main idea of the topic sentence; the paragraph terminator, or a restatement sentence (6) reaffirms the central idea of the topic sentence.

4. Think about the educational opportunities in Russia. Write a paragraph about educational alternatives in Russia for people who have completed their basic education. The paragraph should contain six sentences: a topic sentence, four developers, and a restatement.

Раздел № 2. Television

Тема 2.1. Text: Growing up With a Media. Conversation and Discussion. Television..

1. Consult a dictionary and practise the pronunciation of the following words:

dewy, meadow, cartoon, Captain Kangaroo, episode, mass media, influential, environment, catalogue, brochure, credulous, sophisticated, deliberate, addictive, subtle, vicious, altruistic, stimulate, control, advertise, permissible, digest, identify, abbreviate, programme, persuasively, agency, intellect, design, available, intricate, isolate, giant, conglomerate, audio, contribute, charitable.

2. Practise the pronunciation of the following polysyllabic words paying attention to the principal and secondary

stresses: magazine, influential, psychologically, altruistic, motivation, consideration, entertainment, regularity, information, sophistication, appreciation, disapproval, individually, intertwining, governmental, philosophical, educational, intellectually.

3. a) Read out the following observing all the phonetic phenomena of connected speech (assimilation, lateral and nasal plosions, the loss of plosion, the linking "r").

you accept the media; at the same time; with all this; the permissible and the forbidden; look back at the first two paragraphs; words introduced in the media; even that part of media output; commercial messages inserted throughout; or a newspaper or magazine article; around the advertisements; in either print or electronic media; what the boss's policies are.

b) Practise the pronunciation of the following word combinations containing the nasal sonant [ŋ] in the intervocalic position:

sitting in the kitchen; involving subtle conditioning and brain-washing; all these negative aspects of growing up with the media; what's going on in the world; the fun of trying out a new product; but there is always that string of jokes; just standing or wandering about a stage; when you were young and absorbing uncritically; accepting a job.

Тема 2.2. Additional Texts on the Topic: Television..

1. Consult a dictionary and make up a list of adjectives beginning with "ill-", e. g. "ill-bred". Give the Russian equivalents.

2. Make up two sentences of your own on each phrase and word combination.

3. Translate the following sentences into English using the phrases and word combinations:

1. Когда мне нужно принять какое-либо решение, я всегда сначала думаю о семье, а потом уже о карьере. 2. Они используют самое современное оборудование и вычислительные машины. 3. Эта рукопись восходит к XIII веку. 4. Учителя в Англии жалуются на то, что им мало платят и к ним плохо относятся. 5. К сожалению, вас неверно информировали. 6. Сначала он был уверен, что сможет бросить курить, как только захочет, но потом понял, что он уже очень сильно пристрастился к сигаретам. 7. Закон вступил в действие в 1976 году. 8. Я не умею шить, да и к тому же я не вяжу.

4. Pair work. Make up and practise a dialogue using the phrases and word combinations.

5. Explain what is meant by:

watching television is psychologically addictive; questions involving subtle conditioning and brainwashing; friendly or vicious, altruistic or self-serving; increasing sophistication of taste and appreciation of technical skills; they (ideas) are digested emotionally at psychological depths; behaviour patterns; words introduced in the media frequently enlarge their meanings far beyond the scope originally intended for them; a predetermined response.

Раздел № 3. Customs and Holidays

Тема 3.1. Text: The Time of My Life. Conversation and Discussion. Customs and Holidays..

1. Consult a dictionary and practise the pronunciation of the following words:

purport; illusion; expunge; consciousness; liquidate; fascinate; ally; superior; rivals; hostility; rococo; meticulously; salon; soprano; baritone; canal; lilac; invaluable; hydrogen; reminiscent; vigorous; prophet; apartheid; obscenity; hurricane; liable.

2. Practice the pronunciation of the following polysyllabic words paying attention to the stresses:

generation; totalitarianism; civilisation; pre-war; film-makers; disappear; reinforce; mediaeval; international; education; intel-ligencia; opposition; half-naked; ideological; interpretation; ballerina; sinuosity; atmosphere; delegation; politicians.

3. Read the following word combinations paying attention to the phonetic phenomena of connected speech:

in the early years after the war when we first heard the truth; could destroy national traditions; carried the seeds of its own destruction; war still there; I admired the paintings of Deineka; they were in a book; after the war I found that my friend had disappeared during the great purges; we were, of course, taken to schools; it also included the visits to the Hermitage; used to meet in those nineteenth-century surroundings; at the courts of Queen Victoria; I was immensely impressed by the charm and quality of the young sixth formers; in manner and appearance; in their country; signs of cultural thaw; at the Old Vic; on the other hand; yet the general atmosphere; restricted though they were; on the contrary, three days is better than three weeks; anything over a week and less than three years.

5. Complete the following sentences:

a) 1. Dramatic ..., we shall all enjoyed the performance. 2. Strange.... the dog was not paying any attention to us. 3. Unexpected ..., we had given them a respectable welcoming party.

b) 1. The artistic director presented the main character as a ... rather than as a... we used to imagine him to be. 2. I expected him to appear as a ... rather than as a 3. For all my expectations, the play was performed as a... rather than as a....

c) 1. These stories are more likely to ... rather than to... . 2. Such good examples encourage people to ... rather than to 3. In my opinion, such students are sure to ... the exam rather than to....

6. Make up five sentences on each pattern.

7. Pair work. Make up and act out a dialogue using the speech patterns

Tema 3.2. Additional Texts on the Topic: Customs and Holidays.

1. Explain what is meant by:

to expunge it from the consciousness of the people; to be part of a common civilisation; to be meticulously restored; a building as grimly functional as the Party it housed; signs of the cultural thaw; hair-raising obscenity; to provide smb with a library of senseimpressions.

