

Министерство образования и науки
Российской Федерации
Федеральное государственное бюджетное образовательное
учреждение высшего профессионального образования
«Уральский государственный педагогический
университет»

**Английский язык для направлений
подготовки бакалавриата
(в рамках дисциплины "Иностранный язык")**



Екатеринбург
2015

УДК 372.881.111.1 (075)
ББК Ч 486

Рекомендовано Ученым советом
федерального государственного бюджетного
образовательного учреждения высшего
профессионального образования «Уральский
государственный педагогический
университет» в качестве учебного издания
(Решение № 431 от 24.11.2015)

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Английский язык для направлений подготовки бакалавриата педагогического вуза (в рамках дисциплины «Иностранный язык»)
[Текст] : учебное пособие для студентов 1 курса / сост. Е. М. Алексеева, М. С. Кривошекова, П. В. Кропотухина; ФГБОУ ВПО «Урал. гос. пед. ун-т» ; Ин-т иностр. языков. – 2-е изд. – Екатеринбург, 2015. – 128 с.

Цель пособия – способствовать развитию и совершенствованию умений устной речи на тематической основе. Пособие содержит материал по разговорным темам, диалоги, лексические упражнения, список лексических единиц, и содержит дополнительные аутентичные тексты, что способствует повышению мотивации к изучению иностранного языка и формированию общекультурных компетенций студентов.

Данное учебное пособие предназначено для студентов 1 курса бакалавриата, а также может быть использовано при самостоятельном изучении английского языка.

УДК 372.881.111.1 (075)
ББК Ч 486

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Содержание

	Предисловие	4
Unit 1	My Life and Family	5
Unit 2	House and Flat	18
Unit 3	My Working Day	29
Unit 4	Shopping	39
Unit 5	Meals	50
Unit 6	My Studies	61
Unit 7	City	72
Unit 8	Culture	77
Unit 9	Travelling	90
Unit 10	Great Britain	100
Unit 11	Holidays and Festivals	109
Unit 12	Studying Foreign Languages	120
	Литература	128

Предисловие

Учебное пособие предназначено для студентов, продолжающих изучение английского языка в педагогическом вузе на этапе бакалаврской подготовки.

Цель пособия – развивать коммуникативные способности студентов, т.е. обучение английскому языку как реальному средству общения; выработать у студентов умение читать английскую литературу для извлечения нужной информации, научить студентов вести беседу и делать сообщения в рамках изученного материала.

Пособие состоит из 12 разделов, каждый из которых имеет следующую структуру:

1. Текстовый материал и упражнения, направленные на развитие умений и навыков работы с иноязычным текстом.
2. Тренировочные лексико-грамматические упражнения.
3. Дидактический материал для развития умений и навыков говорения.

Дифференциация текстов объясняется тем, что они различны по уровню сложности и могут быть использованы студентами частично или в полном объеме.

Предлагаемый текстовый материал способствует повышению эрудиции и расширению кругозора студентов. Тексты подбирались с учетом их информативности, актуальности и интереса для студентов-первокурсников.

Раздел «Home reading» позволяет студентам познакомиться с оригинальными английскими текстами английских и американских авторов.

Вторая часть пособия планируется как грамматический справочник с практическими заданиями, что продиктовано пробелами в знаниях учащихся базовой грамматики, без которой невозможно практическое владение иностранным языком.

Unit 1

My Life and Family

Active vocabulary

to get acquainted	познакомиться
to go out with smb	встречаться с
to marry smb	жениться / выходить замуж
to get married	пожениться
to be married to	быть женатым / быть замужем
to propose to smb	делать предложение
wedding	свадьба
bride / bridegroom	жених / невеста
marriage	брак
to divorce	разводиться
relatives	родственники
to get on well with smb	быть в хороших отношениях с
relations	отношения, связи
wife, husband	жена, муж
child / children	ребенок / дети
daughter, son	дочь, сын
twins	близнецы
sister, brother	сестра, брат
aunt, uncle	тетя, дядя
niece, nephew	племянница, племянник
granddaughter , grandson	внучка, внук
mother-in-law	теща, свекровь
father-in-law	тесть, свекор
stepmother / stepfather	мачеха / отчим
cousin	двоюродный брат или сестра
to look like, to resemble	походить на
single-parent family	неполная семья
double-parent family	полная семья
to be pregnant	быть беременной
to fall in love	влюбиться
to fall out of love	разлюбить
to be on pension / to retire	быть на пенсии / выйти на пенсию

to take care of	заботиться о
to bring up	воспитывать
to grow up	растить
to keep house	вести хозяйство
to spoil smb	баловать кого-либо

Task 1. Describe yourself

My name is

I am eighteen (twenty, thirty).

I live in ...

I am tall (of medium height, short).

I am thin (not very thin, slim, rather fat).

My face is round (square, oval).

I have large (small) blue (black, grey, hazel, green,) eyes.

My hair is black (fair, dark, blonde, chestnut), straight (curly, wavy) and long (short, not very long).



Task 2. Describe your best friend and his/her character.

Person's character

bright	способный	silly	глупый
calm	спокойный	fussy	суетливый
cheerful	жизнерадостный	depressed	подавленный
faithful	преданный	greedy	жадный
noble	благородный	shy	застенчивый
polite	вежливый	rude	грубый
reasonable	рассудительный	light-minded	легкомысленный
tactful	тактичный	lazy	ленивый
attentive	внимательный	absent-minded	рассеянный
modest	скромный	boastful	хвастливый
kind	добрый	cunning	хитрый
even-minded	уравновешенный	envious	завистливый
sociable	общительный	hot-tempered	вспыльчивый
generous	щедрый	selfish	эгоистичный

Task 3. Read and translate the text.

My family

A few words about myself. My name is Ann. I was born in 1998 in Yekaterinburg. I live here with my family which is not very large: my mother, my father, my younger sister and I. Sometimes my uncle and aunt visit with their daughter and son, who are my cousins. Our family is very friendly.

I'm eighteen years old. Now I'm a first-year student of the Ural State Pedagogical University (USPU). I'm going to be a teacher. I like studying here very much, though it's sometimes difficult.

As you can see, I'm of medium height and rather slim. My hair is dark, short and straight. I have brown eyes. They say I look like my mother very much.

As far as I can see my character is cheerful in general. I'm a happy and optimistic person. I have a good sense of humor and consider myself a good mixer. I think my main shortcoming is that I'm hot-tempered sometimes, but this normally doesn't affect my relations with people.

As for my hobbies, I like watching good films, reading detective and love stories. As for sport I'm not very fond of it.

My parents have been married for twenty years. My father is a businessman, he is very practical. My mother is a housewife. My younger sister Helen is of school age, she is eleven. She resembles our parents much. Any time, we have a chance we try to do something together, go to the country, play some kind of game for all or just sit at a table and tell each other funny stories.

I help my mother to keep house. I go shopping, clean the rooms and so on, but it's not difficult for me. I like our home to be clean and tidy. The English have a proverb: "There's no place like home". That's quite true, but it's the people who make a home comfortable and happy.

Task 4. *Speak about your family.* *The following questions will help you.*

1. What's your name? What's your surname?
2. How old are you?
3. When and where were you born?
4. Are you a first-year student? Where do you study?
5. What do you want to be?
6. What were your favourite subjects at school?
7. Are you tall or short?
8. What hair have you got?
9. What colour are your eyes?
10. What is your favorite sport?
11. Have you ever taken part in competitions?
12. Do you live with your parents or do you have a family of your own?
13. Is your family large? How many are you in the family?
14. Have you got any sisters or brothers?
15. What are your parents? Where do they work? Do they like their jobs?
16. How long have your parents been married?
17. What is your father's name? How old is he? Is he tall? What is his hair like? What colour are his eyes? Has he got a hobby? What is it?
18. What is your mother's name? How old is she? Is she tall? What is her hair like? What colour are her eyes? Has she got a hobby? What is it?
19. Does your mother like cooking?
20. Who helps your mother about the house?
21. What are your brothers and sisters? How old are they?
22. Do you like to spend your free time with them? What do you usually do together?
23. What are your grandparents? Do they live with your family?

Task 5. Use the information to talk about your relatives or friends.

JOBS

a journalist
an architect
a doctor / a physician
a nurse
a surgeon
a dentist
a secretary
a teacher
a waiter / a waitress
a cook
an engineer
a driver
a worker
a shop-assistant
an actor / an actress
a librarian
a musician
a psychologist
lawyer
an accountant
an office worker
a manager
a businessman /
a businesswoman

ПРОФЕССИИ

журналист
архитектор
врач / терапевт
медсестра
хирург
стоматолог
секретарь
учитель
официант / официантка
повар
инженер
водитель
рабочий
продавец
актер / актриса
библиотекарь
музыкант
психолог
юрист, адвокат
бухгалтер
служащий
менеджер
предприниматель

AGE

adult, grown-up
teenager
to be of school age
to be under school age
old
aged, elderly
middle-aged
young
elder brother / son / sister, etc.
at the age of
in his/her twenties
in his /her thirties

ВОЗРАСТ

взрослый
подросток
быть школьного возраста
быть дошкольного возраста
старый
пожилой
средних лет
молодой
старший брат /сын /сестра и т.д.
в возрасте
20-30
30-40

Task 6. Complete the sentences.

1. Tom was born 3 weeks ago, so he is a _____.
2. George is 18 this year, so legally he becomes _____.
3. My granny is 78, so she is quite _____.
4. I'm nineteen, so I'm still a _____.
5. My elder brother is 24, so he is _____.
6. My mother is 38, so she is still _____.
7. My younger sister is 5, so she is _____.

WHERE THEY WORK

office
hospital
school
restaurant
factory / plant
department store
theatre
library
bank
kindergarten

ГДЕ ОНИ РАБОТАЮТ

контора, учреждение
больница
школа
ресторан
Фабрика / завод
универмаг
театр
библиотека
банк
детский сад

Task 7. Say where the members of your family work.

Model: She is a nurse and she works at the hospital.

Task 8. Make up short situations based on the model.

Model: It's Robert Brown. He's 26.

He's a journalist. He's American.

He comes from New York.

<i>Name</i>	<i>Age</i>	<i>Job</i>	<i>Nationality</i>	<i>Residence</i>
Mary Smith	18	secretary	English	London
Tom Stuart	20	architect	Irish	Dublin
Jerry Brown	35	doctor	Canadian	Ottawa
Clair Jones	41	actress	Australian	Sydney
Robert Grey	45	mechanic	American	New York
Andrew Smith	33	lawyer	Scottish	Edinburgh
Mark Black	52	driver	Jew	Tel Aviv
Jee Li	26	nurse	Chinese	China
Ivan Smirnov	57	teacher	Russian	Russia

Task 9. Read the dialogue and learn it by heart.

Helen: Andrew, tell me about your family.

Andrew: OK.

Helen: What's your father? What's his job?

Andrew: He is an architect.

Helen: And your mother? Is she a house wife?

Andrew: No, she isn't. She is a journalist.

Helen: Do they live in Moscow?

Andrew: No they live in St. Petersburg now.

Helen: Oh! And you say you have an elder brother. What's his name?

Andrew: His name is Peter.

Helen: Is he a student?

Andrew: Yes, he is at St. Petersburg University.

Helen: Really? Is he a third-year student?

Andrew: He is.

Helen: What's his speciality?

Andrew: Law. He's a future lawyer.

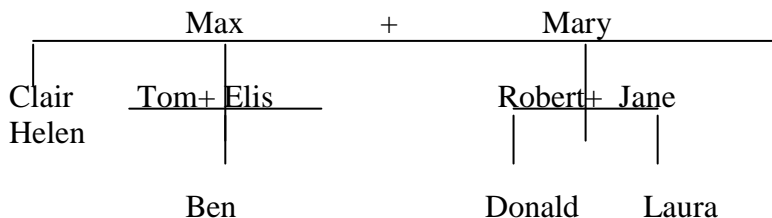
Helen: Married?

Andrew: No, he isn't married. But he has a girl friend.

Helen: Who is she?

Andrew: I don't know. It's a secret.

Task 10. Study the Family Tree. Say whether the following statements are true (T) or false (F).



1. Mary is Helen's mother.
2. Max is Elis's father.
3. Tom is Jane's husband.
4. Clair is Tom's wife.
5. Ben is Donald's brother.
6. Laura is Ben's cousin.
7. Helen is Laura's aunt.
8. Tom is Ben's uncle.
9. Donald is Jane's nephew.
10. Laura is Clair's niece.
11. Elis is Clair's sister-in-law.
12. Tom is Helen's brother.

13. Helen is Max's daughter.
14. Elis is Jane's sister.
15. Max is Donald's grandfather.
16. Laura is an only child.
17. Helen has two children.
18. Mary is Laura's grandmother.
19. Ben is Mary's grandson.
20. Helen is single.

Revision

Task 1. Put these words in the right boxes in the chart.

widower	boyfriend	bride	husband	fiancé
fiancée	girlfriend	wife	bridegroom	widow

	male	female
The person you are going out with		
The person you are engaged to		
The person on the day of their wedding		
The person you are married to		
The person left after the death of the husband/wife		

Task 2. Put these events into the right order.

- | | |
|------------------------------------|---------------------|
| 1. First, John and Kate_____. | a) got married |
| 2. Then, they_____. | b) fell in love |
| 3. So, they_____. | c) met |
| 4. Not long after that, they_____. | d) got divorced |
| 5. A few years later, they_____. | e) got engaged |
| 6. So, finally they_____. | f) fell out of love |

Task 3. Complete the sentences, using the correct word from these:

aunt	engaged	parents
bride (x2)	honeymoon	restaurant
bridegroom	husband	relatives
bridesmaid	invitation	son
brother	marriage	stepfather
cousin	niece	uncle
orphan		wedding

A wedding I attended

My 1____, Harold, got married last weekend and I was a 2____ at the 3____. All the family were happy because we have known the 4____, Mary Surridge, for a long time and Harold went out with her for a year before they became 5____.

Mary's 6____ died in a car crash when she was very young, so she became an 7____, but her 8____ Tom is a kind man and has always looked after her. When Harold and Mary were making the list of 9____ for the wedding, of course they invited all the 10____ and some friends, but we wondered if my mother's first 11____, my 12____ Mr. Page, would accept, because he lives in Newcastle. But he did come, perhaps because my brother Ian is his 13____.

Everyone was very happy during the 14____ service, except my 15____ Charles, the 16____'s father. He was a little sad – I suppose because of my 17____ Elise died a few years ago.

Afterwards, we went to the 18____ at the King's Arms and had a big lunch and everyone made speeches. Then the 19____ cut the cake, with Harold helping her, and they went to their 20____ in Ibiza. My uncle Charles came up to me and said: "I must come and dance with my 21____, the prettiest girl in the room", so I felt very pleased.

Jane Quick

Home Reading

1. Hi! My name is Thomas (though my friends call me Tom). I'm fifteen. I've got a Mum, a Dad, a brother and two sisters, three aunts and uncles and two grandmothers who live in New Zealand. I'm the youngest. It is pretty dire at times when my elder sisters and brother try to boss me around, I think there are some advantages of being the youngest. I can learn from my sisters' and brother's mistakes and they've fought some of the battles with my parents for freedom. My eldest brother Mark is 20 and is studying at the university in York. My sister Laura is 18 and in her last year at school. She is doing Biology, Chemistry and Maths "A" levels. She wants to become a doctor. Liz is my other sister. She is 16. My sister Liz was born lucky. She has a beautiful smile. When she does something bad, she smiles and my parents are not angry with her. She eats a lot and does not get fat. Her favorite meal is a double cheeseburger with French fries, a milkshake, and an ice cream sundae. She does not study hard but always gets good marks. After school she does her homework in five minutes while she watches television at the same time.