2. Answer the following questions and do the given assignments:

a) 1. Denis Healey's article is based on his impressions of the Soviet Union. What is the keynote point of the article? 2. What can you say about the author of this article and his political views? 3. What was his opinion of the role and destiny of the national traditions which were rooted in centuries of history? 4. What difference did Mr D. Healey see between the great achievements of the pre-war Soviet culture and the totalitarian policies of the Soviet rulers? How did that shape his attitude to the Soviet policies both at home and abroad? 5. What were the author's impressions of sightseeing in Leningrad after the W.W. II? What sights were included into his itinerary? 6. How did the author compare the images of Moscow and Leningrad? 7. What cultural and educational changes are pointed out by the author? 8. What was his impression of the Russian Theatre and how did he compare it with the British productions of Chekhov? 9. The author noticed new interests of the young Russians in Western culture. What do you think about such trends? 10. How did Mr D. Healey describe the importance of short visits to a foreign country? Do you agree with him?

b) 1. What are the underlying aims of the article? What devices help the reader understand the author's attitude towards the Soviet Union? (Comment on the choice of epithets, the role of the logical contrast and the inverted commas, etc.) 2. What other devices does the author employ to interest the reader and to produce emphasis? (Speak on the introduction of rhetorical questions, parenthetic phrases, metaphors, hyperboles, lexical repetition, parallelism, emphatic constructions, etc.) 3. Find the borrowed words and say what stylistic information they bear. 4. How is the contact with the reader achieved?

c) The combination of logical argumentation and emotional appeal is characteristic of this text. Sum up your observations and say how it is realized (speak on its paragraphing, syntactical structures, connectives, etc., on the one hand, and on the use of imagery, etc., on the other). How is the descriptive manner of narration combined with the general statements in the text? Do you think the author changes register?

3. Give a summary of the text, dividing it into several logical parts.

4. Use the phrases and word combinations and act out dialogues between:

1. A guide and an American tourist planning the itinerary of the letter's stay in Moscow.
2. Two journalists in the lobby after a press-conference discussing their impressions of the new atmosphere in Moscow.
3. Two citizens: one — a Muscovite, the other — an artist from St Petersburg talking about the exhibition where they meet.

5. Write an essay on the following subject:

If an inhabitant of your country at an early period of its history were to make up a story about today, what similarities and what differences would he notice between his age and the present? Write an account of your findings.

Раздел № 4. Family Life

Тема 4.1. Text: Thursday Evening. Conversation and Discussion. Family Life.

1. Consult a dictionary and practise the pronunciation of the following words. Pay attention to the stresses:

- a) atmosphere, unforgivable, disgusting, absurd, absolute, altar, conceited, irresolutely, automatons, rearrange, Lilliputian, precede, cautious, bury, cushions, tiptoe, inaudibly, dove, stealthily, amateur, abbreviation, disagreeable.
- b) lettuce, abyss, scavenger, rummage, grisly, Eden, vigorous, laxative, ingenious, serpent, exeunt, tentative, extravagant, dishevel(l)ed, atrocious, standoffish, complacent, adorable, motto.

2. Translate the following sentences into English using the speech patterns.

1. Нежелание Гордона понять жену разозлило Лору.
2. Ребенок станет счастливее, если его мать будет проводить с ним больше времени.
3. Все, на что мог надеяться Вол, так это на показания его жены.
4. "Единственное, что ты умеешь делать, так это придирааться ко мне, и это меня бесит", — сказала Лора.
5. Последняя встреча с Фрэнком опечалила Эйлин. Все, на что она могла надеяться, так это ждать, что он в конце концов поймет, как он ее унизил.
6. Его возмущает, что ему не доверяют.
7. Ее сердит, что ей приходится напоминать ему о его обязанностях.
8. Учительницу всегда радует, когда она слышит об успехах своих учеников.
9. Каждой матери приятно, когда ее ребенка хвалят.
10. Каждый бы пришел в ярость, если бы с ним так поступили.
11. Она только и мечтает о том, чтобы стать артисткой.
12. Единственное, что меня возмущает, это твоя лень.

3. Make up two sentences of your own on each pattern.

4. Make up and act out in front of the class a suitable dialogue using the speech patterns. (Pair work.)

5. Note down from the text the sentences containing the phrases and word combinations and translate them into Russian.

Тема 4.2. Additional Texts on the Topic: Family Life.

1. Give extensive paraphrase of the conversations between Laura and Gordon to indirect speech. Try to bring out the gist of the conversation and its emotional character. Avoid using "He (she) asked" or "He (she) answered". Consult the list of words and choose the ones best suited to each case:

1. to observe, to suggest, to declare, to point out, to remark, to reply, to tell smb in reply, to instruct, to caution, to relate, to add, to hint, to explain, to address, to inform, to promise, to affirm, to admit, to own, to advise, to confess, to demand, to claim, to insist, to warn, to retort, to order, to regret, to forbid, to impress upon, to challenge, to inquire;

2. to shout, to scream, to snap at, to speak sharply; 3. to sneer, to taunt, to mock; 4. To beg, to plead with, to soothe; 5. to whisper, to murmur, to mumble; 6. to wonder, to be interested, to be surprised, to be displeased, to be angry, to disapprove, to be indignant, to be annoyed, to be irritated, to be resentful, to be furious; 7. in his (her, etc.) opinion; 8. (much) to his (her, etc.) surprise/to his (her, etc.) consternation, to his (her, etc.) dismay; to his (her, etc.) regret, etc.

2. Write a chatty personal letter to a good friend saying how life has changed since your sister married a year ago. When you have written the letter, deliver it to another student. He or she should then write an answer to it.

3. Translate the following sentences into Russian:

1. We avoided riding through large cities on our trip. 2. One would admire his excellent qualities, but avoid his company. 3. You can hardly avoid wounding such persons at one time or another, no matter how unintentionally. 4. They drove on, slowly, gropingly, chattering meanwhile, avoiding the main street as far as possible. 5. A man averts controversy by keeping clear of the subjects that might bring it out. 6. Try as they would they could not avert their eyes from the disgusting sight. 7. Andrew kept his eyes averted. 8. An accident was narrowly averted. 9. After a slight inquiry you had better draw no conclusions. 10. To ignore his greeting was to slight him publicly.

4. Paraphrase the following sentences using the essential vocabulary:

1. He knew where the danger lay and took care not to go near it. 2. He said that at all costs the danger must be prevented. 3. She felt she was disrespected because she was not asked to stay. 4. His too much pride in himself is unbearable. 5. The sickening smell caused a strong feeling of dislike in her. 6. John's dignity was lowered by the slight. 7. Sir Peter complained of Lady Teasle's wastefulness in buying roses in winter. 8. Harvey said that Paul's income was not enough to supply Madeline's carelessness in spending money.

Дополнительные темы для практических занятий:

Тема №1: «Форма сослагательного наклонения типа be/speak; сочетание модального глагола с простым инфинитивом»

Open the brackets to form conditionals. Mind mixed conditionals!

1. If Felix (to be) _____ here I would have seen him.
2. Michael would not agree even if you (to ask) _____ him.
3. If they (mention) _____ this yesterday, everything would have been done.

4. If I (to find) _____ that letter, I'll show it to you.
5. If I meet him, I (to invite) _____ him.
6. Would they come if we (to invite) _____ them?
7. The boss (be) _____ very disappointed if you aren't at the meeting tomorrow.
8. The teacher said, "I'll begin the lesson as soon as Jack _____ (stop) talking."
9. The old gentleman doesn't go out in winter. He _____ (go) out if the weather gets warmer.
10. She's flying to Cairo tomorrow. She'll send her family a telegram providing she _____ (arrive) with a delay.
11. If the plane had left on time, they _____ (be) in Minsk now.
12. If they hadn't walked 40 km, they _____ (not / be) exhausted now.
13. What would have become of us, if I _____ (not come) to you then!'
14. He would have been scrupulous — if he (can) _____ !
15. What is the answer if you (add) _____ 17 to 75?

Make conditional sentences.

1. Molly (be) _____ a splendid woman, if only she didn't talk so much!
2. The evening will be fine, if only we _____ (not have) a storm.
3. You might be of interest to me, if only I (have) _____ time to waste on you.
4. If you (leave) _____ at two, you will be there before dark.
5. When he is drowning, a man (clutch) _____ at any straw.
6. If only Greg (can) _____ get some favourable shock, that's what would do it!
7. You (can do) _____ it if you try
8. You (can do) _____ it if you tried.
9. You (can do) _____ it if you had tried.
10. We (go) _____ if it does not rain.
11. Fred (come) _____ if he has time.
12. If you (take) _____ a taxi, you'll be in time.
13. If Mark (have) _____ enough money, he will go to the university.
14. They won't unless you (ask) _____ them to come
15. What remains if you (subtract) _____ 5 from 10?
16. If you (buy) _____ a packet of cigarettes costing 3\$ and matches costing 2\$, and gave the shopkeeper 10\$ note, how much change ought you to receive?

Supply the correct verb forms in these conditional sentences. Decide, which type of conditionals are these sentences.

1. If you (to heat) _____ iron, it (to start) _____ to get red hot and then white hot.
2. If Molly and Paul (be not) _____ misinformed about the train times, they (not be) _____ late.
3. If Ioannis (stay) _____ longer at the party, he (have) _____ a good time
4. If the government (lose) _____ the next election, the Prime Minister (resign) _____ from politics.
5. If we (not go) _____ to your friend's party, I never (meet) _____ Alan.
6. If train fares (be) _____ cheaper, more people (use) _____ them.
7. If Molly (get) _____ that job she's applied for, she will be delighted.
8. It (be) _____ a disaster if it the explosion had happened in the middle of the day.
9. If the talks (be broken) _____ down again, there (be) _____ a war between the two countries
10. If Ali (know) _____ anything about mechanics at that time, I'm sure she (help) _____ us.

11. He (have) _____ a bad accident last Friday if he _____ (not / drive) more carefully.

Translate the following sentences

1. Джаггер пригрозил уйти в отставку, если правительство потерпит поражение
2. Если бы в компании согласились, мы могли бы достичь быстрого прогресса.
3. Компания вернет деньги, если вы передумаете.
4. Выставка, возможно, закрылась бы, если бы они не нашли новых спонсоров.
5. Я бы отказался сотрудничать, если бы я был в вашем положении
6. Пожалуйста, сообщите врачу немедленно, если она покажет признаки улучшения.
7. Молли и Салли поняли бы свою ошибку, если бы только остались до конца.
8. Можете считать, что мы согласны, если не получите от нас новостей до воскресенья.
9. Если вы выпьете слишком много кофе, вы не сможете уснуть.
10. Если бы Джек привез карту, мы бы не заблудились.
11. Если бы Джон знал о встрече, то приехал бы
12. Если вы столкнетесь с Павлом, скажите ему, что я хочу его видеть.

Тема №2: «Сочетание модального глагола с перфектным инфинитивом»

Translate the following sentences

1. He couldn't have driven to the airport because his car had been stolen.
2. We could have gone away if we'd had enough money.
3. You did very well to pass the exam. I'm sure I couldn't have passed it.
4. I was so tired I could have slept for a week.
5. I wonder why she didn't say hello. She might not have seen me.
6. She might not have known about it.
7. She may have been a sleep.
8. He took an umbrella because he thought it was going to rain. But it didn't rain He needn't have taken an umbrella.
9. I needn't have got up so early. I could have stayed in bed longer.
10. You needn't have rushed. You could have taken your time.
11. I'm feeling sick. I ate too much. I should not have eaten so much.
12. I wonder why they are so late. They should have been here an hour ago.
13. It was a great party last night. You ought to have come.
14. The situation was bad but it could have been worse.

Fill in the blanks using MUST, CAN'T, MAY, MIGHT, COULD, SHOULD, SHOULDN'T and the PAST FORMS of them !

1. Sally looks worried . She _____ a problem with something (HAVE).
2. Bob _____ at school because I haven't seen him all day (BE).
3. I _____ you the money. Why didn't you ask me (LEND)
4. Mr Travis hasn't come to work yet. He has never been late for work. He _____ the bus (MISS).
5. She knew everything about our plans. She _____ to our conversation (LISTEN)
6. A: Will you come to my birthday party tomorrow afternoon ? B : I'm sorry but I _____ because I have to look after my sister. (COME)
7. Timmy is a very good boy. He isn't naughty, so he _____ that window. Somebody else _____ it (BREAK 2X)
8. The street is wet this morning . I'm not sure but it _____ last night (RAIN). 9. She _____ like an angel when she was a child (SING)

10. A : I talked to your science teacher yesterday. B : You _____ to her because she wasn't at school yesterday. (TALK)
11. Mrs White bought a new fur coat ! - She _____ the lottery (WIN).
12. He came home alone yesterday. You _____ him do that ; he _____ lost. (LET, GET)
13. He read the message but he _____ it (UNDERSTAND)
14. The singer has got a sore throat so she _____ at the concert (SING)
15. It _____ Jack I saw in the park yesterday, but I'm not sure about it (BE).
16. We can't wait any longer. Something _____ at once (DO).
17. Everyone shouted in fear. They _____ very afraid (BE).
18. A : I'm afraid Ted is watching TV again. B : He _____ TV because his room is completely silent and dark. He _____. (WATCH, SLEEP)
19. I can't find my book . I _____ on the bus (LEAVE)
20. She _____ stupid. She teaches maths at the university (BE)
21. She _____ to school. It's Saturday (GO).
22. You were stupid to go skiing here. You _____ a leg (BREAK)
23. He looked so tired when I saw him. He _____ so hard (WORK)
24. Tom _____ this because it is in French and Tom doesn't know French. (WRITE)

Тема №3: «Objective participle construct»

Transform the given sentences into sentences with the Participle or Participial groups where it is possible.