2. My sister Jamie is very shy. When there are other people around, she speaks very little. Sometimes she doesn't speak at all, and even runs away. She is very quiet at home and at school. You do not even know she is there sometimes. She is shy about her body, too. She never goes to the beach or swimming pool. But she likes ice-cream and cookies.

3. My brother is very selfish. He does not want to share things with other people. For example, when he buys a bar of chocolate, he puts it in a secret place. Then he eats it all, by himself. He never helps anyone. He says he is busy. For example, a game of tennis or watching a film makes him very busy. He does not care if something he does bothers other people. For instance, last night he played loud rock'n'roll music until four o'clock in the morning. In conclusion, my brother is selfish, and will always be selfish.

4. On the whole I get on well with my sister Alice. She's 18. Sometimes we argue, mostly about clothes. For example, if I borrow her clothes without asking, she gets annoyed. We don't feel competitive because we have different interests. I'm more artistic and she's more academic. Does she ever try to boss me around? Sometimes, but I tell her to mind her own business. How does she try to control me? She tells my parents that I shouldn't go somewhere because it's not suitable. Or she tells them that I should be doing more work. I think she thinks that she's being helpful, but she's not. She was a lot worse than me at this age, went out a lot and went to a lot of clubs which I don't really do.

5. I'm a middle child. My elder brother is 22 and my younger brother is 11. I suppose I get on better with my elder brother. I don't feel competitive with him. We're good at the same sort of things and we're treated quite equally. Sometimes my elder brother is allowed more freedom than me but I understand the reasons why. I suppose girls are more at risk in the streets at night. But I don't think he should be allowed to stay out too much later than me. A little bit later, maybe! I'm quite motherly towards my little brother. I make sure he looks tidy. Sometimes when he's at a friend's house he calls me and I have a chat with him on the phone. It's nice that he asks to speak to me. I used to wish I had a sister but I have my friends and I can confide in my elder brother like a friend. I'd confide in him about problems. He's been through the same ones so he understands.

6. I try to finish all my college work during the day. It's difficult to study at home with two younger sisters and a brother at my elbow. My brother Robbie is eight. He has already grown out of doing what I tell him to. He's quite funny and a good company. But he doesn't know where to stop. He'll try the same joke over and over again.

As Robbie is the only boy in our family, I don't want him to feel really alone. I want us to be good friends.

Living in a big family I've learnt not to have all the attention focused on me. I think it's a good thing. If you're an only child, you always have all the attention and I suppose you can get a bit self-centred.

Do (did) you have similar problems in your family? Tell about them.



Unit 2

House and Flat Active vocabulary

dwelling house	} жилой дом
block of flats	
a two-room flat	двухкомнатная квартира
sitting-room	
living-room	} гостиная
dining-room	столовая
bedroom	спальня
nursery	детская
study	кабинет
bathroom	ванная комната
lavatory / toilet	туалет
kitchen	кухня
to furnish the flat	обставлять квартиру
furniture	мебель
house-hold objects	предметы обихода
electric appliances	электроприборы
central heating	центральное отопление
gas	газ
electricity	электричество
wall unit	мебельный гарнитур (стенка)
dining / writing table	обеденный / письменный стол
bookcase	книжный шкаф
wardrobe	гардероб
cupboard	буфет
built in	встроенный
chair	стул
armchair	кресло
stool	табурет
shelf	полка
sofa	софа
TV-set	телевизор
piece of furniture	предмет мебели
hanging lamp	люстра
curtains	шторы

carpet	ковер
to vac the carpet	пылесосить ковер
to tidy up	убирать, приводить в порядок
to wash up	мыть посуду
mirror	зеркало
sink	раковина
towel	полотенце
laptop	портативный компьютер
fridge / refrigerator	холодильник
dishwasher	посудомоечная машина
microwave oven	микроволновая печь
ceiling	потолок
floor	пол
wall	стена
parquet	паркет
linoleum	линолеум
to be painted (green)	окрашенный (в зеленый цвет)
to be papered with wallpaper	оклеенный обоями
to be white-washed	побеленный
tiled wall	кафельная стена



Task 1. Make a plan of your room. Label the objects, and describe the room using this:

Model: *There is a computer on the desk.*
There are three chairs around the table.

<u>What</u>		<u>Where</u>
There is a There are	Sg Pl	in the middle of the...
		next to the...
		in front of...
		at the...
		on the...
		behind the...
		above the...
		between the... and the...
		on the right of the...
		on the left of the...
		near the....
		under the...
		opposite the...

Task 2. Find 20 words. You can read them → and ↓

S	H	E	L	F	L	O	O	R	G
M	U	G	S	R	S	T	U	D	Y
P	E	N	O	I	S	O	F	A	B
C	U	P	C	G	D	E	S	H	L
A	B	S	K	E	Y	N	S	H	I
R	E	P	E	D	A	Z	I	A	N
P	D	O	T	I	R	O	N	L	D
E	F	O	R	K	D	I	K	L	S
T	E	N	K	E	T	T	I	E	W
B	R	O	O	M	S	T	O	O	L

Task 3. Read, translate, and retell the text.

The House

A house may be built of wood, stone, brick, concrete. A building may be one-, two-, three- or four-storeyed and higher. There are many multi-storeyed houses in our town now.

American multi-storeyed buildings are called skyscrapers. London houses have mostly 2 or 3 storeys (and only 5% have from 8 to 10 storeys). Our first floor is usually called the ground floor in England. And our second floor corresponds to the English first floor. The Americans call the floors as we do: first, second, etc.

The house we live in is our home. The house may front a street, a park, or a square. It may have a southern, northern, eastern or western aspect. The windows of my room overlook a lane.

When people move into a new flat they usually have a house-warming party.

There may be a one-room flat, a two-room flat, etc. Most of the flats nowadays have all modern conveniences such as: running water, gas, electricity, central heating.

The entrance to the house from the street is called the front-door. There is sometimes another entrance too, leading into the house from the yard, the back-door.

The staircase leads to the upper floors. We go upstairs or downstairs. The staircase consists of stairs (steps). The steps between two landings are called a flight of stairs, and the door of the flat usually opens on to the landing.

When the visitors come, they knock at the door or press the bell. Then one of the inhabitants answers the door (the bell) and the visitor asks if the person he wants to see is in or out.

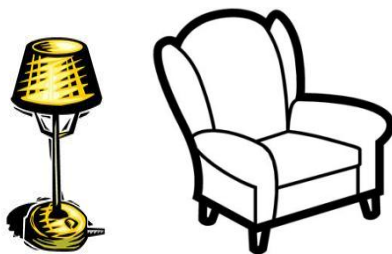
Task 4. Learn the dialogues by heart.

Dialogue A

- So, you moved into a new flat, didn't you?
- Yes, last Saturday we had our house-warming party. Now we have a nice three-room flat with all modern conveniences in a new block of flats in the center of the city. Here is the front entrance.
- Shall we mount the stairs?
- No, there is a lift to take us up. This is our landing... By the way, Peter's flat is two flights down.

Dialogue B

- Let me help you out of your coat. Hang your hat on the peg. Now I'll show you round the flat. This door leads to the living-room.
- What a spacious room! What's the floor-space?
- About 25 square meters.
- I like the pattern of the wall-paper. It makes the room look cosy.
- The room is not well-furnished yet. The sofa fits in very well, but the writing-desk looks out of place here.
- But don't crowd the room with furniture. There must be space to move about. I don't like heavy pieces of furniture.
- You are quite right. An overcrowded room doesn't show good taste.
- You get a fine view from the balcony.
- On the right you see a service-block and shops. Everything is close at hand.



Task 5. Describe your flat or retell the text.

My home

We have a nice flat rather far from the centre of the city. It is in a new sixteen-storeyed high-rise building in Gagarin Avenue. As there are so many storeys in the building it has two lifts.

Our flat is on the fourth floor. It has all modern conveniences. There are three rooms, a kitchen, a bathroom and a hall in our flat.

The living room is the largest and most comfortable room in the flat. In the middle of the living room we have a square dinner-table with six chairs round it. There is a hanging lamp above the table. To the right of the dinner-table there is a wall unit which has several sections: a sideboard, a wardrobe and some shelves. At the opposite wall there



is a piano with a piano stool before it. Between the two large windows there is a little table with a TV-set on it. Near the TV-set there are two cosy armchairs. A small round table, a divan-bed and a standard lamp are in the left-hand corner. This table is for newspapers and magazines. The walls of the living-room are light-green and there are a few water-colours on them.

The bedroom is smaller than the living-room and not as light as there is only one window in it. In this room there are two beds with a bedside table between them. In the left-hand corner there is a dressing-table with a big mirror. In this room we have a built-in wardrobe. There is a thick carpet on the floor and plain light-brown curtains on the window.

The third room is the study. It is not so large as dining-room but it is as cosy as all the other rooms. There is not much furniture in it, only the most necessary pieces. It has a writing-desk with drawers to keep paper in. There is a phone on the left. Just behind it



there is a reading lamp. There are books on the shelves all round the walls. A small table with a stereo-system is standing in the left corner. Near it there is a sofa with some cushions. In my opinion the study is the best room in our flat.

Task 6. Translate the sentences:

1. В прошлом месяце мы переехали в новую квартиру, и у нас было новоселье.
2. Комната очень светлая и уютная.
3. Это двухместный номер: здесь есть две кровати, телевизор, письменный стол, пара стульев, а также шкаф для одежды.
4. Мне не нравится жить выше 5 этажа, я не люблю подниматься пешком.
5. Обычно в субботу он убирает квартиру: пылесосит ковер, моет пол, вытирает пыль.
6. Я не знаю ее новый адрес, она недавно переехала в трехкомнатную квартиру.
7. Комната хорошо спланирована и обставлена.
8. В гостиной стены оклеены обоями, в кухне покрашены, а в ванной – кафель.
9. Окна моей квартиры выходят на восток.
10. Вчера приходили гости: сначала они позвонили, но звонок не работал, и они постучали в дверь.

Home Reading

He always reminds me of my poor Uncle Podger. You never saw such a commotion up and down a house, in all your life, as when my Uncle Podger undertook to do a job. A picture would have come home from the frame - maker's, and be standing in the dining-room, waiting to be put up; and Aunt

Podger would ask what was to be done with it, and Uncle Podger would say:

“Oh, you leave that to ME. Don’t you, any of you, worry yourselves about that. I’LL do all that.”

And then he would take off his coat, and begin. He would send the girl out for sixpen’orth of nails, and then one of the boys after her to tell her what size to get; and, from that, he would gradually work down, and start the whole house.

“Now you go and get me my hammer, Will,” he would shout; “and you bring me the rule, Tom; and I shall want the step-ladder, and I had better have a kitchen-chair, too; and, Jim! you run round to Mr. Goggles, and tell him, ‘Pa’s kind regards, and hopes his leg’s better; and will he lend him his spirit-level?’ And don’t you go, Maria, because I shall want somebody to hold me the light; and when the girl comes back, she must go out again for a bit of picture-cord; and Tom! – where’s Tom? – Tom, you come here; I shall want you to hand me up the picture.”

And then he would lift up the picture, and drop it, and it would come out of the frame, and he would try to save the glass, and cut himself; and then he would spring round the room, looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where he had put the coat, and all the house had to leave off looking for his tools, and start looking for his coat; while he would dance round and hinder them.

“Doesn’t anybody in the whole house know where my coat is? I never came across such a set in all my life – upon my word I didn’t. Six of you! – and you can’t find a coat that I put down not five minutes ago! Well, of all the – “

Then he’d get up, and find that he had been sitting on it, and would call out:

“Oh, you can give it up! I’ve found it myself now. Might just as well ask the cat to find anything as expect you people to find it.”

And, when half an hour had been spent in tying up his finger, and a new glass had been got, and the tools, and the ladder, and the chair, and the candle had been brought, he would have another go, the whole family, including the girl and the charwoman, standing round in a semi-circle, ready to help. Two people would have to hold the chair, and a third would help him up on it, and hold him there, and a fourth would hand him a nail, and a fifth would pass him up the hammer, and he would take hold of the nail, and drop it.

“There!” he would say, in an injured tone, “now the nail’s gone.”

And we would all have to go down on our knees and grovel for it, while he would stand on the chair, and grunt, and want to know if he was to be kept there all the evening.

The nail would be found at last, but by that time he would have lost the hammer.

“Where’s the hammer? What did I do with the hammer? Great heavens! Seven of you, gaping round there, and you don’t know what I did with the hammer!”

We would find the hammer for him, and then he would have lost sight of the mark he had made on the wall, where the nail was to go in, and each of us had to get up on the chair, beside him, and see if we could find it; and we would each discover it in a different place, and he would call us all fools, one after another, and tell us to get down. And he would take the rule, and re-measure, and find that he wanted half thirty-one and three-eighths inches from the corner, and would try to do it in his head, and go mad.

And we would all try to do it in our heads, and all arrive at different results, and sneer at one another. And in the general

row, the original number would be forgotten, and Uncle Podger would have to measure it again.

He would use a bit of string this time, and at the critical moment, when the old fool was leaning over the chair at an angle of forty-five, and trying to reach a point three inches beyond what was possible for him to reach, the string would slip, and down he would slide on to the piano, a really fine musical effect being produced by the suddenness with which his head and body struck all the notes at the same time.

And Aunt Maria would say that she would not allow the children to stand round and hear such language.

At last, Uncle Podger would get the spot fixed again, and put the point of the nail on it with his left hand, and take the hammer in his right hand. And, with the first blow, he would smash his thumb, and drop the hammer, with a yell, on somebody's toes.

Aunt Maria would mildly observe that, next time Uncle Podger was going to hammer a nail into the wall, she hoped he'd let her know in time, so that she could make arrangements to go and spend a week with her mother while it was being done.

"Oh! you women, you make such a fuss over everything," Uncle Podger would reply, picking himself up. "Why, I LIKE doing a little job of this sort."

And then he would have another try, and, at the second blow, the nail would go clean through the plaster, and half the hammer after it, and Uncle Podger be precipitated against the wall with force nearly sufficient to flatten his nose.

Then we had to find the rule and the string again, and a new hole was made; and, about midnight, the picture would be up – very crooked and insecure, the wall for yards round looking as if it had been smoothed down with a rake, and everybody dead beat and wretched – except Uncle Podger.

“There you are,” he would say, stepping heavily off the chair on to the charwoman’s corns, and surveying the mess he had made with evident pride. “Why, some people would have had a man in to do a little thing like that!”

Jerome K. Jerom
“Three Men in a Boat”

Do you have an “Uncle Podger” among your relatives? What is the main problem in communication with this person?

Unit 3

My Working Day

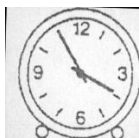
Active vocabulary

to get up
alarm-clock
to wake up

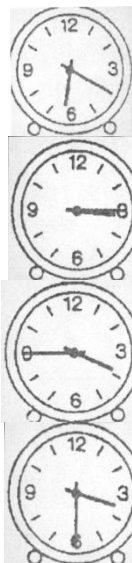
вставать (с постели)
будильник
будить, просыпаться

to get dressed	одеться
to put on	надеть что-либо
to leave	покидать, оставлять, уезжать
to come back home	вернуться домой
get ready for smth	быть готовым к чему-либо
make one's bed	заправлять кровать
hear	слышать
to take a shower	принимать душ
to clean teeth	чистить зубы
to brush hair	расчесывать волосы
to turn on	включить
to turn off	выключить
go for a walk	пойти погулять
go to bed	ложиться спать
go on foot	идти пешком
go by bus/tram	ехать на автобусе/трамвае
it takes me 10 minutes	у меня занимает 10 минут
to make-up	делать макияж
to be tired	устать
to hurry	спешить
to miss the classes	пропустить занятия
to be late for	опоздать на
to come on time	прийти вовремя
roommate	сосед по комнате
to share the room	жить в одной комнате
to have breakfast	завтракать
to have dinner	обедать (вечером)
to get to	добраться до

Task 1. What time is it? Be ready to answer teacher's questions.