1. He felt that he was falling on the ice and tried to catch the puck with his stick.
2. After he had set up a new record in hammer throwing he was even more tired and exhausted then during his hard coaching.
3. For a few moments he stood and watched how the ball was approaching the gate.
4. He has won the match and decided to rest a little.
5. He scored a goal. He evened the score.
6. A sportsman was running very quickly. He tried to break the world record.
7. The athlete was training hard. He intended to win the championship.
8. The wrestler defeated his opponent and became the winner of the World Cup.
9. The athlete was balancing on a balance beam. He didn't pay attention at how his fans were shouting.

Translate into English.

1. Хорошо разбежавшись, спортсмен высоко прыгнул.
2. Спортивная одежда, выпускаемая этой фирмой, одна из лучших в мире.
3. Человеку, решившему стать чемпионом по бодибилдингу, необходимо долго и упорно тренироваться по специально разработанной программе.
4. Спортивное обмундирование и оборудование продолжает совершенствоваться; недавно, например, появилась новая модель кроссовок, продуманная до мелочей.

Fulfill the tasks using the Objective Participial Construction and the Subjective Participial Construction. Transform the given sentences into the sentences with the Objective Participial Construction and the Subjective Participial Construction

The pattern is:

She saw him scoring / score the goal
He was seen to set a new record
He was seen setting a new record

1. Many people saw how he got the ball into the basket.
2. She saw him. He was passing a ball to another football player.
3. They heard the fans. They were screaming.
4. The coach saw the athlete. He was training.
5. The boys were playing cricket. We watched them.
6. She watched her son. He was diving in the swimming pool.
7. One could see how he was training in shot-putting.

Translate into English.

1. Видели, как он упорно тренировался в водных видах спорта. Наверное, он собирался принять участие в соревнованиях.
2. Видно было, как спортсмены достигли финиша.
3. Часто видели, как она занималась художественной гимнастикой в спортивном зале.
4. Видно было, как спортсмен прыгнул и сбил планку.
5. Заметили, что он начал заниматься альпинизмом.
6. Ее нашли наблюдающей за ходом тренировки.
7. Он оставил ракетку лежащей на корте.
8. Было слышно, как фигуристка скользит по катку.
9. Судья! Я видел, как он забил гол!
10. Было слышно, как тренер говорил что-то спортсменам перед началом матча.
11. Видели, как он пересек поле и «отбил» мяч у противника.

Тема №4: « Средства выражения центра коммуникации - пассивный залог»
Change the following sentences into passive sentences using the words in brackets.

a. We sell tickets for all shows at the Box Office. (Tickets for all shows/sell/at the Box Office)

b. Thomas Edison invented the electric light bulb. (The electric light bulb/invent/by Thomas Edison)

c. Someone painted the office last week. (The office/paint/last week)

d. Several people saw the accident. (The accident/see/by several people)

e. Where do they make these video recorders? (Where/these video recorders/make)

Rewrite these sentences in the passive voice.

a. Someone built this house 200 years ago.

b. A thief stole my purse.

c. The police will arrest the robbers.

d. They produce cars in this factory.

e. They serve breakfast at eight o'clock every day.

f. People throw away tones of rubbish every day.

g. They make coffee in Brazil.

h. Someone stole Jim's bike lat night.

Rewrite the following passage in the Passive.

Somebody has stolen a bus from outside the school. Some children saw the thief. The police are searching for the bus now. They will use the children's descriptions to catch the thief.

Turn from Active to Passive in two ways.

a. He gave me a present.

b. The waiter will bring us the bill.

c. Her mother bought Mary some sweets.

d. Bob has sold Ted a second-hand car.

e. Larry is going to send a letter to Tom.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ К САМОСТОЯТЕЛЬНОЙ РАБОТЕ

Организация деятельности во время самостоятельной работы может быть различной. По форме самостоятельная работа может быть аудиторной под руководством преподавателя и внеаудиторной с участием преподавателя и без него. Аудиторная самостоятельная работа, как правило, осуществляется на лекции, практических, лабораторных, семинарских занятиях и представляет собой форму самостоятельной продуктивной в учебном отношении деятельности студентов: совместные рассуждения, расшифровка тезиса, «включение в дискуссию» с обоснованием своей точки зрения,

выполнение определенного объема задания, тематические диктанты, контрольные работы и т.п.

Внеаудиторная самостоятельная работа предусматривает изучение научной и специальной литературы, подготовку к занятиям, выполнение заданий по темам, вынесенным на самостоятельное изучение. Она обычно корректируется, контролируется и оценивается преподавателем или самим студентом через вопросы для самоконтроля. Практические или творческие задания для самостоятельной работы могут быть направлены как на углубленную проработку теоретического материала, так и на формирование определенных профессиональных умений, профессионально значимых личностных качеств. Задания предлагаются в виде практикума или могут быть даны преподавателем непосредственно на занятии. Каждое задание сопровождается рекомендациями по его выполнению, схемой анализа проделанной работы.

САМОСТОЯТЕЛЬНАЯ РАБОТА С ЛИТЕРАТУРОЙ

Необходимую для учебного процесса и научных исследований информацию вы черпаете из книг, публикаций, периодической печати, специальных информационных изданий и других источников. Успешному поиску и получению необходимой информации содействуют знания основ информатики, источников информации, составов фондов библиотек и их размещения. Умение работать с информацией складывается из умения быстро найти требуемый источник (книгу, журнал, справочник), а в нем – нужные материалы; из умения разобраться в нем, используя при этом различные способы чтения. Чтение научных книг существенно отличается от чтения художественной литературы. При чтении поэзии, прозы работает в основном воображение; при изучении научно-технических книг требуется определенное напряжение внимания, чтобы глубоко понять смысл прочитанного. Уметь читать книгу и понимать ее – разные вещи. Приступая к изучению содержания книги, необходимо, прежде всего, определить цель работы. Уяснение цели мобилизует мышление на усвоение материала, концентрирует его внимание на главном, определяет способ чтения. В учебной практике цели чтения книг могут быть разными:

- общее ознакомление с содержанием книги (учебника, учебного пособия или монографии);
- поиск дополнительного материала по изучаемому вопросу или углубленное изучение существа вопроса;
- поиск определений, понятий терминов, уяснение их существа; - подбор доказательств и примеров, теоретических установок;
- изучение источника определенных проблем или практических задач; - расширение и углубление знаний по определенной проблеме, вопросу. Возникает вопрос: как читать и писать так, чтобы время, потраченное на это, не пропало впустую. Существуют общепринятые правила грамотного чтения учебной и научной литературы. Изучение литературы должно состоять из двух этапов:

1 этап. Предварительное знакомство с книгой. Работа с книгой начинается с общего ознакомления. Для этого рекомендуется прочитать титульный лист, аннотацию и оглавление, затем внимательно ознакомиться с предисловием, введением и заключением. Прежде всего, читается заглавие, название книги. Общее ознакомление с книгой заканчивается просмотром имеющихся в ней приложений и другого справочного материала, с тем, чтобы можно было легко найти материал, если в нем возникает необходимость. После этого можно приступить к углубленному изучению книги.

2 этап. Чтение текста. Общепринятые правила чтения таковы: - читать внимательно – т.е. возвращаться к непонятным местам. - читать тщательно – т.е. ничего не пропускать. - читать сосредоточенно – т.е. думать о том, что вы читаете. - читать до логического конца – абзаца, параграфа, раздела, главы и т.д. Разные тексты и цели ознакомления с книгой требуют разных способов чтения, т.е. разных способов извлечения информации.

Примерные задания для самостоятельной работы студентов:

Раздел № 1 Higher Education in the United States of America

Тема 1.1. Text: Doctor in the House. Conversation and Discussion. Higher Education in the United States of America.

1. Translate the following sentences into English:

1. Хорошо. Я принимаю ваш отказ. В любом случае я рада, что мы познакомились. Надоюсь, в другой раз вы будете более сговорчивы. 2. Я и не надеялась застать Джонки дома в такое время. 3. Не пытайся заставлять ее работать на вас. Так или иначе она сделает, что вы просите. 4. Наконец Джесс уговорил (заставил) Рэя дать ему работу. 5. Пока я хозяин дома, я заставлю всех повиноваться мне — слышите? 6. Не моя вина, что ты не понимаешь меня, но я заставлю тебя внять здравому смыслу. 7. В среду миссис Хиггинс принимала гостей, и Хиггинс заставил ее пригласить Элизу. 8. Теперь, когда все экзамены позади, можно с уверенностью сказать, что из вас выйдет настоящий адвокат. 9. Раз уж Том убедил всех, что Симон был невиновен, необходимо найти настоящего преступника. 10. Теперь, когда Памела несколько не волновалась о том, что могут сказать о ней люди, о ней перестали распускать слухи.

2. Complete the following sentences, using the phrases and word combinations:

1. If you are smart enough to cheat in this exam 2. Tick the names off 3. I hate swotting up before exams 4. Keep an eye open for 5. Young teachers ... mark and grade the papers. 6. The results of the written test will come out 7. ... adopted such an attitude towards people. 8. ... get through. 9. He's just the sort of person ... cut you short. 10. ... rallied her thoughts. 11. The chairperson called out the names of the students who

3. Pair work. Make up and act out situations, using the phrases and word combinations:

1. Imagine that you are sharing your experience in the technique of taking examinations with a freshman. You are not exactly a hardworking student.
2. Imagine you are instructing a young teacher who is to be an invigilator at the written exam.

4. Translate the following sentences into English, using the phrases and word combinations:

1. Все уговаривали его воспользоваться шпаргалкой на экзамене, но он твердо стоял на своем в желании сдать экзамен самостоятельно. 2. Деловая Диана просматривала список гостей на прощальный обед и отмечала галочкой тех, кого считала ненужным приглашать. 3. Майк, ты что, много занимался перед экзаменами? Никогда не поверю, что ты способен на это. 4. Следите, пожалуйста, за этим молодым человеком, он вполне способен воспользоваться шпаргалками на экзамене. 5. Обычно требуется неделя, чтобы проверить экзаменационные работы в колледже. 6. Результаты собеседования будут известны через три дня. 7. Дороти сосредоточилась (собралась с мыслями), приняла суровый вид и открыла заседание совета директоров. 8. Ему удалось проскочить на экзамене, хотя времени на зубрежку медицинских терминов ему не хватило. 9. Честер начал было объяснять ситуацию, но Рэй резко оборвал его. 10. Руководитель группы называл имена участников, и они отходили в сторону.

5. Explain what is meant by:

1. Examinations touch off his fighting spirit. 2. A single invigilator sat on a raised platform to keep an eye open for flagrant cheating. 3.... hoping by an incomplete sentence to give the

examiners the impression of frustrated brilliance. 4. Confusion breeds confusion and he will come to the end of his interrogation struggling like a cow in a bog. 5. "It's the same idea as talking about passing away and going above instead of plain dying."

6. Answer the following questions and do the given assignments:

1. Why does Gordon equate the final examinations with death? How does he define an examination? 2. What is the usual way medical students prepare for examinations? 3. Why were the students so particular to humour Malcolm Maxworth? 4. Describe the procedure of the written examination as presented by the author. 5. In Gordon's opinion why are oral examinations so unpopular with the students? 6. Describe the psychological types fairly commonly seen in viva waiting-rooms. 7. Why were the days after the oral examination black ones for the students? 8. What was Grimsdyke's theory about failing exams? 9. In what way are the examination results usually announced? 10. How did Gordon feel when he learned that he had passed the exams?

Tema 1.3. Additional Texts on the Topic: Higher Education in the United States of America

Write a ten paragraph essay on the Russian and American systems of higher education, specifying the following: admission requirements, students grants and financial aid, academic calendar, courses, political and cultural activities.