It is five minutes to four.



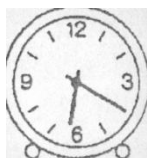
It is twenty minutes **past** six.

It is a quarter **past** three.

It is a quarter **to** four.

It is half **past** three.

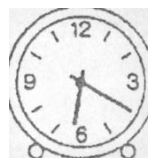
in the morning
in the afternoon
in the evening
at night



At 6.20 **a.m.**



At **noon.**
 At **midnight.**



At 6.20 **p.m.**

Task 2. Read and translate the text.

Text1. A student's day



It is seven o'clock. Who(m) do you see in the picture? We see Mary in it. Is she still asleep? No, she is not. She is already up, she has opened the window and turned on the radio. She is doing her morning exercises to the music. What is she going to do next? She is going to have a wash.



It is a quarter past seven. Mary is in the bathroom. She has just taken a cold shower, dried herself on the towel and cleaned her teeth. Now she is doing her hair before the mirror. What is she going to do next? She is going to dress.



Mary is in the bedroom again. She has already brushed her clothes and shoes. What is she doing now? She is putting on her shoes now. Did she make her bed? Yes, she did.



It is a quarter to eight. The family had breakfast. While Mary is sweeping the floor with a broom her mother is washing up. Is Mary going to stay at home? No, she is not. She is going to the University.



It is eight o'clock. Mary is hurrying to the University. She is a first-year student of the History faculty. Her classes begin at half past eight. Mary is never late for her classes. Does she go on foot to the University? No, she doesn't. She goes by Metro. How long does it take her to get to the University? It takes her half an hour to

get there.



It is two o'clock. The classes are over. Mary and her friends are having dinner. Are they going home after dinner? No, they are not. They are going to the reading-room to prepare their homework there.



It is nearly six o'clock in the evening. Mary came home after a walk. She is reading now. Is Mary going to do anything about the house? She is going to iron her father's shirts.



It is ten minutes to ten. The working day is over. The family are all together: Mary is playing the piano, her brother is watching TV, her father is reading a newspaper, her mother is knitting. The family are not going to bed yet.

Task 3. Read the text. Ask your friend about his / her working day.

Text 2. My working day

On Tuesday I get up at half past six. I go to the bathroom and wash my hands and face and clean my teeth. Then I dress, go to the kitchen and cook breakfast for my family.

At half past seven my son gets up and has breakfast. I have breakfast with my son. My son eats a sandwich and drinks a cup of tea. I don't drink tea. I drink coffee.

After breakfast my son goes to school. I don't leave home with my son. On Tuesday I don't work in the morning. I work in the afternoon.

In the evening I am at home. My husband and my son are at home, too. We rest in the evening. My son watches TV, my husband reads newspapers or books and I do some work about the house. At about eleven o'clock we go to bed.

Task 4. *Speak about your working day.* The following questions will help you.

1. Where do you study?
2. Do you live in a students' hostel or do you rent a flat?
3. Do you share your room (flat)?
4. When do you usually get up?
5. Who (what) wakes you up?
6. Do you do your morning exercises?
7. When do you wash, clean your teeth and have a shower?
8. Do you feel sleepy in the morning?
9. What are you by nature, a lark or an owl?
10. What do you usually have for breakfast?
11. What time do you usually leave home?
12. How long does it take you to get to the University?
13. How do you get there: by bus, by tram or on foot?
14. Do you have lunch at the canteen or do you eat at home?
15. How many classes do you have a day?
16. Do you miss your classes?
17. What do you usually do after classes?

18. What do you do in the evening?
19. When do you go to bed?
20. Do you sleep late at the weekends?

Task 5. Write 10 sentences about Michael's working day. Use the timetable.

Model: *Michael gets up at 7 o'clock.*

TIMETABLE

7.00	get up
7.00-7.10	do morning exercises
7.10-7.20	have a shower
7.20-7.40	have breakfast
8.00	leave home
15.00	come home
17.00	have dinner
17.30-19.00	do homework
19.00-20.30	go for a walk
20.30-21.30	watch TV
23.00	go to bed

Task 6. Speak about 10 things you did yesterday.

Model: *Yesterday I got up at 7 a.m as usual. Then I...*

Home Reading

The Major got out of the jeep. He was a tall, straight man with a deep desert tan that went well with his simple khakis. A

pistol was strapped to his Sam Browne belt, and he was wearing reflector sunglasses. It was rumored that the Major's eyes were extremely light-sensitive, and he was never seen in public without his sunglasses.

"Sit down, boys," he said. "Keep Hint Thirteen in mind." Hint Thirteen was "Conserve energy whenever possible."

Those who had stood sat down. Garraty looked at his watch again. It said 8:16, and he decided it was a minute fast. The Major always showed up on time. He thought momentarily of setting it back a minute and then forgot it.

"I'm not going to make a speech," the Major said, sweeping them with the blank lenses that covered his eyes. "I give my congratulations to the winner among your number, and my acknowledgments of valor to the losers. "

He turned to the back of the jeep. There was a living silence. Garraty breathed deep of the spring air. It would be warm. A good day to walk.

The Major turned back to them. He was holding a clipboard. "When I call your name, please step forward and take your number. Then go back to your place until it is time to begin. Do this smartly, please."

"You're in the army now," Olson whispered with a grin, but Garraty ignored it. You couldn't help admiring the Major. Garraty's father, before the Squads took him away, had been fond of calling the Major the rarest and most dangerous monster any nation can produce, a society supported sociopath. But he had never seen the Major in person.

"Aaronson. "

A short, chunky farmboy with a sunburned neck gargled forward, obviously awed by the Major's presence, and took his large plastic 1. He fixed it to his shirt by the pressure strip and the Major clapped him on the back.

"Abraham. "

A tall boy with reddish hair in jeans and a T-shirt. His jacket was tied about his waist schoolboy style and flapped wildly around his knees. Olson sniggered.

"Baker, Arthur."

"That's me," Baker said, and got to his feet. He moved with deceptive leisure, and he made Garraty nervous. Baker was going to be tough. Baker was going to last a long time.

Baker came back. He had pressed his number 3 onto the right breast of his shirt.

"Did he say anything to you?" Garraty asked.

"He asked me if it was commencing to come off hot down home," Baker said shyly. "Yeah, he . . . the Major talked to me."

"Not as hot as it's gonna commence getting up here," Olson cracked.

"Baker, James," the Major said.

It went on until 8:40, and it came out right. No one had ducked out. Back in the parking lot, engines started and a number of cars began pulling out-boys from the backup list who would now go home and watch the Long Walk coverage on TV. It's on, Garraty thought, it's really on.

When his turn came, the Major gave him number 47 and told him "Good luck." Up close he smelled very masculine and somehow overpowering. Garraty had an almost insatiable urge to touch the man's leg and make sure he was real.

Peter McVries was 61. Hank Olson was 70. He was with the Major longer than the rest. The Major laughed at something Olson said and clapped him on the back.

"I told him to keep a lot of money on short call," Olson said when he came back. "And he told me to give 'em hell. Said he liked to see someone who was raring to rip. Give 'em hell, boy, he said."

"Pretty good," McVries said, and then winked at Garraty. Garraty wondered what McVries had meant, winking like that. Was he making fun of Olson?

The skinny boy in the tree was named Stebbins. He got his number with his head down, not speaking to the Major at all, and then sat back at the base of his tree. Garraty was somehow fascinated with the boy.

Number 100 was a red-headed fellow with a volcanic complexion. His name was Zuck. He got his number and then they all sat and waited for what would come next.

Then three soldiers from the halftrack passed out wide belts with snap pockets. The pockets were filled with tubes of high-energy concentrate pastes. More soldiers came around with canteens. They buckled on the belts and slung the canteens. Olson slung his belt low on his hips like a gunslinger, found a Waifa chocolate bar, and began to eat it. "Not bad," he said, grinning.

He swigged from his canteen, washing down the chocolate, and Garraty wondered if Olson was just fronting, or if he knew something Garraty did not.

The Major looked them over soberly. Garraty's wristwatch said 8:56 – how had it gotten so late?

His stomach lurched painfully.

"All right, fellows, line up by tens, please. No particular order. Stay with your friends, if you like."

Garraty got up. He felt numb and unreal. It was as if his body now belonged to someone else.

"Well, here we go," McVries said at his elbow. "Good luck, everyone."

"Good luck to you," Garraty said surprised.

McVries said: "I need my fucking head examined." He looked suddenly pale and sweaty, not so awesomely fit as he had earlier. He was trying to smile and not making it. The scar stood out on his cheek like a wild punctuation mark.

Stebbins got up and ambled to the rear of the ten wide, ten deep queue. Olson, Baker, McVries, and Garraty were in the third row. Garraty's mouth was dry. He wondered if he should drink some water. He decided against it. He had never in his life been so aware of his feet. He wondered if he might freeze and get his ticket on the starting line. He wondered if Stebbins would fold early – Stebbins with his jelly sandwich and his purple pants. He wondered if *he* would fold up first. He wondered what it would feel like if-

His wristwatch said 8:59.

The Major was studying a stainless steel pocket chronometer. He raised his fingers slowly, and everything hung suspended with his hand. The hundred boys watched it carefully, and the silence was awful and immense. The silence was everything. Garraty's watch said 9:00, but the poised hand did not fall.

Do it! Why doesn't he do it?

He felt like screaming it out.

Then he remembered that his watch was a minute fast – you could set your watch by the Major, only he hadn't, he had forgotten.

The Major's fingers dropped. "Luck to all," he said. His face was expressionless and the reflector sunglasses hid his eyes. They began to walk smoothly, with no jostling.

Richard Bachman (Stephen King)

"The long walk"

- 1) *Think of a possible continuation of the story.*
- 2) *Characterize the main heroes.*

Unit 4

Shopping Active vocabulary

ready-made clothes

dress

size

cut

evening gown

dressing gown

skirt

blouse

suit

jacket

coat

raincoat

trousers

shorts

T-shirt

knitted-goods

jumper (pullover)

sweater

cloth/ material

wool

silk

cotton

velvet

leather

crockery

dinnerware

tea ware

coffee ware

plate

saucer

cup

jewellery

ring

ear-ring

готовая одежда

платье

размер

покрой

вечернее платье

халат

юбка

блузка

костюм

пиджак, куртка

пальто

плащ

брюки

шорты

футболка

трикотаж

джермпер

свитер

ткань

шерсть

шелк

хлопок

бархат

кожа

посуда

столовый

чайный

кофейный

тарелка

блюдец

чашка

ювелирные изделия

кольцо

серьги

set

сервиз

chain	цепочка
bracelet	браслет
brooch	брошь
necklace	ожерелье
price-tag	ценник
footwear	обувь
to try on smth	примерять
to be in fashion	быть в моде
cash desk	касса
department store	универсальный магазин
supermarket	магазин самообслуживания
the greengrocer's	овощной магазин
the baker's	булочная
the butcher's	мясной магазин
dairy	молочный магазин
Fruit shop	фруктовый магазин
confectionery	кондитерская



Task 1. Read and translate the text.

When we want to buy something, we go to a shop. There are many kinds of shops in every town or city, but most of them have a food supermarket, a department store, men's and women's clothing stores, grocery, a bakery and a butchery.

I like to do my shopping at big department stores and supermarkets. They sell various goods under one roof and this is very convenient. A department store, for example, true to its name, is composed of many departments: readymade clothes, fabrics, shoes, sports goods, toys, china and glass, electric appliances, cosmetics, linen, curtains, cameras, records, etc. You can buy everything you like there.

There are also escalators in big stores which take customers to different floors. The things for sale are on the counters so that they can be easily seen. In the women's clothing department you can find dresses, costumes, blouses, skirts, coats, beautiful underwear and many other things. In the men's clothing department you can choose suits, trousers, overcoats, ties, etc.

In the knitwear department one can buy sweaters, cardigans, short-sleeved and long-sleeved pullovers, woolen jackets. In the perfumery they sell face cream and powder, lipstick, lotions and shampoos.

In a food supermarket we can also buy many different things at once: sausages, fish, sugar, macaroni, flour, cereals, tea. At the butcher's there is a wide choice of meat and poultry. At the bakery you buy brown and white bread, rolls, biscuits.

Another shop we frequently go to is the greengrocery which is stocked by cabbage, potatoes, onions, cucumbers, carrots, beetroots, green peas and what not. Everything is sold here ready-weighed and packed. If you call round at a dairy you can buy milk, cream, cheese, butter and many other products.

The methods of shopping may vary. It may be a self-service shop where the customer goes from counter to counter

selecting and putting into a basket what he wishes to buy. Then he takes the basket to the check-out counter, where the prices of the purchases are added up. If it is not a self-service shop, and most small shops are not, the shop-assistant helps the customer in finding what he wants. You pay money to the cashier and he gives you back the change.

Task 2. Read and translate the dialogue.

- A-** - Excuse me, I bought this colour TV here last week and I'm not satisfied with the picture. I'd like to have my money back, please.
- B-** - I'm sorry, sir, but I'm afraid we don't give refunds. May I see your receipt? We can give you a credit note for this amount, sir, or you can exchange it for something of equal value.
- A-** - All right, I'll take the exchange.
- B-** - Actually, sir, you are very lucky. We've got a sale this week. We have some really great bargains. Now this Zandy 3000 is a great deal. It's 40 per cent off the normal retail price. It has remote control and it has a one year guarantee.
- A-** - It still seems expensive to me.
- B-** - No, no, sir, that's a fantastic price. It's cheap, believe me. We've sold hundreds of them and this, I believe, is the last one.
- A-** - The last one? O.K. I'll take it. How much extra do I owe?
- Just 125 pounds. -
- A-** And can I pay by credit card or would you prefer a cheque? -
- B-** - Credit card will be fine, thank you.

Task 3. Translate the dialogue into English and learn it.

- У нас нет ничего на ужин, Джейн. Ты не сходишь купить чего-нибудь?
- Через пол-часа.
- Тогда сходи в овощной магазин и купи картошки, помидор и килограмм яблок.
- А что насчет хлеба?
- Забеги в хлебный магазин и купи черного хлеба и булочек или печенья.



Task 4. Translate the dialogue into English and learn it.

- Что вы хотите, сэр?
- Мне нужен костюм на каждый день. Можно взглянуть вон на тот
- Here you are. It's size 50.
- Могу я его примерить.
- Certainly. The fitting – room is over there.



Task 5. Translate the dialogue into English and learn it.

- Hello, Ann. How are you?
- Здравствуйте, Сюзан. Спасибо, неплохо.
- Вы совершаете покупки в этом супермаркете?
- Quite right. We are having a party at the weekend and I need some drinks.
- Здесь хороший выбор вина и крепких напитков.
- Хорошо. Тогда я пойду куплю сухого вина и минеральной воды.



Task 6. Translate the dialogue into English and learn it.

- Простите, как мне пройти в женский

отдел?

- Over there, on the right, madam, just near the linen department.

- Thank you.

- Чем могу помочь?

- I need gloves.

- Какие вам нужны: кожаные или замшевые?

- Я еще не решила. А что вы посоветуете?

- I think these suede gloves are good. And the colour is very nice.

- Спасибо, и размер как раз мой. Я их возьму.

Task 7. Which word or phrase does not belong in each group?

1. a) formal b) uniform c) casual d) smart
2. a) tie b) lipstick c) gown d) jersey
3. a) flip flops b) trainers c) boots d) sunglasses
4. a) bra b) skirt c) dress d) shorts
5. a) department store b) mega-store c) changing room d) shop

Task 8. Complete the conversation in a clothes shop between Tessa (T), Carrie (C), and the assistant (A) with a word or phrase from the box in each space.

fit	I'll take	by	how would
really suits	wrong shape	changing room	go really
shopping	size		this on

T: Do you like this skirt, Carrie?

C: Yes, it's nice. Excuse me, can I try 1) _____, please?

A: Yes, the 2) _____ is over there. Next to the suits and jackets.

C: Thanks.

T: Hmm. It doesn't really fit you, does it?

C: No. I'm the 3) _____ for it. My bottom's too big!

T: Rubbish!

A: Excuse me, what 4) _____ are you?

C: I'm a 14.

A: I think that one is a 12. Let me get you another one.

T: It would 5) _____ well with your new blue shirt.

C: Yes, and my new boots.

A: Here you are.

C: Thanks.

T: How does it 6) _____?

C: Fine, I think.

T: Yes, it looks great. It 7) _____ you.

C: I'll get it. 8) _____ this skirt then, please.

A: Certainly, madam. 9) _____ you like to pay?

C: 10) _____ credit card, please. Oh, I love 11) _____ for clothes!

Home Reading

GRAND OPENING OCTOBER 9TH – BRING YOUR FRIENDS! at the top was gone. It had been replaced by a small square sign, red letters on a white background.

OPEN it said, and OPEN was all it said. Brian stood with his bike between his legs, looking at this, and his heart began to beat a little faster.

“You’re not going in there, are you?” – he asked himself. “I mean, if it really is opening a day early, you’re not going in there, even 11 right?”

Why not? – he answered himself.

Well ... because the window’s still soaped over. The shade on the door’s still drawn. You go in there, anything could happen to you. Anything. Sure. Like the guy who runs it is Norman Bates or something, he dresses up in his mother’s clothes and stabs his customers.

Right.

Well, forget it, the timid part of his mind said, although that part sounded as if it already knew it had lost. There’s something funny about it.

But then Brian thought of telling his mother, just saying nonchalantly, “By the way, Ma, you know that new store, Needful Things? Well, it opened a day early. I went in and took a look around.” She’d push the mute button on the remote control in a hurry then, you better believe it! She’d want to hear all about it!

This thought was too much for Brian. He put down his bike’s kickstand and passed slowly into the shade of the awning – it felt at least ten degrees cooler beneath its canopy – and approached the door of Needful Things.

As he put his hand on the big old-fashioned brass doorknob, it occurred to him that the sign must be a mistake. It had probably been sitting there, just inside the door, for tomorrow, and someone had put it up by accident. He couldn’t

hear a single sound from behind the drawn shade; the place had a deserted feel.

But since he had come this far, he tried the knob ... and it turned easily under his hand. The latch clicked back and the door of Needful Things swung open.

It was dim inside, but not dark. Brian could see that track lighting (a specialty of the Dick Perry Siding and Door Company) had been installed, and a few of the spots mounted on the tracks were lit. They were trained on a number of glass display cases which were arranged around the large room. The cases were, for the most part, empty. The spots highlighted the few objects which were in the cases. The floor, which had been bare wood when this was Western Maine Realty and Insurance, had been covered in a rich wall – towall carpet the color of burgundy wine. The walls had been painted eggshell white. A thin light, as white as the walls, filtered in through the soaped display window.

Well, it's a mistake, just the same, Brian thought. He hasn't even got his stock in yet. Whoever put the OPEN sign in the door by mistake left the door unlocked by mistake, too. The polite thing to do in these circumstances would be to close the door again, get on his bike, and ride away.

Yet he was loath to leave. He was, after all, actually seeing the inside of the new store. His mother would talk to him the rest of the afternoon when she heard that. The maddening part was this: he wasn't sure exactly what he was seeing. There were half a dozen (exhibits) items in the display cases, and the spotlights were trained on them – a kind of trial run, probably – but he couldn't tell what they were. He could, however, tell what they weren't: spool beds and moldy crank telephones.

"Hello?" he asked uncertainly, still standing in the doorway.

"Is anybody here?"

He was about to grasp the doorknob and pull the door shut again when a voice replied, "I'm here." A tall figure – what at first seemed to be an impossibly tall figure came through a doorway behind one of the display cases. The doorway was masked with a dark velvet curtain. Brian felt a momentary and quite monstrous cramp of fear. Then the glow thrown by one of the spots slanted across the man's face, and Brian's fear was allayed. The guy was quite old, and his face was very kind. He looked at Brian with interest and pleasure.

"Your door was unlocked," Brian began, "so I thought—" "Of course it's unlocked," the tall man said. "I decided to open for a little while this afternoon as a kind of ... of preview. And you are my very first customer. Come in, my friend. Enter freely, and leave some of the happiness you bring!"

He smiled and stuck out his hand. The smile was infectious.

Brian felt an instant liking for the proprietor of Needful Things. He had to step over the threshold and into the shop to clasp the tall man's hand, and he did so without a single qualm. The door swung shut behind him and latched of its own accord. Brian did not notice.

He was too busy noticing that the tall man's eyes were dark blue-exactly the same shade as Miss Sally Ratcliffe's eyes.

They could have been father and daughter.

The tall man's grip was strong and sure, but not painful. All the same, there was something unpleasant about it. Something . . . smooth. Too hard, somehow.

"I'm pleased to meet you," Brian said.

Those dark-blue eyes fastened on his face like hooded railroad lanterns.

"I am equally pleased to make your acquaintance," the tall man said, and that was how Brian Rusk met the proprietor of Needful Things before anyone else in Castle Rock.

“My name is Leland Gaunt,” the tall man said, “and you are-?”

“Brian. Brian Rusk.”

“Very good, Mr. Rusk. And since you are my first customer, I think I can offer you a very special price on any item that catches your fancy.”

(Stephen King)
“Needful things”

Would you like to visit the magic shop? Why?



Unit 5

Meals

Active vocabulary

to order

| заказывать

to prefer	предпочитать
to taste	пробовать
helping	порция
appetizer	закуска
salad	салат
caviar	икра
jelled fish/ meat	заливное
speciality	фирменное блюдо
for the first course	на первое
pea soup	гороховый суп
cabbage soup	капустный суп
chicken soup	куриный суп
broth / clear soup	бульон
the main course	основное блюдо
meat course	мясные блюда
pork / mutton chop	свинная /баранья отбивная
hamburger	говяжья котлета
grill	жареное мясо (рыба)
roast beef	ростбиф
steak	бифштекс
tender	нежный
overdone	пережаренный
underdone	недожаренный
fish course	рыбные блюда
boiled fish	отварная рыба
fried fish	жареная рыба
trout	форель
salmon	лосось
cod	треска
carp	каarp
sturgeon	осетрина
herring	сельдь
lobster	омар
oyster	устрицы

vegetables	овощи
brown bread	черный хлеб
white (wheat) bread	белый хлеб
long loaf	батон
buns	сдобные булочки
soft drinks	безалкогольные напитки
juice	сок
hard drinks	спиртные напитки
wine list	карта вин
champagne	шампанское
dry wine	сухое вино
table wine	столовое вино
for dessert	на десерт
fruit	фрукты
ice-cream	мороженное
cake	пирожное
to be hungry	быть голодным
to have a bite	перекусить
light meal	легкая еда
to have another helping of smth	просить добавки
standard dish	обычное (основное) блюдо
festive dinner	праздничный ужин
enjoy your meal	приятного аппетита
to cook	готовить
to make tea/ coffee	готовить чай / кофе
to be delicious	быть восхитительным
to be on diet	быть на диете
to be a vegetarian	быть вегетарианцем
to be full up	наесться
dish	посуда
to set the table	накрывать на стол

Task 1. Read and translate the text.

Meals

We eat various food-stuffs: meat, fish, vegetables, fruit, eggs, bread, etc. Before we have our meals, we must cook the food. We put salt, sugar, pepper, mustard and various spices into our food to make it salted, sweet or sour. When dinner is ready we set the table or serve the table.

Dinner is a substantial meal with us. At home we usually have a three-course dinner. For the first course we have cabbage soup or noodle soup. For the main course we prefer meat with vegetables. I don't like fish, but sometimes I have it just for a change. My favorite dish is roasted meat. It smells so appetizing and is very tasty. For dessert we have fruit or some kind of jelly. Besides I'm fond of strawberries with cream which is delicious. I never eat much at supper. If I feel hungry late in the evening, I take a cup of tea and a small slice of bread and butter.

When the meal is over we get up from the table and clear the table. We clear away the dirty cups and plates and wash them up.

Usually I have my meals at home. But sometimes when I stay at the University after classes for a long time I have a bite at our canteen. It's a self-service dining-room, so there are neither waitresses nor waiters there. The dining room is not very large and it is crowded with students, especially during the intervals. So we have to stand in a queue for 5-10 minutes to take something. First of all I select the dishes on the menu. The cook is rather well in our canteen. We are quite satisfied with our dishes. Sometimes we get a very tasty pies and cakes there. It makes your mouth water just to look at them.

If we don't want to have a substantial meal we may have refreshment – various salads or dairy products such as: yoghurt, sour-cream, sour-milk, etc. Sometimes we prefer this kind of meal as it costs very little. Students are not very particular about what they eat as long as it is eatable.

Task 2. Read and try to memorize.

When people are at the table they may ask their neighbors for something they can't easily reach. In this case they say: "pass me the salt, please."

The hostess may want to help you to something: "What shall I help you?"

When you accept something that is offered you say: "Yes, please".

When you refuse something you say "No, thank you. No more, thank you".

When you want to praise the food, you say "It's delicious!"

When the meal is over we clear the table, we clear away the plates, dishes, cutlery, then wash it up in the kitchen.

Task 3. Are these fruit or vegetables? Learn the words.

Potatoes, apple, cabbage, onions, pears, grapes, tomatoes, cucumbers, raisins, bananas, peaches, beets, carrots, peas, apricots, pineapples, cauliflower, beans, plums, prunes, cherries, oranges, garlic, fennel, parsley, asparagus, tangerines, raspberries, strawberries, cranberries.



Task 4. Read and learn the dialogue.

W - Good morning, sir (miss, madam). For one?

- A - Yes, please.
- W - Would you like this table by the window?
- A - Thank you.
- W - Here's the menu.
- A - Well, now, what do you recommend?
- W - Well, the roast lamb is very good. Or, if you prefer fish, there is nice cod today.
- A - I think, I'll have the roast lamb, please.
- W - What vegetables would you like with it?
- A - Some baked potatoes. And what green vegetables do you have?
- W - Peas, spinach, beans.
- A - I think I'll have peas. They are nice with lamb.
- W - Very well, sir (miss, madam). And what will you have for the first? Soup or grapefruit?
- A - I'll have a grapefruit to start with. Could I order my dessert now? I'm in a hurry.
- W - Yes, certainly. What would you like?
- A - I think I'd like an apple pie and coffee.
- W - Very well, sir (miss, madam).

Task 5. Check your knowledge.

Think of the questions you would ask a waiter / waitress at a restaurant.

Task 6. Check your knowledge.

Write a recipe of your speciality/
your favourite dish.



Home Reading
THE LUNCHEON

I caught sight of her at the play and in answer to her beckoning I went over during the interval and sat down beside her. It was long since I had last seen her and *if someone had not mentioned her name I do not think I would have recognized her*. She addressed me brightly.

“Well, it’s many years since we first met. How time flies! We are not getting any younger. Do you remember the first time I saw you? You asked me to, luncheon.”

Did I remember?

It was twenty years ago and I was living in Paris. I had a tiny apartment in the *Latin Quarter* and I was earning barely enough money *to keep body and soul together*. She had read a book of mine and had written to me about it. I answered, thanking her, and presently I received from her another letter saying that she was passing through Paris and would like to have a chat with me; but her time was limited and the only free moment she had was on the following Thursday. She asked me if I would give her a little luncheon at Foyot’s. Foyot’s is a restaurant at which the French senators eat and it was so *far beyond my means* that I had never even thought of going there. But I was flattered and I was too young to say no to a woman. I had eighty francs to live on till the end of the month and a modest luncheon should not cost more than fifteen. *If I cut out coffee* for the next two weeks I could manage well enough.

I answered that I would meet her at Foyot’s on Thursday at half past twelve.

She was not so young as I expected and in appearance imposing rather than attractive. She was in fact a woman of forty, and she gave me the impression of having more teeth, white and large and even, than were necessary for any practical purpose. She was talkative, but since she seemed inclined to talk about me I was prepared to be an attentive listener. I was startled when the menu was brought, for the prices were a great deal higher than I had expected. But she reassured me.

"I never eat anything for luncheon," she said.

"*Oh, don't say that*" I answered generously.

"I never eat more than one thing. I think people eat too much nowadays. A little fish, perhaps. I wonder if they have any salmon."

Well, it was early in the year for salmon and it was not on the menu, but I asked the waiter if there was any. Yes, they had a beautiful salmon, it was the first they had had. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

"No," she answered, "I never eat more than one thing. *Unless you had a little caviare.* I never mind caviare."

My heart sank a little. I knew I could not afford caviar, but I could not tell her that. I told the waiter by all means to bring caviare. For myself I choose the cheapest dish on the menu and that was a mutton chop.

"I think you're unwise to eat meat," she said. "I don't know how you can expect to work after eating heavy things like chops. I never overload my stomach."

Then came the question of drink.

"I never drink anything for luncheon," she said.

"Neither do I", I answered promptly.

"Except white wine," she went on as though I had not spoken. "There French white wines are so light. They are wonderful for the digestion."

"What would you like?" I asked her.

"My doctor *won't let me drink anything but champagne.*" I think I turned a little pale. I ordered half a bottle. I mentioned casually that my doctor had absolutely forbidden me to drink champagne.

"What are you going to drink, then?"

"Water."

She ate the caviare and she ate the salmon. She talked gaily of art and literature and music. But *I wondered what the bill would come to*. When my mutton chop arrived she said:

"I see that you're in the habit of eating a heavy luncheon. I'm sure it's a mistake. Why don't you follow my example and just eat one thing? I'm sure you'd feel much better then."

"I am only going to eat one thing," I said, as the waiter came again with the menu.

She waved him aside with a light gesture.

"No, no, I never eat anything for luncheon. *Just a bite*, I never want more than that. I can't eat anything more unless they had some of those giant asparagus. *I should be sorry* to leave Paris without having some of them."

My heart sank. I had seen them in the shops and I knew that they were horribly expensive. My mouth had often watered at the sight of them.

"Madame wants to know if you have any of those giant asparagus," I asked the waiter.

I hoped he would say no. A happy smile spread over his broad face, and he assured me that they had some so large, so splendid, so tender, that it was a marvel.

"I'm not in the least hungry," my guest sighed, "but if you insist I don't mind having some asparagus."

I ordered them.

"Aren't you going to have any?"

"No, I never eat asparagus."

"I know there are people who don't like them."

We waited for the asparagus to be cooked. Panic seized me. It was not a question now how much money *I should have left* for the rest of the month, but whether I had enough to pay the bill. It would be terrible to find myself ten francs short and be obliged to borrow from my guest. *I could not bring myself to do that*. I knew exactly how much money I had and if the

bill came to more I made up my mind that I would put my hand in my pocket and with a dramatic cry start up and say my money had been stolen. If she had not money enough to pay the bill then the only thing to do would be to leave my watch and say I would come back and pay later.

The asparagus appeared. They were enormous and appetizing. The smell of the melted butter tickled my nostrils. I watched the woman send them down her throat and in my polite way I talked on the condition of the drama in the Balkans. At last she finished.

“Coffee?” I said.

“Yes, just an ice-cream and coffee,” she answered.

It was all the same to me now, so I ordered coffee for myself and an ice-cream and coffee for her.

“You know, there’s one thing I thoroughly believe in,” she said, as she ate the ice-cream. “One should always get up from a meal feeling one could eat a little more.”

“Are you still hungry?” I asked faintly.

“Oh, no, I’m not hungry; you see, I don’t eat luncheon. I have a cup of coffee in the morning and then dinner, but I never eat more than one thing for luncheon. I was speaking for you.”

“Oh, I see!”