Translate the following sentences into Russian:

A. 1. "You are making too much fuss of me, don't worry", he said, with a smile, suggestive of annoyance. 2. I had seldom seen him like this. He seemed, indeed, annoyed with me for having asked this question. 3. He was annoyed at the way she tried to take over the whole meeting. 4. I want you, Lady Wil lard, to ascertain for me exactly how much is newspaper chatter, and how much may be said to be founded on facts. 5. The woman kept chattering in and out as she prepared the table. In a nearby tree a squirrel chattered. 6. The noise of old-fashioned computer printers chattering away gave me a headache. 7. Then the fever came on again and his teeth chattered. 8. His friends cheered him on when he was about to give up. 9. No one could help but cheer the verdict "not guilty". 10. "See you tonight then. Cheers!", I said and put down the receiver. 11. You can hear the cheers of the crowd two miles away from the football ground. 12. He gave me a cheery greeting. 13. His cheerful acceptance of responsibility encouraged us all. 14. You could never be unhappy in such a cheerful house. 15. A cheerful fire was burning in the grate. 16. "It's not a wrestling match, not a contest of strength", he said. 17. She contested five of seven titles. 18. There is always a contest between the management and the unions. 19. She's won a lot of dancing contests. 20. The championship is being keenly contested by seven athletes. 21. In tonight's quiz the contestants have come from all over the country to fight for the title of "Superbrain". 22. The contest for leadership of the Party is gathering speed. 23. He became seriously depressed and suicidal, and applied for emergency psychotherapy. 24. She emerged from the sea cold but exhilarated and towed herself vigorously. 25. The method of this comprehensive study is to highlight the issues that emerged in the 1960s in University life. 26. The President has emerged unseated from the scandal. 27. He seemed to emerge from his reverie. 28. His professional training enabled her to act swiftly and decisively when faced with an emergency. 29. My wife had to open the tins we kept for an emergency. 30. It has emerged that secret talks were under way between the two companies.

B. 1. He wanted to be left alone to go about his business. 2. His new book was going along nicely. 3. The breakfast arrived and he went at it like a starving refugee. 4. I'll try to go by reason as far as possible. I'm sorry, madam, but we have to go by rules. 5. "I think my presentation went down rather well, don't you?" 6. In spite of going down badly with the critics, the film has been a tremendous commercial success. 7. I'd rather not go into that now. 8. Don't sign anything until

you have gone over it thoroughly. 9. Go easy on salt, it's bad for your heart. 10. Some jokes go round year after year. 11. Could I have a glass of water to help these pills go down? 12. They were looking for a minute at the soft hinted green in the branches against the sky. 13. Although it was a raw March afternoon, with a hint of fog coming in with the dusk, he had the window wide open. 14. I coughed politely as she lit a cigarette but she didn't take the hint. 15. There's only a hint of brandy in the sauce, so I don't think it'll make you drunk. 16. This was a large low-ceilinged room, with rattling machines at which men in white shirt sleeves and blue aprons were working. 17. Druet was rattling on boasting about his recent victories and Hurstwood grew more and more resentful. 18. The quiet deliberate footsteps approaching my door rattled me/got me rattled. 19. She seemed rattled about my presence/by my question. 20. I had taken a taxi which rattled down the road. 21. He was left alone except Rachel rattling pots in the kitchen. 22. Reduced to extreme poverty, begging, sometimes going hungry, sometimes sleeping in the parks, Hurstwood admitted to himself the game was up. 23. The Education Department had threatened the headmaster with a reduction in the staff, which meant more work and reduced salaries for the remaining teachers and himself. 24. Every building in the area was reduced to rubble. 25. The captain was reduced to the ranks for his dishonorable action. 26. The contractor had reduced his price from sixty to forty thousand dollars. 27. Mr. Lamb resented these intrusions and reduced them to a minimum. 28. They were reduced to selling the car to pay the phone bill. 29. They have made substantial reductions in the labor costs. 30. By the end of the interview Martin was reduced to almost speechless anger.

Paraphrase the following sentences using the essential vocabulary:

1. The girls talked very quickly without stopping as if unaware of my presence. 2. The sounds of approval of the audience filled the theatre. 3. Don't be sad, I've got good news for you. 4. You shouldn't argue a point or a statement trying to show that it is wrong, when you don't rely on facts. 5. Let's rehearse this scene again. 6. How did you happen to find out about it? There wasn't even a slight suggestion of it in his letter. 7. An old cart passed by quickly making a lot of noise. 8. If you don't want to get some lung disease you must give up smoking or cut it to a minimum.

Раздел № 2. Television

Тема 2.1. Text: Growing up With a Media. Conversation and Discussion. Television..

1. Change the sentences below according to the models:

Model 1: The lady lacked tact and manners.

What the lady lacked was tact and manners.

1. He longed for the title of a champion. 2. The man didn't care to go back to his wife. He was afraid she'd talk him to death. 3. The doctor should have tested him for suicidal tendencies.

Model 2: We had no idea where he had come from.

Little did we know where he had come from.

1. We had no suspicion what he was involved in. 2. She had no idea what made him lose his temper. 3. We did not understand why she was so annoyed. 4. We could not see the point of his coming here.

5. Translate the following sentences into English:

1. Чего ему действительно не хватало, так это чувства меры. 2. Что меня больше всего удивило в Джейн, так это ее самообладание. 3. Ему просто не хватало знаний по истории этой страны. 4. Надо отдать ей должное, она была на редкость трудолюбива. 5. Надо отдать ему должное, он сделал все, чтобы овладеть испанским языком. 6. Надо отдать ей должное, она очень интересуется благополучием своих родных. 7. Надо отдать ему должное, он с любым европейцем может говорить на его родном языке. 8. Я и понятия не имел, куда он метит. 9. Он и не подозревал, что ей

нужно. 10. Она и не догадывалась, чем все это кончится.

6. Make up two sentences of your own on each pattern

7. Make up a short situation using the speech patterns.

8. Note down from the text the sentences containing the phrases and word combinations and translate them into Russian.

Тема 2.3. Additional Texts on the Topic: Television..

1. Media inventory.

a) List all the media you observe in an hour or two in the following places:

1. in the community in general — in the shopping centre or downtown area that you use the most, in the supermarket or grocery store, in any clothing or department store, at the cafe where you stop for meals or snacks. Include signs, billboards, posters, magazines, displays, radios, TVs, and public address system. 2. at school or college/institute, in classrooms, in general areas such as the cafeteria and hallways. (Don't include the library. We all know how loaded it is.) 3. at home — in your bedroom, living-room, kitchen.

b) Bring your information to class; sort the material into groups and compile your information. Write a list of categories, such as TVs, radios, newspapers, magazines, signs, posters, displays — whatever you discovered — and record the number of each, regardless of where you noticed them. When you have completed the whole inventory, add the number in each category, then add them all for a grand total of the media in your life.

2. Discussion While you were compiling your inventory, answers to the following questions no doubt presented themselves. Now is a good time to share them with the whole class.

1. Was it difficult to remember to notice each medium? 2. Did you find more than you anticipated? 3. Where did you find the most? 4. Which medium predominates in your inventory — print or electronic? 5. What general conclusions did you reach about media?

3) Written Work/Assignment/Task

Respond to the following situation either in a short story using dialogue and description or in essay form. Without using any escape device like running away to a deserted island or the middle of a desert, describe how, within the context of your normal life, you could or could not screen or seal yourself from all media messages. (The tone can be either serious or satirical.)