Then a terrible thing happened. While we were waiting for the coffee, *the head waiter*, with a smile on his false face, came up to us bearing a large basket full of huge peaches. Peaches were not in season then. *Lord knew* what they cost. I knew too – a little later, for my guest, going on with her conversation, absent-mindedly took one.

“You see, you’ve filled your stomach with a lot of meat and you can’t eat any more. But I’ve just had a snack and I shall enjoy a peach.”

The bill came and when I paid it I found that I had only enough for a quite inadequate tip. Her eyes rested for a

moment on the three francs I left for the waiter and I knew that *she thought me mean*. But when I walked out of the restaurant I had the whole month before me and not a penny in my pocket.

“Follow my example,” she said as we shook hands, “and never eat more than one thing for luncheon.”

“I’ll do better than that,” I answered. “I’ll eat nothing for dinner tonight.”

“Humorist!” she cried gaily, jumping into a cab. “You’re quite a humorist!”

But I have had my revenge at last. Today she weighs *twenty-one stone*.

Somerset Maugham

NOTES

1. *Luncheon is a formal lunch.*
2. *If someone had not mentioned her name I do not think I would have recognized her* – Если бы кто-то не упомянул ее имени, не думаю, что я бы ее узнал
3. *The Latin Quarter* – Латинский квартал (район в Париже, где обычно живут студенты, неимущие художники, писатели).
4. *To keep body and soul together* – Еле-еле сводить концы с концами
5. *Far beyond my means* – совсем не по карману
6. *If I cut out coffee* – если я воздержусь от кофе
7. *She seemed inclined* – она, по-видимому, была склонна
8. *Oh, don't say that!* – зд. Что вы!
9. *Unless you had a little caviar* – разве что немного икры, если у вас найдется
10. *Won't let me drink anything but...* – не разрешает мне пить ничего, кроме...
11. *I wondered what the bill would come to* – я думал о том, сколько нужно будет платить по счету
12. *Just a bite* – только легкая закуска
13. *I should be sorry* – мне было бы жаль

14. *We waited for the asparagus to be cooked* – мы ждали, пока сварят спаржу
15. *How much money I should have left* – сколько у меня останется денег
16. *It would be terrible to find myself ten francs short* – было бы ужасно обнаружить, что у меня не хватает десяти франков
17. *I could not bring myself to do that* – этого я не был в силах сделать
18. *Lord knew* – (один только) Бог знает
19. *She thought me mean* – Она сочла меня скрягой.
20. *21 stone = 133,3 kg.* – stone английская мера веса = 6,33 кг.

Answer the questions:

1. Where did the author meet the woman?
2. Where was he living at that time? How much was he earning?
3. Why had he never thought of going to Foyot's?
 1. Why did he agree to meet her at Foyot's?
2. What did she look like? What was unusual about her appearance?
3. Why was the author prepared to be an attentive listener?
4. Why was he worried when the menu was brought?
5. What did she order first? Why did his heart sink?
6. What did he order for himself? What did she say about his choice?
7. What did she talk about while she ate the salmon and the caviar?
8. Why did she say she wanted to have asparagus? Why did the author say he never ate asparagus?
9. What did he decide to do if he didn't have enough money to pay the bill?
10. Could he pay the bill? Why did he think she thought him mean? What would you do in his place?

Unit 6

My Studies

Active vocabulary

entrance exams	вступительные экзамены
to train in many subjects	обучаться по многим предметам
to fail in an examination	провалиться на экзамене
to take an exam	сдавать экзамен
to pass the exam in	сдать экзамен по
to be good at	быть способным к чему-л.
to do well in	хорошо успевать
to get a grant	получать стипендию
to live in a hostel	жить в общежитии
to enter the university	поступить в университет
to graduate from the university	закончить университет
an extra-mural department	заочное отделение
a full-time student	очник
a part-time student	заочник
curriculum	учебный план
a lecturer	лектор, преподаватель вуза
to be present at	присутствовать на
to be absent from	отсутствовать
to attend classes	посещать занятия
to be keen on	быть увлеченным чем-л.
to do homework	делать домашнее задание
to be prepared for	быть готовым к...
to have gaps in knowledge	иметь пробелы в знаниях
to cope with	справляться с
to take part in	принимать участие в
a timetable	расписание
to be expelled from	быть исключенным из
an academic year	учебный год
to specialize in	специализироваться на
to do research	заниматься наукой
a postgraduate course	магистратура, аспирантура
compulsory	обязательный

Our University

Task 1. Learn the text by heart.

Let me introduce myself – my name is.....

I left school in June and began to prepare for my entrance exams to the University. As both my mother and father are teachers, I made up my mind to be a teacher too. I think teaching is a noble profession.



I had to take three exams and passed them with excellent marks. So, I'm glad to tell you that now I'm a first-year student at the Ural State Pedagogical University.

Our university is one of the biggest and most prestigious institutions of pedagogical education in Russia. In 2015 the University celebrated its 85th anniversary. The university was founded in 1930. Now the University has 4 educational buildings, 4 hostels, and a sports center, equipped with all modern facilities.

Today more than 15 thousand students are trained at the departments and branches of the University. There are many directions of higher education (bachelor and master). The University offers scientific specialities of postgraduate and doctoral education.

The scientific library of the University numbers more than 800 thousand books. We have a good reading-room and for those who go in for sports there is a good gym.

Students' life is a very full one, both academically and culturally. Students have holidays twice a year, at the end of each set of exams.

Task 2. Learn the dialogue by heart. Make up a similar dialogue, discuss the first term.

At the University

Applicant: What department do you study at?

The 3rd year student: I'm a 3rd-year student of the History Department. I've already passed my last exams and soon I'll have my museum practice.



A. I am going to take entrance exams this summer. I've chosen History as my future profession. I hope to pass the exams successfully but many applicants failed last year.

S. It depends on your knowledge. If you study well and if you're fond of History, you'll be enrolled in the University.

A. Is it difficult to study at the History Department?

S. If you work hard at all lectures, tutorials and seminars, if you read a lot of specialized literature and analyze it, then I hope you'll be a good historian.

A. What subjects did you study when you were a first-year student?

S. We studied Archaeology, Ancient History, Latin, Russian History (the period of feudalism), English and some other subjects. At the end of each term we took tests and exams. Each year we present an essay to our scientific adviser and make contributions in class and sometimes at the students' conferences on historical themes/ topics.

A. It sounds attractive.

S. I'm sure you'll enjoy your studies at the University. I wish you good luck at your entrance exams.

A. Thanks a lot.

Task 3. Put each of the following words in the correct space of the passage bellow.

staff
terms
pupils
compulsory
start

primary school
play school
learn
mixed



Bobby's parents decided to sent him to a (a)_____ when he was three. They wanted him to (b)_____ to play with other children. In Britain children must, by law, (c)_____ school at the age of five. Education is (d)_____ from then. Bobby's first real school was the (e)_____. There are three (f)_____ a year and holidays at Christmas, Easter and summer. The (g)_____ are boys and girls together, so it's a (h)_____ school. The teacher on the (i)_____ are young and friendly. Bobby likes the school.

secondary school
take
state school
private school
pass

subjects
specialize
marks
fail



Sally has just started her new school at the age of 11. There are different kinds of school from this age, but the general term for them is (a)_____. Sally's school is a government school. Usually called a (b)_____. Some parents pay to send their children to a (c)_____. At first Sally will take a lot of different (d)_____ (History, English, Chemistry, etc.) but, after a few years, she'll begin to (e)_____ in things she is good at and interested in. Then she'll (f)_____ some exams. If she can (g)_____ a number of exams with good (h)_____ (A,B,C), it will help her to get a good job. Of course she hopes she doesn't (i)_____.

courses
grant
degree
graduate
keen

last
student
studies
fees



Harry is 21. He passed his school exams with good marks and left school at 19. Now he's at university. He's a (a)_____ and receives a (b)_____ from the state to help him pay the university (c)_____ and his personal expenses. He is very (d)_____ on his subject, Mathematics, and he will use it in the future. He works hard and enjoys his (e)_____. University (f)_____ in Britain usually (g)_____ for three years. After this, Harry hopes to (h)_____. A good (i)_____ will get him a good job.

mark
graduate
homework
behave
teacher training college

strict
prepare
classes
lessons



Jo is a teacher of English in a state secondary school. She is a (a)_____ of Sussex University with a degree in English Literature. When she graduated, she first worked in an office but was bad at typing and soon got bored with the job. She decided to teach, so she went to a (b)_____. Jo teaches six different (c)_____ of children between the ages of 12 and 18. The pupils enjoy her (d)_____, but she finds it hard work. She gives the children a lot of (e)_____ to do, and every evening she has to (f)_____ it and (g)_____ for the next day. One problem is that the children in Jo's school don't (h) _____ very well. They're often impolite. Jo and the other teachers have to be very (i) _____ with them.

Task 4. Match the words.

- | | |
|-------------------------------|----------------------------|
| 1. to fail an exam | a) расписание |
| 2. timetable | b) одnogруппник |
| 3. double-period | c) посещать занятия |
| 4. to enter the university | d) библиотека |
| 5. to pass an exam | e) пара |
| 6. to attend classes | f) провалить экзамен |
| 7. group-mate | g) внеучебная деятельность |
| 8. canteen | h) сдавать экзамен |
| 9. library | I) столовая |
| 10. extra-curricular activity | j) поступать в университет |

Task 5. Complete the phrases to talk about your faculty or institute.

MY FACULTY/INSTITUTE

Let me tell you about my Faculty/Institute.

I study at the Faculty/Institute of at the USPU. I'm a second-year student.

My Faculty/Institute was founded in

Now our dean/director is Doctor of Science, Professor
If you decided to enter our Faculty/Institute first you should choose your future specialty. They are As for me, my specialty is

The university course lasts for four years after which the students receive the bachelor's degree.

In the second year we study many general subjects such as
My core subjects are My favorite subjects are Also I'm good at ...

Studying at the USPU is (not) easy. I (don't) cope with ...
Student life outside the classroom is very interesting. There are many societies and clubs at our Faculty/Institute/University.
We have I take part in

So I'm glad that I'm studying here.

Task 6. Translate the sentences into English.

1. Право на образование в России гарантируется конституцией.
2. Студенты вечернего и заочного отделений могут получить образование, одновременно работая.
3. Начальное и среднее образование бесплатно в большинстве школ.
4. Абитуриенты должны сдать 3-4 вступительные экзамена.
5. В случае пропусков занятий без уважительной причины студент может быть отчислен.
6. Студенты должны сдавать экзамены только на хорошие и отличные оценки, чтобы получать стипендию.
7. После окончания университета человек может продолжить обучение в аспирантуре.
8. Мне нужно усердно готовиться к экзамену, так как у меня пробелы в знаниях по этому предмету.
9. Я не смогу поступить в этот институт, так как я провалил вступительные экзамены.
10. Мои одноклассники всегда помогают мне на семинарах.
11. Студентам очень нравится столовая в университете.
12. Она сдала экзамены без троек, поэтому будет получать стипендию.
13. Наша староста всегда присутствует на парах.
14. На нашем факультете работают самые лучшие преподаватели.
15. У него будут проблемы в конце семестра, если он будет пропускать занятия.
16. В нашей библиотеке большой выбор литературы.
17. Девиз нашего университета: «Учить и учиться».
18. В этом семестре у нас очень загруженное расписание.

Home Reading

When Tom reached the little isolated frame school-house, he strode in briskly, with the manner of one who had come with all honest speed. He hung his hat on a peg and flung himself into his seat with business – like alacrity. The master, throned on high in his great splint-bottom arm-chair, was dozing, lulled by the drowsy hum of study. The interruption roused him.

"Thomas Sawyer!"

Tom knew that when his name was pronounced in full, it meant trouble.

"Sir!" "Come up here. Now sir, why are you late again, as usual?"

Tom was about to take refuge in a lie, when he saw two long tails of yellow hair hanging down a back that he recognized by the electric sympathy of love; and by that form was the only vacant place on the girl's side of the school-house. He instantly said: "I STOPPED TO TALK WITH HUCKLEBERRY FINN!" The master's pulse stood still, and he stared helplessly. The buzz of study ceased. The pupils wondered if this fool-hardy boy had lost his mind. The master said: "You- you did what?"

"Stopped to talk with Huckleberry Finn."

There was no mistaking the words.

"Thomas Sawyer, this is the most astounding confession I have ever listened to. No mere ferule will answer for this offense. Take off your jacket."

The master's arm performed until it was tired and the stock of switches notably diminished. Then the order followed:

"Now sir, go and sit with the girls! And let this be a warning to you."

The titter that rippled around the room appeared to abash the boy, but in reality that result was caused rather more by his

worshipful awe of his unknown idol and the dread pleasure that lay in his high good fortune. He sat down upon the end of the pine bench and the girl hitched herself away from him with a toss of her head. Nudges and winks and whispers traversed the room, but Tom sat still, with his arms upon the long, low desk before him, and seemed to study his book. By and by attention ceased from him, and the accustomed school murmur rose upon the dull air once more. Presently the boy began to steal furtive glances at the girl. She observed it, "made a mouth" at him and gave him the back of her head for the space of a minute.

When she cautiously faced around again, a peach lay before her. She thrust it away. Tom gently put it back. She thrust it away, again, but with less animosity. Tom patiently returned it to its place. Then she let it remain. Tom scrawled on his slate,

"Please take it – I got more."

The girl glanced at the words, but made no sign. Now the boy began to draw something on the slate, hiding his work with his left hand. For a time the girl refused to notice; but her human curiosity presently began to manifest itself by hardly perceptible signs. The boy worked on, apparently unconscious. The girl made a sort of non-committal attempt to see, but the boy did not betray that he was aware of it. At last she gave in and hesitatingly whispered: "Let me see it."

Tom partly uncovered a dismal caricature of a house with two gable ends to it and a cork-screw of smoke issuing from the chimneys. Then the girl's interest began to fasten itself upon the work and she forgot everything else. When it was finished, she gazed a moment, then whispered: "It's nice- make a man." The artist erected a man in the front yard, that resembled a derrick. He could have stepped over the house; but the girl was not hypercritical; she was satisfied with the monster, and whispered: "It's a beautiful man – now make me

coming along." Tom drew an hour-glass with a full moon and straw limbs to it and armed the spreading fingers with a portentous fan. The girl said:

"It's ever so nice – I wish I could draw."

"It's easy," whispered Tom, "I'll learn you."

"O, will you? When?"

"At noon. Do you go home to dinner?"

"I'll stay, if you will."

"Good,- that's a whack. What's your name?"

"Becky Thatcher. What's yours? Oh, know. It's Thomas Sawyer."

"That's the name they lick me by. I'm Tom, when I'm good. You call me Tom, will you?"

"Yes." Now Tom began to scrawl something on the slate, hiding the words from the girl. But she was not backward this time.

She begged to see. Tom said: "Oh it ain't anything."

"Yes it is."

"No it ain't. You don't want to see."

"Yes I do, indeed I do. Please let me."

"You'll tell."

"No I won't- deed and deed and double deed I won't."

"You won't tell anybody at all?- Ever, as long as you live?"

"No I won't ever tell anybody. Now let me."

"Oh, you don't want to see!"

"Now that you treat me so, I will see." And she put her small hand upon his and a little scuffle ensued, Tom pretending to resist in earnest but letting his hand slip by degrees till these words were revealed:

"I love you."

"O, you bad thing!"

And she hit his hand a smart rap, but reddened and looked pleased, nevertheless. Just at this juncture the boy felt a

slow, fateful grip closing on his ear, and a steady, lifting impulse. In that vise he was borne across the house and deposited in his own seat, under a peppering fire of giggles from the whole school. Then the master stood over him during a few awful moments, and finally moved away to his throne without saying a word. But although Tom's ear tingled, his heart was jubilant.

As the school quieted down Tom made an honest effort to study, but the turmoil within him was too great. In turn he took his place in the reading class and made a botch of it; then in the geography class and turned lakes into mountains, mountains into rivers, and rivers into continents, till chaos was come again; then in the spelling class, and got "turned down," by a succession of mere baby words till he brought up at the foot and yielded up the pewter medal which he had worn with ostentation for months.

Mark Twain
"The Adventures of Tom Sawyer"

- 1) Analyze the pupils' behavior.*
- 2) Why did Tom want to sit with the girl?*
- 3) Why did the children play during the lesson?*
- 4) Was the teacher's behavior correct?*
- 5) Imagine: you are a teacher and this situation takes place at your lesson. What will you do?*

Unit 7

City

Active vocabulary

busy	оживленный (об улице)
district	район, округ
inhabitant	житель, обитатель
native	родной
population	население
society	общество
region	край, область, район (страны)
sights	достопримечательности
sightseeing	осмотр достопримечательностей
to go sightseeing	осматривать достопримечательности
circus	цирк
dirty	грязный
square	площадь, сквер
traffic	движение, транспорт
trade	торговля; ремесло, профессия
to visit	посещать
tour	тур
tourist	турист
to make a tour of (some place)	объехать, осмотреть
to arrive	прибывать, приезжать
straight	прямой
broad	широкий
avenue	проспект
to make an impression on smb	производить впечатление на к-л
to be situated	быть расположенным
cross	пересекать
to surprise	удивлять
to be surprised	быть удивленным
traffic sign	дорожный знак
to take a bus	сесть на автобус
to go by bus	ехать на автобусе
to get off a bus	сходить с автобуса

to change at	делать пересадку (у)
to miss the bus	опоздать на автобус
to go along the street	идти вдоль улицы
to go down (up) the street	идти вниз/вверх по улице
to turn to the left / right	повернуть налево / направо
to turn round the corner	завернуть за угол
in the opposite direction	в противоположном направлении

Task 1. Match the English phrases with their Russian equivalents:

- | | |
|--------------------|-----------------|
| 1) city | a) кинотеатр |
| 2) capital | b) метро |
| 3) centre | c) площадь |
| 4) road | d) промышленный |
| 5) park | e) современный |
| 6) garden | g) многоэтажный |
| 7) square | h) отель |
| 8) bus | i) троллейбус |
| 9) tram | j) центр |
| 10) metro | k) столица |
| 11) trolleybus | l) парк |
| 12) theatre | m) трамвай |
| 13) cinema (movie) | n) культурный |
| 14) plant | o) старый |
| 15) hotel | p) научный |
| 16) shop | q) завод |
| 17) cultural | r) театр |
| 18) industrial | s) автобус |
| 19) scientific | t) сад |
| 20) old | s) дорога |
| 21) modern | u) город |
| 22) multi-storeyed | v) магазин |

Task 2. Read, translate and retell the text.

Ekaterinburg

Ekaterinburg, the capital of the Urals region, is situated on the river Iset. It was founded in 1723 by V. Tatischev. The official date of its foundation is the 7th (18th) of November.

In the 19th century it was a small provincial town. Lying on the border between Europe and Asia the city played an important trade-intermediary role. The city was renamed Sverdlovsk in 1924, but it resumed its original name in 1991. During the years of World War II the city turned into a huge arsenal of military technology. Today Ekaterinburg is a city with the population of a million and a half and a powerful industrial, business and research centre.

What is unique about Ekaterinburg is that it is an unbelievable mix of times, paces and traditions. Such things make you feel like you are in some parallel world, all of a sudden far from the busy streets and crowds of the 21st century. It seems that history itself is embodied in its streets, architectural ensembles and sights. More than 600 monuments of history and culture are located in the city. In the late 18th and the early 19th centuries many churches made the city's panorama very beautiful. The main street of the city is Lenin Avenue. The heart of Ekaterinburg is the Dam (Plotinka).

There are many plants and factories in the city. The production of the Uralmash is well known not only in our country but also abroad. The Ural Scientific Center of the Russian Academy of Sciences and numerous scientific research institutes are situated in the city.

Ekaterinburg is a large cultural center. The city has dozens of public libraries, cinemas, concert halls, children's music and art schools. Its Opera House, Drama Theatre, Musical Comedy Theatre, Theatre of Youth, Puppet Shows Theatre, Philharmonic Society, and Circus are well known in the country. The museums of Ekaterinburg are famous for their

unique collections. The Geological Museum of the Mining University is famous all over the world. Ekaterinburg has also several Picture Galleries. The Belinsky Library is the largest one.

In spring and summer the city is especially beautiful. The underground has 8 stations now. It is decorated with Urals minerals. It's very beautiful and the most comfortable one in our country.

Task 3. Answer the questions below:

1. When was Ekaterinburg founded?
2. What river is Ekaterinburg situated on?
3. What is the population of Ekaterinburg at present?
4. What is Ekaterinburg famous for?
5. What sights and attractions are there in Ekaterinburg?
- 6/ What are your favourite places in the city?
7. What is there on the coat of arms of the city?



Task 4. Read the text and answer the questions.

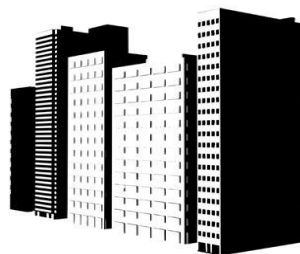
City problems

Cities are communities where thousands or even millions of people live and work. They are cultural, economic, governmental, transportation and communicational centers of the world. People choose cities to live in for several reasons and the main reason is the number and variety of jobs.

Cities offer many activities for residents and visitors. Art museums display works by famous artists, musicians perform in classical or rock concerts, restaurants offer food from diverse cultures, and department stores sell a wide choice of items.

But cities have many physical, economic and other problems.

Motor vehicles, factories and other sources pollute the air with fumes that danger the health of people in cities. Urban wastes pollute waterways.



Social problems in today's cities include crime, alcoholism, drugs and so on. The poor are often unable to find the jobs they need. They may lack education or training to help them find a good job. And there are many other problems which can't be solved immediately.

Questions:

1. What is the main problem of your city?
2. What solution to the city problems can you offer?
3. If you were a mayor of your city, what direction would you prefer: social sphere, air pollution, traffic jams, or something else?
4. Has the appearance of your city changed the last ten years?
5. What makes your city special?

Task 5. Translate the following sentences into English:

1. Екатеринбург – столица Урала. Город расположен на реке Исеть.
2. В прошлом году мы ездили в Санкт-Петербург и экскурсии по музеям и дворцам произвели на нас огромное впечатление.
3. Подскажите, пожалуйста, где здесь троллейбусная остановка?
4. Нужно пройти прямо до перекрестка, а затем повернуть налево.
5. Движение транспорта в центре города очень оживленное, а в часы пик возникают пробки.
6. Проблемы города, такие как загрязнение воздуха и воды, невозможно решить, не так ли?
7. Москва была основана Юрием Долгоруким в 1147 году.
8. Переходить улицу следует на зеленый сигнал светофора.

Task 6. Translate into English using *to be situated in*.

1. Мой дом находится на улице Вайнера. – *My house is situated in Veiner St.*
 2. Уральские горы находятся между Европой и Азией.
 3. Соединенное королевство располагается на северо-западе Европы.
 4. Москва находится в европейской части России.
 5. Рим расположен на семи холмах.
- УрГПУ находится в Екатеринбурге на пр. Космонавтов, 26.



Task 7. Read the text, be ready to retell it. Use the map and tell about seven attractions you would like to visit.

London

London is the capital of the United Kingdom of Great Britain and Northern Ireland, occupies a great area with the population over seven million people. It is situated upon both banks of the Thames. It is the main port and the most important city. London can be divided into three parts: the City of London, the West End, and the East End.

The City, the heart of London, comprises the area of 2.6 sq. km. Less than 6,000 people live here. After finishing their working day more than 500,000 people leave the City. This part of London with numerous banks and offices has succeeded in remaining the financial centre of the UK for a long time.

The West End, the centre of London, is worth seeing. It includes historical palaces, famous parks, large hotels and shops. Rich people enjoy spending their free time and money there.

The East End, the workers' region, is made up of great industrial areas that depend on shipping.






So, the English people have a habit of naming the City – the money of London, the West End – the goods of London, and the East End – the hands of London.

London attracts very large numbers of visitors and tourists and can be an expensive place to visit. However, there is still much you can see and do for free. Tourist attractions are mainly in Central London. Plan your day well. London is a big place and if you are not careful you may find yourself spending most of the day travelling.



London's West End

- 1 Adelphi Theatre
- 2 Brompton Oratory
- 3 Coliseum Theatre
- 4 Downing Street
- 5 Fortnum & Mason
- 6 Geological Museum
- 7 Imperial College of Science, Technology and Medicine
- 8 Lancaster House
- 9 London Transport Museum
- 10 National Portrait Gallery
- 11 Nelson's Column
- 12 Parliament Square
- 13 Post Office
- 14 Queen Victoria Memorial
- 15 Royal Horticultural Hall
- 16 Royal Opera House
- 17 Science Museum
- 18 St. James's Palace
- 19 St. Margaret's Church
- 20 Victoria and Albert Museum

-  Expressways
-  Major streets
-  Other streets
-  Subway (Tube)
-  Railroads



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Task 8. Describe any city you like. These phrases will help you.

Describing a city / a town

I'd like to tell you about ... , (the capital of ...).

It is a large cultural/financial/industrial/business centre.

... is situated in

... lies on the river

... was founded in ... by

The population of ... is about ... million people.

The heart of the city/town is

... is divided into two/three/four parts. They are ..., ..., and

The main street of the city/town is

There are many ..., ..., and ... in

The city/town is famous for its

Among the most popular sights of ... are ..., ..., ..., and

Home Reading

Read the text and answer the question: What can we do to protect and preserve architectural monuments?

CONSTRUCTIVISM OF EKATERINBURG

There are about 140 buildings of avant-garde style in Ekaterinburg. Soviet architects made an enormous contribution in the world architecture of 1920-30s and offered new approaches to construction. Its main features are strict geometrical forms and functionality. Constructivist architects designed buildings to resemble other objects in shape. We want to preserve constructivism and make it more popular. We organize open discussions, lectures, movie shows and workshops for children and adults. Here is the short description of main avant-garde buildings in Ekaterinburg.

The Main Post Office

(Prospect Lenina 39)

It looks like a giant tractor, one of the heavy machines manufactured in industrial Sverdlovsk. The avant-garde façade includes a full glazing of the staircase, ribbon windows and the corner balcony. The first phone station in the city was opened here in 1933. There was a concert hall, a shop and a kindergarten. You can send a postcard from here, the post office is still operating.

The White Tower

This is one of Yekaterinburg's iconic sites. The White Tower, a 98-foot-tall structure reminiscent of a lighthouse, attracts many tourists. For a long time the "lighthouse" looked surreal, because it was surrounded by pine forests. At the time of construction, it was the largest water tank in the world (185,000 gallons). The contest to determine the tower's design was won by Moses Reischer, a 25-year-old graduate of the Siberian Technological Institute. At the moment of its creation in 1931, the tower symbolized a new era at the dawn of Soviet building – the concrete era. UNESCO has recognized the status of The White Tower as a constructivist monument. During the time of the Great Patriotic War (WWII), it was repainted in the protective color of khaki.

The House of the Soviets (Dom Sovetov)

(Prospect Lenina 34)

The regional Executive Committee Building consists of administrative and residential buildings connected by galleries. It looks like a Lego house devoid of any decoration, for the beauty of style lies in its functionality, not in décor. You can walk from a cabinet to a bedroom not leaving the house. The avant-garde façade with ribbon windows and corner balconies has semi-circle windows, which come from an old merchant house. It's typical for constructivism to save efforts and just to

add some floors on already existing buildings. The first Russian President Boris Yeltsin worked here until 1980s.

The Iset Hotel

(Prospect Lenina 69/1)

It is a former social housing for single or child free officers in the residential complex for NKVD-workers (it is also called “Gorodok chekistov”). The building is supposed to look like a soviet sickle but obviously it’s more of a horseshoe. The hotel was closed for reconstruction in 2015. But the Ural Industrial Biennale was held there.

The Printing Press Building (Dom Pechati)

(Prospect Lenina 49)

It was built in 1934 and still causes the admiration of connoisseurs of constructivism. The building with more than 150 meter long ribbon windows symbolizes a newspaper conveyer. A printing press and publishing companies worked here until the middle of 2000s. Now the building is not occupied by any organizations. Its bars and restaurants are worth visiting, some interiors are still authentic and keep historical spirit.

The Dynamo Sports Center

From the embankment we can see a blue and white building on the other side of the city pond. It was built in the 1930s to the project by Veniamin Sokolov, one of the most famous buildings constructed in accordance with constructivism philosophy.

It looks like a ship at a sea port which Ekaterinburg never had. The ship has a “captain’s bridge” and “portholes”. Just round the corner is Dynamo underground station.

Unit 8

Culture

Active vocabulary

art	искусство
fine art	изобразительное искусство
painting	живопись
create	создавать
to involve	вовлекать
to define	очерчивать границы
pattern	образец, модель, рисунок
noise	шум
media	растворитель (красок)
to record	записывать
to listen to	слушать
distinction	отличительная особенность
to invent	изобретать
to act	играть (роль)
to exist	существовать, жить
band	ансамбль
jazz	джаз
opera	опера
ballet	балет
symphony	симфонический
instrument	инструмент
expression	выражение
texture	ткань, структура
volume	звук
landscape	пейзаж
icon painting	иконопись
element	элемент
tone	тон
fresco	фреска, фресковая живопись
contrast	контраст, оттенок
narrative	повесть, рассказ
appearance	появление

rhyme
essay
tragedy
comedy
rhythm
lyric
gallery
costume
lighting
treatment
imagination
fiction
to broadcast
to describe
diary
box office

рифма
очерк
трагедия
комедия
ритм
лирический
галерея
костюм
освещение
отношение
воображение
вымысел
передавать по радио
описывать
дневник
билетная касса(театр.)



Task 1. Read the text and complete it with the phrases below.

Music in our live



Music is one of the oldest arts. People probably started singing as soon as language developed. Many ancient peoples, including the Egyptians, Chinese, Babylonians, and the other people of India, used music in religious ceremonies. The first written music dates from about 2500 B.C.

Nowadays music takes many forms around the world. There are three chief kinds of music: classical, folk and popular. Classical music includes symphonies, operas, and ballets. Folk music is the traditional music and songs of common people. Popular music is different from classical music, which is more formal or artistic. Popular music is any type of music that a large number of people enjoy. Popular music includes country music, folk music, jazz, rock music, etc. A _____. Let's mention some of the most famous ones.

Different types of music from Africa, Asia, South America, the Caribbean islands, and Europe all can be called *world music*. The first popular examples of world music came from Africa in the 1980s. One of the early African world music stars was King Sunny Ade, from Nigeria. He led a large band that included guitars, drums, and singers. The style was new to people outside Africa, and his records sold well. Record companies soon began selling more and more world music. B _____. Some U.S. rock musicians, including David Byrne and Paul Simon, began working with musicians from other countries. In 1990 the music magazine *Billboard* started a world music chart – a list of the top-selling world music songs. Popular world music performers have included Cesaria Evora, from Cape

Verde; and the Buena Vista Social Club, from Cuba, were popular world music groups.

Rock and roll appeared in the United States in the 1950s. C _____. Teenagers were the biggest fans of rock and roll. Rock-and-roll songs expressed feelings in a way that young people thought was powerful and truthful. But many adults thought the music led young people to disrespect authority. Rock music has so many styles and forms that it is hard to define. One thing that most rock music has is a strong beat. Rock almost always focuses on the singer or singers. D _____. Rock music styles include country rock, heavy metal, alternative rock, punk rock, and many others. People began to call it simply rock music. Important rock groups and singers that started in the 1960s included the Beatles, the Rolling Stones, the Who, Jimi Hendrix, Bob Dylan, Janis Joplin, the Grateful Dead, the Beach Boys, and Led Zeppelin. Bruce Springsteen, Aerosmith, the Police, the Talking Heads, and the Clash were just a few of the rock artists that appeared in the 1970s.