Раздел № 3. Customs and Holidays

Тема 3.1. Text: The Time of My Life. Conversation and Discussion. Customs and Holidays..

1. Translate the following sentences into English:

A. 1. Хотя это может показаться странным, я особенно люблю читать исторические романы. 2. Хотя они и были старомодными, они пользовались успехом у молодых людей. 3. Его избранные ранние работы содержат много новых идей о политике, хотя они и могут казаться довольно смешными.

B. 1. "В романах С. Моэма женщины представлены скорее как таинственные существа, чем реальные люди", — сказала хозяйка дома. 2. Ее гость не согласился с ней, утверждая, что автор представляет женские персонажи скорее как практичных и властных людей, чем как каких-то мистических существ. 3. "В театре Олд Вик играют Чехова как

русскую национальную комедию, а не как драматическое произведение общечеловеческого содержания", — продолжала дискуссии дама.

С. 1. Хозяин просил ее сказать правду, а не скрывать факты. 2. Эти картины скорее всего пугают посетителей выставки, а не обогащают эстетично. 3. Профессор призвал студентов высказаться, вместо того чтобы хранить молчание. 4. Весьма вероятно, что эти книги скорее уведут в сторону, чем дают образование.

2. Complete the following sentences using the phrases and word combinations:

1. All the Moscow cathedrals and churches have been ... to their former
2. The totalitarian systems suppressing initiative and freedom carry the ... of its own
3. All these people used to give a terrible ... to the authorities.
4. Mini skirts were ... at that time, and even ladies advanced in years gladly embraced the fashion.
5. The terrible news ... the whole country like a
6. He was a devoted... of the King... his enemies in France.
7. These measures were sure to ... the ... of the people against the rulers in the country.
8. There were crowds of homeless children in the ... years... the War.
9. The Normans had their own people in ... England.
10. The paintings of the impressionists were impossible to buy, they were ... the price.
11. The various new trends in theatrical productions, in music, popular and classical, poetic recitals in the squares of Moscow were ... of... .

3. Paraphrase the following sentences using the phrases and word combinations:

1. Due to the new actions of the authorities, the town has regained its former beauty and glory.
2. He promised to the master to be an obedient pupil and never to give him any trouble.
3. The terrible news spread like a fire across the country and all the people were terrified.
4. The government's repressive policies are sowing the seeds of a destructive rebellion.
5. Coats like that used to be very fashionable in my time.
6. The boys united their efforts and became partners in the struggle against their common enemy — the Headmaster.
7. I am never too good in the morning.
8. In the part of Hamlet Sir Laurence was absolutely superb.
9. Good friendship cannot be bought.
10. It all happened in the first hour of the day, at the dead of night, in fact.
11. The new prime minister promised that the ministers in the most important departments wouldn't be replaced and that would assure continuity.

4. Translate the following sentences into English using the phrases and word combinations:

1. К сожалению, я никогда не слышала его в его лучшей форме, хотя говорят, он порядком досаждал начальству своими речами.
2. "Четверо из Ливерпуля" тогда были чрезвычайно популярны, молодые девчонки просто сходили с ума.
3. Во времена II Мировой войны Британия, США и Россия стали союзниками в борьбе против Гитлеровской Германии.
4. Весь мир был в состоянии шока: весть о смерти Дианы пронеслась по всем странам.
5. Жестокость и бесчеловечность белых по отношению к черному большинству в Южной Африке сеяли семена разрушения всей системы апартеида.
6. Любые карательные акции обычно усиливают враждебность населения.

7. Восхищаясь достопримечательностями Санкт-Петербурга, мы понимали, сколько было сделано, чтобы восстановить их прежнюю красоту после полного разрушения нацистами во время войны.

5. Pair work. Make up and act out situations using the phrases and word combinations.

Тема 3.2. Additional Texts on the Topic: Customs and Holidays.

1. Translate the following sentences into Russian:

1. A group of theatrical workers including myself wrote an open letter to The Times. 2. "My dear ... I've been a member of clubs which consisted exclusively of fools." 3. The plan took account of the tasks facing them in the restructuring of economy. 4. I've just remembered that she said they left some place on account of cholera. 5. Will you allow me to ask why I should put myself to the slightest inconvenience on your account? 6. Naturally, I don't expect you to start dancing round with joy, but you might preserve the decencies of debate. 7. Look at these old paintings! They are in an excellent state of preservation! 8. Give me the best estimates you have by the end of the month. Err, if you must. 9. It was a new car, but dust, luggage, and erratic driving gave it a veteran appearance. 10. ... geniuses are such erratic people and mediocrities so respectable. 11. It is true he had a considerable sum under his uncle's will, but it has probably been made off with by this time. 12. With the pure all things are pure. 13. One will come here without your entire consent.

2. Give the Russian equivalents for:

to make a note; to make notes; to make one's will; to make smb's character; to make one's own life; to make a livelihood; to make a bargain; to make terms; to make a row; to make a commotion; to make port; to make for the open sea; to make the finish; to make oneself understood; to make smth known; to make oneself clear; to make public; to make a rule of it; to make a show of smth; to make a nuisance of oneself; to make no sign; to make a face (faces) at smb; to make a long face; to make eyes at smb; to make a (little, poor, ridiculous) figure; to make little (light) of smth; to make much of smth, of smb; to make the most of smth; to make the worst of smth.

3. Fill in the blanks with the verb "to make" with a preposition:

1. Andrew didn't want to speak to anybody, so he right after the meeting. 2. Let's ask the waiter to the bill. I clean forgot I have an appointment in half an hour. 3. They could hardly the dim figure through the mist. 4. I can't what John is driving at. There's something up his sleeve, I'm sure. 5. How did they with the problem? 6. I wouldn't trust Jane too far if I were you. She is notorious for making ... like lies. 7. You've missed too many lessons and it won't be easy to for the lost time. 8. My mother doesn't allow me to She says it's common.

4. Paraphrase the following sentences using the essential vocabulary:

1. He would never forget the time when he was made a member of the group. 2. When the boy came back with the purchases his mother wanted him to tell her exactly how he had spent the money. 3. There isn't enough room in the book to tackle the whole subject. 4. The old man shows little sign of old age. 5. There are many newspaper descriptions of what happened during the earthquake. 6. I was asked earnestly to agree. 7. Don't trust him too far, he is a person who is likely to do unusual or unexpected things. 8. I'm making up a list of those going to the theatre on Monday, shall I put your name on it? 9. If we cross out this paragraph, as you suggest, there will be no logical connection. 10. She managed to retain her good looks right to the end of her life. 11. Jean knew that her parents did not like Robert and would never allow her to marry him. 12.