Hip-hop is a type of music. E _____. Fans of hip-hop culture also wear certain styles of clothing. Hip-hop music often has heavy beats and electronic sounds. It may also include other musical styles, such as jazz or rock and roll. Rap is usually set to hip-hop music. Rap is speech that has a rhythm and rhymes. Many young people copy the clothing styles of hip-hop stars. Some popular hip-hop styles have been oversized T-shirts, baggy pants, gym shoes, and large jewelry. The hip-hop movement began in poor, mostly African American, parts of New York City in the 1970s. Later hip-hop artists included Run-D.M.C., LL Cool J, De La Soul, Queen Latifah, Ice Cube, Snoop Dogg, the Beastie Boys, Missy Elliott, P. Diddy.



1. Fans liked it because it was different from other styles of popular music. It allowed them to hear music from cultures very different from their own.

2. It is also a culture, or way of life. It includes many types of expression – for example, rapping, deejaying, dancing, and graffiti painting.

3. It developed from other music styles, especially African American popular music (called rhythm and blues) and country music.

4. It often features electric guitars along with drums, electric bass, and sometimes piano or organ. Some rock musicians also use saxophones, trumpets, and other horns in their music.

5. Nowadays there exist lots of musical currents and directions which are represented by different groups and solo singers.

Task 2. Answer the questions about music:

Do you have a favourite...?

Band, solo artist, song (album track), composer, piece of music (symphony, sonata, etc.), soloist, conductor.



Do you play a musical instrument?

YES

Have you had lessons?

Can you read music?

Have you ever played in a band / orchestra?

NO

Have you ever tried you learnt to play an instrument?

Is there an instrument you would like to learn to play?

What do you think of ...?

Alternative music, classical music, folk music, dance music, funk, gangsta rap, hip hop, opera, heavy metal, rock music, soul music, blues

Do you like Karaoke?

Are you a good singer?

If you had a chance to visit any concert what would it be?

Task 3. Make a list of 10 albums or songs you would take to a desert island with you. Explain why.

Task 4. Read and translate the text

Painting

Painting is the expression of ideas and emotions in a two-dimensional visual language. The elements of the language are its shape, lines, colours, tones, and textures. They are used in different ways to produce sensations of volume, space, movement, and light on a flat surface.



Media are liquids added to paints to mix them and make them workable. In the wider meaning, media are various paints, tools, support, surface used by painters. An artist uses a particular medium, such as tempera, fresco, oil, watercolours, etc. A tempera medium is a dry pigment tempered with an emulsion and thinned with an emulsion and thinned water. It's a very ancient medium. Having been in constant use in most world cultures, it was replaced during the Renaissance by oil paints. Fresco is a traditional medium for painting directly onto the wall or ceiling. Oil painting became the most widely used technique in Italy. Watercolour, or aquarelle has remained popular especially for its immediate, sketchy, transparent qualities.

In painting the subject matter is very important. The subjects of painting include a set of categories, or genres, of painting.

Landscape painting comprises country scenes, seascapes and cityscapes. Landscapes appeared on most Renaissance paintings. The most developments in the 19th century were made through the landscapes of Impressionists. Styles in landscapes painting range from the classically idealized world of Claude Monet to the poetic romanticism of John Constable and Turner and pantheism of Peter Paul Rubens and Van Gogh.

The category called genre painting consists of scenes from everyday life, such as hunting expeditions, domestic and agricultural occupations with scenes of feasting, dancing, and music. Rembrandt used domestic scenes underline the emotional intensity, Van Gogh and Edgar Degas – to describe the harsh realities of working life.

Portraiture is among the highest achievements in painting. The portraits of Raphael, Rubens express nobility, grace and authority of the people. The psychological insight, emotional empathy is in the self-portraits and portraits of ordinary people by Rembrandt and Van Gogh.

Task 5. Complete the following sentences in logical way:

1. Painting is
2. Media are.....
3. The subjects of painting include.....
4. Genre painting consists of
5. The portraits express.....
6. Some famous artists used domestic scenes to
7. Oil painting became.....
8. Aquarelle has remained popular
9. Styles in landscape painting range from
10. The elements of visual language are



Task 6.

Answer the questions:

1. What does landscape painting comprise?
2. What does genre painting consist of?
3. Who painted landscapes?
4. Have you ever visited a picture gallery?
5. What famous picture galleries in our country do you know?
6. What famous picture galleries all over the world do you know?
7. Do you enjoy painting?

8. Who is your favourite painter?
9. What picture do you like most of all? Why?
10. Can you describe your favourite picture? Try to do it.

Task 7. Read the text. Make up a dialogue about the problem of street art.

Street art

New Yorkers used to see the graffiti on the walls of poor neighborhoods and subway trains as something menacing and an example of urban decay. The scrawled names and slogans were seen as unsightly and aggressive, the work of vandals seeking to express their identities or even make a political point. Up to the 1970s, most New Yorkers hated graffiti, considering it as an eyesore that was illegal and punishable by fines.

Since those days, graffiti has changed a lot and it is no longer found only in the subway and the poor ghetto areas of the city. Nowadays, it has the status of “street art” and you get graffiti in places where you wouldn’t expect to - in advertisements, on clothes, on toys, and even on the Wall Street Journal’s official website! In the early 1980s, there was a real craze for graffiti art and the sophisticated Manhattan art world had displays of street art in its galleries. The trend was short-lived - until the arrival of hip-hop music in the late 80s.

In her book, *Subway Art*, Martha Cooper says “Graffiti came back with hip-hop music and people are now appreciating it for its style, which they couldn’t back then, because they couldn’t get beyond the vandalism thing.” Hip-hop was originally black ghetto music, sung by young African Americans from the poor, run-down districts of American cities. When it suddenly got to the top of the American music charts, hip-hop culture was spread, bringing graffiti with it.

Today companies are starting to realize the appeal of graffiti in advertising. The Groningen Museum in Holland is one

of the few museums in the world that displays and recognizes graffiti as an art form.

Task 8. Speak about any modern style of art.

Home Reading

Read the text and tell about one of the Wonders.

The Seven Wonders of the Ancient World

The amazing works of art and architecture known as the Seven Wonders of the Ancient World serve as a testament to the ingenuity, imagination and sheer hard work of which human beings are capable. They are also, however, reminders of the human capacity for disagreement, destruction and, possibly, embellishment. As soon as ancient writers compiled a list of "seven wonders," it became fodder for debate over which achievements deserved inclusion. Ultimately, human hands joined with natural forces to destroy all but one of the wonders. Furthermore, it is possible that at least one of the wonders might not have existed at all. Still, all seven continue to inspire and be celebrated as the remarkable products of the creativity and skill of Earth's early civilizations.

Great Pyramid of Giza, Egypt

The Great Pyramids, located at Giza on the west bank of the Nile River north of Cairo, are the only wonder of the ancient world that has survived to the present day. The three pyramids--Khufu (Cheops), Khafra (Chephren) and Menkaura (Mycerimus)--were built between 2700 B.C. and 2500 B.C. as royal tombs.

The largest and most impressive is Khufu, which covers 13 acres and is believed to contain more than 2 million stone blocks that weigh from two to 30 tons each. For more than 4,000 years, Khufu reigned as the tallest building in the world. In fact, it took

modern man until the 19th century to build a taller structure. Amazingly, the nearly symmetrical pyramids were built without the aid of modern tools or surveying equipment. Scientists believe that the Egyptians used log rollers and sledges to move the stones into place. The sloped walls, which were intended to mimic the rays of Ra, the sun god, were originally built as steps, and then filled in with limestone. The interior of the pyramids included narrow corridors and hidden chambers in an unsuccessful attempt to foil grave robbers. Although modern archeologists have found some great treasures among the ruins, they believe most of what the pyramids once contained was looted within 250 years of their completion.

Hanging Gardens of Babylon

According to ancient Greek poets, the Hanging Gardens of Babylon were built near the Euphrates River in modern-day Iraq by the Babylonian king Nebuchadrezzar II around 600 B.C. The gardens were said to have been planted as high as 75 feet in the air on a huge square brick terrace that was laid out in steps like a theater. The king allegedly built the towering gardens to ease his lover Amytis' homesickness for the natural beauty of her home in Media (the northwestern part of modern-day Iran). Later writers described how people could walk underneath the beautiful gardens, which rested on tall stone columns. Modern scientists have deduced that for the gardens to survive they would have had to be irrigated using a system consisting of a pump, waterwheel and cisterns to carry water from the Euphrates many feet into the air. Though there are multiple accounts of the gardens in both Greek and Roman literature, none of them are firsthand, and no mention of the gardens has been found in Babylonian cuneiform inscriptions. As a result, most modern scholars believe that the existence of the gardens was part of an inspired and widely believed but still fictional tale.

Statue of Zeus at Olympia

The famed statue of Zeus was crafted by the Athenian sculptor Phidias and completed and placed in the temple of Zeus at Olympia, site of the ancient Olympics, around the mid-fifth century B.C. The statue depicted the god of thunder seated bare-chested at a wooden throne. Holding up the thrones' armrests were two carved sphinxes, mythical creatures with the head and chest of a woman, the body of lion and the wings of a bird. The statue of Zeus was richly decorated with gold and ivory. At 40 feet, it was so tall that its head nearly touched the top of the temple. According to legend, the sculptor Phidias asked Zeus for a sign of his approval after finishing the statue; soon after, the temple was struck by lightning. The Zeus statue graced the temple at Olympia for more than eight centuries before Christian priests persuaded the Roman emperor to close the temple in the fourth century A.D. At that time, the statue was moved to a temple in Constantinople, where it is believed to have been destroyed in a fire in the year 462.

Temple of Artemis at Ephesus

There was actually more than one Temple of Artemis: A series of several altars and temples was destroyed and then restored on the same site in Ephesus, a Greek port city on the west coast of modern-day Turkey. The most fabulous of these structures were two marble temples built around 550 B.C. and 350 B.C., respectively. The former was designed by the Cretan architect Chersiphron and his son Metagenes and decorated by some of the most celebrated artists of the ancient world. The building burned on July 21, 356 B.C., according to legend the same night that Alexander the Great was born. About six years later, the building of a new temple to replace it was begun. The new building was surrounded by marble steps that led to a more than 400-foot-long terrace. Inside stood 127 60-foot marble columns and a statue of Artemis. Archeologists disagree as to whether the building had an open-air ceiling or was topped with

wood tiles. The temple was largely destroyed by Ostrogoths in A.D. 262, and it was not until the 1860s that archeologists dug up the first of the ruins of the temple's columns at the bottom of the Cayster River.

Mausoleum at Halicarnassus

Located in what is now southeastern Turkey, the Mausoleum at Halicarnassus was a tomb built by Artemisia for her husband, Mausolus, the king of Caria in Asia Minor, after his death in 353 B.C. Mausolus was also Artemisia's brother, and, according to legend, she was so grief-stricken at his passing that she mixed his ashes with water and drank them in addition to ordering the mausoleum's construction. The massive mausoleum was made entirely of white marble and is thought to have been about 135 feet high. The building's complicated design, consisting of three rectangular layers, may have been an attempt to reconcile Lycian, Greek and Egyptian architectural styles. The first layer was a 60-foot base of steps, followed by a middle layer of 36 Ionic columns and a stepped, pyramid-shaped roof. At the very top of the roof lay the tomb, decorated by the work of four sculptors, and a 20-foot marble rendition of a four-horse chariot. The mausoleum was largely destroyed in an earthquake in the 13th century and its remains were later used in the fortification of a castle. In 1846, pieces of one of the mausoleum's friezes were extracted from the castle and now reside, along with other relics from the Halicarnassus site, in London's British Museum.

Colossus of Rhodes

The Colossus was an enormous bronze sculpture of the sun god Helios built by the Rhodians over 12 years in the third century B.C. The city was the target of a Macedonian siege early in the fourth century B.C. and, according to legend, the Rhodians sold the tools and equipment left behind by the Macedonians to pay for the Colossus. Designed by the sculptor Chares, the statue was, at 100 feet, the tallest of the ancient

world. It was completed around 280 B.C. and stood for sixty years until it was toppled in an earthquake. It was never rebuilt. Hundreds of years later, Arabs invaded Rhodes and sold the remains of the statue as scrap metal. Because of this, archeologists do not know much about the exact location of the statue or what it looked like. Most believe that it depicted the sun god standing naked while he lifted a torch with one hand and held a spear in the other. It was once believed that the statue stood with one leg on each side of a harbor, but most scholars now agree that the statue's legs were most likely built close together to support its immense weight.

Lighthouse of Alexandria

The Lighthouse of Alexandria was located on a small island called Pharos near the city of Alexandria. Designed by the Greek architect Sostratos and completed around 270 B.C. during the reign of Ptolemy II, the lighthouse helped to guide Nile River ships in and out of the city's busy harbor. Archeologists have found ancient coins on which the lighthouse was depicted, and from them deduced that the structure had three tiers: a square level at the bottom, an octagonal level in the middle and a cylindrical top. Above that stood a 16-foot statue, most likely of Ptolemy II or Alexander the Great, for whom the city was named. Although estimates of the lighthouse's height have ranged from 200 to 600 feet, most modern scholars believe it was about 380 feet tall. The lighthouse was gradually destroyed during a series of earthquakes from 956 to 1323. Some of its remains have since been discovered at the bottom of the Nile.

Unit 9

Travelling Active vocabulary

board	борт
to board a train (a plane)	садиться в поезд (на самолет)
airliner, airplane	самолет
steamer	пароход
to take off	взлетать
sign	знак, символ
notice	объявление
to fasten	застегнуть
seat-belt	ремень безопасности
stewardess	стюардесса
arrow	стрелка
to switch on	включать
to switch off	выключать
to touch down / to land	приземлиться
danger	опасность
to sink	тонуть
to sail	плыть (о корабле)
customs	таможня
customs inspection	таможенный досмотр
customs limitations	таможенные ограничения
citizenship	гражданство
valuables	ценности
weapons	оружие
the purpose of the visit	цель приезда
business or pleasure	командировка или отдых
private visit	частная поездка по приглашению
length of stay	срок пребывания
to pay the duty	уплатить пошлину
to declare	декларировать
suitcase	чемодан
luggage / baggage	багаж
baggage tag	бирка на багаж

harbor
railway station
train
entrance
exit
waiting-room
cloak-room
booking-office
arrival
to arrive (in)
refreshment room
to stay (in)
departure

гавань, порт
железнодорожный вокзал
поезд
вход
выход
зал ожидания
камера хранения
билетная касса (на поезд, самолет)
прибытие
приезжать, прибывать (в город)
буфет
останавливаться
отправление, отбытие



Task 1. Read the text and retell it.

Travelling

People on our planet can't live without travelling now. Tourism has become a highly developed business. There are express trains, cars and jet-air liners all of that provide you with comfort and security.

What choice to make? It's up to you to decide. There is a great variety of choice available for you.

Those who live in the country like going to a big city, visiting museums and art galleries, looking at shop windows and dining at exotic restaurants. City-dwellers usually like their long-awaited holiday by the sea or in the mountains.

Most travelers carry a camera with them and take pictures of everything that interests them – the sights of a city, old churches, castles, mountains, lakes, waterfalls, forests, trees, flowers and plants, animals and birds. Later they will be reminded by the photos of the happy time they have had.

If you travel for pleasure you would like all means to enjoy picturesque areas you are passing through, you would like to see the places of interest in the cities, towns and countries. Travelling gives us a good opportunity to see wonderful monuments, cultural and historical places, to learn a lot about the history of the country you visit, about the world around us, to meet people of different nationalities, to learn a lot about their traditions, customs, culture. In other words, you will broaden your mind.