What he said at the trial was complete nonsense. 13.1 can't make sense of the message. His handwriting is utterly illegible.

Раздел № 4. Family Life

Тема 4.1. Text: Thursday Evening. Conversation and Discussion. Family Life.

1. Translate the following sentences into English using the phrases and word combinations:

1. Мальчик очень старался не делать ошибок в своем изложении. 2. Почему вы не откроете ей глаза на истинное положение дел? 3. В детстве ее не баловали, и теперь она оказалась более самостоятельной, чем ее брат. 4. Сильные Дожди в горных районах привели к наводнению. 5. Встреча и разговор со старым школьным товарищем вызвали в памяти старые времена. 6. Не кажется ли вам, что она слишком далеко заходит в своей дерзости? Однако не думайте, что я говорю это, чтобы восстановить вас против нее. 7. Не беспокойтесь, все устроится чудесно. Нам надо только обсудить все заранее. 8. На чьей вы стороне? Решайте. 9. Скарлетт рылась в ящике стола, пытаясь найти там остатки денег. 10. Пока он не займется делом всерьез, он не получит повышения. 11. Учительница была очень недовольна учеником и задавала ему самые трудные вопросы. 12. Если он дал слово, он достаточно мужественен, чтобы не отказаться от него.

2. Explain what is meant by:

1. His fuse also is rapidly shortening. 2. If you'd married Jack Davis or some other of those jokers you'd never have had to see the inside of a kitchen. 3. He shall get married, just to be a humiliating example to his father. 4. The expectant mother-in-law! 5. Let's see if you can ratify it from your extensive observation of life. 6.1 ought to have known that oil and water won't mix. 7. He wants to take out some more insurance... 8. It runs in the Johns family. 9. ...and was made so much of, it gave her wrong ideas. 10. I was always afraid she'd have a hard awakening when she married. 11. My husband was shortsighted, too. He had had to skimp... 12. It's a kind of spiritual laxative. But they carry it too far. 13. Being a mother-in-law is almost as painful as being a mother.

3. Answer the questions

a) 1. Is the fact that both the mothers are residing of any special importance in causing the above mentioned tense condition? 2. What does the fact that Gordon takes more pains than his wife to avoid a quarrel suggest? 3. Do you think a wife should be economical? To what extent? 4. Why did Gordon feel slighted by Junior's not having drunk out of his mother's cup? 5. What do you think about the upbringing of an only child? What should be his (her) share in the household chores? 6. Should children be made to understand what marriage means? To what extent? 7. Should a husband and wife have similar personalities or not? 8. What makes for a happy marriage? 9. What brought about the quarrel between Laura and Gordon and what did it result in? 10. Was there any implication in Mrs Sheffield's words to the effect that "they have such a lot to learn"? 11. What do you think of Mr Sheffield's words to the effect that "she's only young once. Let her enjoy herself? 12. Why would their children's quarrel bring back old times to their mothers? 13. What is your opinion about "a treaty of peace between the two mothers" and its effect on their children's married life? 14. What did Laura mean when she said her mother was going back on her? 15. What would you say about Gordon's motto for married men?

4. Make up and act out dialogues between:

1. Laura (Gordon) and a friend discussing the events of Thursday evening.
2. Mrs Jones (Mrs Sheffield) speaking with her husband about the quarrel and their ingenious plan of making up that quarrel.

Тема 4.2. Additional Texts on the Topic: Family Life.

1. Answer the following questions. Use the essential vocabulary:

1. What do you do if you don't want to meet a person? 2. When do you avoid somebody? 3. What do you usually avoid or try to avoid doing? 4. How do you think one can best avoid making spelling mistakes, grammar mistakes and mistakes in word usage? 5. How can one avert a controversy? 6. What do you say of a pain or a headache that is not at all serious? 7. How would you feel if your hostess paid too little attention to you? 8. What do you call a very strong feeling of repulsion caused by a bad smell? 9. What do you call an exaggerated opinion of oneself? 10. Why doesn't anybody like people who are full of conceit? 11. What do you call very bright light? 12. When does one glare at somebody? 13. What do you call a mistake that is quite obvious? 14. What do you call one who spends money carelessly?

2. Choose the right word:

slight (be, feel slighted); humiliate (be, feel humiliated); hurt (be, feel hurt):

1. When the "Old Guard" refused to visit Scarlett in her new luxurious house she felt... but it didn't... her. She was too conceited to feel... What really... her badly was Rhett's sneering remark that he had warned her that her extravagance and lack of taste would only make things worse and it would... her. 2. Scarlett felt... and ... when she learned that Ashley would marry Melanie. 3. Scarlett took pains to show her new Yankee acquaintances her indifference and dislike for them. She ... them, sneered at them and they often felt... and... not knowing what had brought about such a change in so pleasant a lady as Mrs Butler.

avert, avoid, evade:

1. The key to the code... all his efforts. 2. They saw the danger ahead but could do nothing to ... it. 3. One would admire his excellent qualities, but... his company. 4. She wouldn't answer, she walked hurriedly on with ... face. 5. Please answer the question; do not.... 6. Each person... the eyes of the others.

3. Review the essential vocabulary and translate the following sentences into English:

1. Студентка говорила медленно, стараясь избегать даже небольших ошибок. 2. Было совершенно очевидно, что Мария старалась избегать старых друзей. 3. Казалось, ничто не могло отвлечь надвигающуюся опасность. 4. Врач уверял Томми, что операция прошла благополучно и не было ни малейшего основания для беспокойства. 5. Нервы Эйлин были так напряжены, что малейший шум заставлял ее вздрагивать. 6. Его плоские шутки мне противны. 7. Всех покорило (возмутило) его поведение.

Дополнительные источники и литература для подготовки:

1. Кузьменкова, Ю. Б. Английский язык + аудиозаписи в ЭБС : учебник и практикум для вузов / Ю. Б. Кузьменкова. — Москва : Издательство Юрайт, 2022. — 412 с. — (Высшее образование). — ISBN 978-5-534-15064-3. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/488823>

2. Практический курс английского языка. 4 курс: П69 Учеб. для педвузов по спец. «Иностр. яз.» / Под ред. В.Д. Аракина. - 4-е изд., перераб. и доп. - М.: Гуманит, изд. центр ВЛАДОС, 2000. - 336 с.: ил.