Nowadays people travel not only for pleasure but also on business. You have to go to other countries to take part in different conferences, to sign contracts, to participate in different exhibitions, in order to push the goods produced by your firm or company. Travelling on business helps you to get more information about achievements of other companies which will make your own business more successful.

There are a lot of means of travelling: by sea, by plane, by car, on foot. Tastes differ. That is why it is up to you to decide which means of travelling you would prefer. All means of travelling have their advantages and disadvantages. And people choose one according to their plans.

No wonder that one of the latest means of travelling is travelling by plane. It combines both comfort and speed and you will reach the place of destination very quickly.

Before boarding the plane you must check in at the airport. You are required to have your baggage weighed. Each passenger is allowed 20 kilograms of baggage free of charge. But if your baggage is heavier you must pay an extra charge.

Before the plane takes off the stewardess gives you all the information about the flight, the speed and altitude. She asks you to fasten the belts and not to smoke. She will take care of you during the flight and will help you to get comfortable in your seat. Inside the cabins the air is always fresh and warm. During the flight you can take a nap or have a chat, you can read and relax. In some planes you can watch video or listen to the music.

When the plane is landing or taking off you have an opportunity to enjoy the wonderful scenery and landscapes. While travelling by plane you fly past various villages and cities at the sight of which you realize how majestic and tremendous our planet is. No doubt, travelling by air is the most convenient and comfortable means of travelling.

But if you are airsick the flight may seem not so nice to you. Unfortunately, sometimes the flights are delayed because of unfavorable weather conditions, and one more inconvenience is jet-lag.

The railway is still one of the most popular means of communication and, besides, it is one of the cheapest. With a train you have speed, comfort and pleasure combined, you can enjoy the beauty of the changing scenes that fly past you.

Many people enjoy travelling by sea. They say it is the most pleasant means of travel which combines speed and comfort. You feel as if you are walking on good solid ground when you are on board the big ocean liner. You can enjoy fresh sea air, the sights of the sea and the sky. But some passengers may be unhappy when they feel sea-sick, and then travelling by sea becomes a real torture for them.

With a motor car one can travel quickly, cheaply and comfortably for long distances without getting too tired. You can go as slowly or as fast as you wish, stop when and where you choose. But it is not pleasant when you ride on a bumpy road or get a flat tire or still worse, when your car runs out of petrol.

Task 2. *Speak individually or arrange a discussion on the following:*

1. Why is the whole world open now?
2. Do people travel only for pleasure?
3. What attracts people in the idea of travelling?
4. How can we get to the place of our destination?
5. What are the advantages and disadvantages of various means of travel?
6. What way of travel do you prefer?
7. Is the romantic aspect of travelling still alive in our time?



Task 3. Learn the dialogue by heart.

Dialogue 1. **Booking air tickets**

Traveller: Good afternoon. I'd like to book two air tickets from Moscow to London please.

Travel agent: Certainly. When are you travelling?

Traveller: We want to take the flight next Saturday.

Travel agent: Single or return?

Traveller: Two return tickets. We are planning to come back in 3 weeks.

Travel agent: On the 9-th of July and 30-th of July.

Traveller: That's right. Do we have to change?

Travel agent: No, it's a direct flight. First class or economy class?

Traveller: Economy class.

Travel agent: Two adults?

Traveller: Yes.

Travel agent: And your name is ... ?

Traveller: Ivanov. I-V-A-N-O-V.

Travel agent: Initials?

Traveller: V.V.

Travel agent: And the other passenger?

Traveller: S.N. Ivanova.

Travel agent: It will cost you 60000 rubles, total price.

Traveller: Do you accept credit cards?

Travel agent: Certainly. Thank you. Could you sign here, please. Here are your tickets. The code Y is for economy. The baggage allowance is 20 Kg. These are for the outward journey– Moscow to London by flight 189 at 9.45 on the 9-th of July. And these are for the return journey – London to Moscow by 190 at 13.30 on the 30-th of July. Don't forget to be at the airport two hours before departure time.

Task 4. Learn the dialogue by heart.

Dialogue 1. **Booking air tickets**

Travel agent: Good morning, sir. May I help you?

Traveller: Good morning. I'd like an air ticket from London to Paris, from Paris to Madrid and from Madrid to London.

Travel agent: When are you planning to travel?

Traveller: On August, 1-st from London to Paris, on August, 10-th from Paris to Madrid. And on August, 15-th from Madrid to London.

Travel agent: First class or economy?

Traveller: Economy, please.

Travel agent: It will cost you 400 €, total price.

Traveller: That's fine with me.

Travel agent: Is the ticket in your name, sir?

Traveller: Yes, please. My name is L.S. Smirnov.

Travel agent: Here is your ticket, sir. There are three coupons for each leg of your journey. The carrier is British Airways.

Traveller: Thanks.

Task 5. Make up similar dialogues and stage them with your fellow-students.



Home Reading

“No,” said Harris, “if you want rest and change, you can’t beat a sea trip.”

I objected to the sea trip strongly. A sea trip does you good when you are going to have a couple of months of it, but, for a week, it is wicked.

You start on Monday with the idea implanted in your bosom that you are going to enjoy yourself. You wave an airy adieu to the boys on shore, light your biggest pipe, and swagger about the deck as if you were Captain Cook, Sir Francis Drake, and Christopher Columbus all rolled into one. On Tuesday, you wish you hadn’t come. On Wednesday, Thursday, and Friday, you wish you were dead. On Saturday, you are able to swallow a little beef tea, and to sit up on deck, and answer with a wan, sweet smile when kind-hearted people ask you how you feel now. On Sunday, you begin to walk about again, and take solid food. And on Monday morning, as, with your bag and umbrella in your hand, you stand by the gunwale, waiting to step a shore, you begin to thoroughly like it.

I remember my brother-in-law going for a short sea trip once, for the benefit of his health. He took a return berth from London to Liverpool; and when he got to Liverpool, the only thing he was anxious about was to sell that return ticket.

It was offered round the town at a tremendous reduction, so I am told; and was eventually sold for eighteen pence to a bilious-looking youth who had just been advised by his medical men to go to the sea-side, and take exercise.

“Sea-side!” said my brother-in-law, pressing the ticket affectionately into his hand; “why, you’ll have enough to last you a lifetime; and as for exercise! why, you’ll get more exercise, sitting down on that ship, than you would turning somersaults on dry land.”

He himself – my brother-in-law – came back by train. He said the North- Western Railway was healthy enough for him.

Another fellow I knew went for a week's voyage round the coast, and, before they started, the steward came to him to ask whether he would pay for each meal as he had it, or arrange beforehand for the whole series.

The steward recommended the latter course, as it would come so much cheaper. He said they would do him for the whole week at two pounds five. He said for breakfast there would be fish, followed by a grill. Lunch was at one, and consisted of four courses. Dinner at six – soup, fish, entree, joint, poultry, salad, sweets, cheese, and dessert. And a light meat supper at ten.

My friend thought he would close on the two-pound-five job (he is a hearty eater), and did so.

Lunch came just as they were off Sheerness. He didn't feel so hungry as he thought he should, and so contented himself with a bit of boiled beef, and some strawberries and cream. He pondered a good deal during the afternoon, and at one time it seemed to him that he had been eating nothing but boiled beef for weeks, and at other times it seemed that he must have been living on strawberries and cream for years.

Neither the beef nor the strawberries and cream seemed happy, either – seemed discontented like.

At six, they came and told him dinner was ready. The announcement aroused no enthusiasm within him, but he felt that there was some of that two-pound-five to be worked off, and he held on to ropes and things and went down. A pleasant odour of onions and hot ham, mingled with fried fish and greens, greeted him at the bottom of the ladder; and then the steward came up with an oily smile, and said:

“What can I get you, sir?”

“Get me out of this,” was the feeble reply.

And they ran him up quick, and propped him up, over to leeward, and left him.

For the next four days he lived a simple and blameless life on thin captain's biscuits (I mean that the biscuits were thin, not the captain) and soda-water; but, towards Saturday, he got uppish, and went in for weak tea and dry toast, and on Monday he was gorging himself on chicken broth. He left the ship on Tuesday, and as it steamed away from the landing-stage he gazed after it regretfully.

"There she goes," he said, "there she goes, with two pounds' worth of food on board that belongs to me, and that I haven't had."

He said that if they had given him another day he thought he could have put it straight.

So I set my face against the sea trip. Not, as I explained, upon my own account. I was never queer. But I was afraid for George. George said he should be all right, and would rather like it, but he would advise Harris and me not to think of it, as he felt sure we should both be ill. Harris said that, to himself, it was always a mystery how people managed to get sick at sea – said he thought people must do it on purpose, from affectation – said he had often wished to be, but had never been able.

Jerome K. Jerom
"Three Men in a Boat"

*1) Do you know similar stories about travelling or travellers?
Tell one of them.*

*2) Tell this story as if you were a steward of the ship: try to
characterize different types of passengers.*

Unit 10

island
coast
to be situated in
to be separated from
to be washed by
surface
valley
to connect
be divided into
to flow into
fog
channel
natural resources
coal
cotton
mountain
nation, people
industry
ocean
mild climate
lake
mile
agricultural
government
power
the Houses of Parliament
the House of Lords
the House of Commons
hill
lowland
weather
to rain

Great Britain Active vocabulary

остров
побережье
находиться в
быть отделенным от
омываться
поверхность, рельеф
долина
соединять
быть разделенным на
впадать в
туман
канал
природные ресурсы
уголь
хлопок
гора
нация, народ
промышленность
океан
мягкий климат
озеро
миля
сельскохозяйственный
правительство
власть
здание Парламента
палата лордов
палата общин
холм
низменность
погода
идти (о дожде)

to snow	идти (о снеге)
to elect	избирать
hereditary	наследственный
law	закон, право
to exist	существовать
monarchy	монархия
to inherit	наследовать
written	написанный, письменный

Task 1. Read and translate the text.

Geography of Great Britain

Here is a short geographical outline of Great Britain, which comprises England, Wales and Scotland, is situated on the British Isles. The west coast of the country is washed by the waters of the Atlantic Ocean and the Irish Sea, the east coast is washed by the North Sea.

Great Britain is separated from Europe by the English

Channel and the Strait of Dover which is as narrow as 21 miles.

England and Wales form the southern part of Great Britain, Scotland occupies its northern part. The country in the main has a sloping surface, but in Scotland and in the west of England there are mountains and hills. The highest mountain – Ben Nevis – is in Scotland. In some parts there are valleys and plains. The island can be divided into Highland and Lowland. Of all the rivers, which are plentiful in Britain, the Severn is the longest. The Thames on which London, the capital of Britain is situated, flows into the North Sea and is very deep.



The climate in Britain is mild and damp. There are many foggy and rainy days. The flora of the British Isles is much varied and the fauna is similar to that of north-western Europe. The country is rather rich in natural resources.

England was the first to become a highly developed industrial country. The following are industrially important areas: the Clydeside (Scotland) which is noted for shipbuilding; Yorkshire with its woolen industry; Lancashire which is famous for its cotton textile and heavy engineering; Midlands which is known for its manufacturing and coal mining; West and South-West England and Greater London – the main centre of light industries.

The population of the country is over 58 million.

Task 2. Have a talk based on the text, making use of the following questions:

1. What country is Great Britain?
2. Where is Great Britain situated?
3. What seas and oceans are the British Isles washed by?
4. By what channel is Great Britain separated from France?
5. Which is the highest mountain?
6. What is the climate like?
7. Could you name industrially important areas?
8. Is British rich in natural resources?
9. What is the official language?
10. What is the capital of the country?



Task 3. Read and translate the text (use the dictionary).

British political system

Britain is a constitutional monarchy. That means it is a country governed by a king or queen who accepts the advice of a parliament. It is also a parliamentary democracy.



That is, it is a country whose government is controlled by a parliament which has been elected by the people. In other words, the basic system is not so different from anywhere else in Europe. The highest positions in the government are filled by members of the directly elected parliament. In Britain, as in many European countries, the official head of state, whether a monarch (as in Belgium, the Netherlands and Denmark) or a president (as in Germany, Greece and Italy) has little real power.

However, there are features of the British system of government which make it different from that in other countries and which are not «modern» at all. The most notable of these is the question of the constitution. Britain is almost alone among modern states in that it does not have «a constitution» at all. Of course, there are rules, regulations, principles and procedures for the running of the country – all the things that political scientists and legal experts study and which are known collectively as «the constitution». But there is no single written document which can be appealed to as the highest law of the land and the final arbiter in the matter of dispute. Nobody can refer to «article 6» or «the first amendment» or anything like that, because nothing like that exists.

The activities of Parliament in Britain are more or less the same as those of the Parliament in any western democracy. It makes new laws, gives authority for the government to raise and spend money, keeps a close eye on government activities and discusses those activities.

The British Parliament works in a large building called the Palace of Westminster (popularly known as «the Houses of Parliament»). This contains offices, committee rooms, restaurants, bars, libraries and even some places of residence. It also contains two larger rooms. One of these is where the House of Lords meets; the other is where the House of Commons meets. The British Parliament is divided into two «houses», and its members belong to one or other of them, although only members of the Commons are normally known as MPs (Members of Parliament). The Commons is by far the more important of the two houses.

A unique feature of the British parliamentary system is its hereditary element. Unlike MPs, members of the House of Lords (known as «peers») are not elected. They are members as of right. In the case of two-thirds of them, this «right» is the result of their being the holder of an inherited aristocratic title. The House of Lords is therefore a relic of earlier, undemocratic times. The fact that it still exists is perhaps typically British. It has been allowed to survive but it has had to change, losing most of its power and altering its composition in the process.

The House of Lords (like the monarchy) has little, if any, real power any more. All proposals must have the agreement of the Lords before they can become law. But the power of the Lords to refuse a proposal for a law which has been agreed by the Commons is now limited. After a period which can be as short as six months the proposal becomes law anyway, whether or not the Lords agree. The position of British Prime Minister (PM) is in direct contrast to that of the monarch. Although the Queen appears to have a great deal of power, in reality she has very little. The PM, on the other hand, appears not to have much power but in reality has a very great deal indeed. The Queen is, in practice, obliged to give the job of Prime Minister to the person who can command a majority in the House of Commons.

Task 4. Answer the following questions:

1. Is Britain a republic or a monarchy?
2. What are the powers of the Queen limited by?
3. What elements does the British Parliament consist of?
4. How many chambers (Houses) are there in the British Parliament?
5. Who are «peers»?

Task 5. Try to compare countries:

	Question	Russia	The UK	The USA
1.	What is the total area?			
2.	What is the country washed by?			
3.	What is the longest river?			
4.	What is the population?			
5.	What is the official language?			
6.	What is the climate like?			
7.	What is the capital of the country?			
8.	What does the flag of the country represent?			
9.	Who is the head of the country?			
10.	What kind of political system do they have?			



Task 6. Act as an interpreter.

Northern Ireland

Mr. O'Conrad has just arrived in Yekaterinburg. A conversation took place at the airport between him and the head of the Russian-British International Club.

- Let me introduce myself. I'm Mr. O'Conrad. I'm from the United Kingdom of Great Britain and Northern Ireland.

- Many foreigners say "England", "English", when they mean "Britain" or the UK, or "British". I am not English. I am an Irishman.

- You see, Northern Ireland includes six or nine counties of the historic province of Ulster that's why we have a habit of naming it "Ulster".

- No, I am not from Belfast. I live in a small town and I always miss my green Ireland when I am away from home. Irish poets call my country the "Emerald Isle".

- According to the legend the patron St Patric chose the shamrock to illustrate the Christian doctrine of the Trinity to the Irish.

- Добро пожаловать в Россию. Моя фамилия – Петров. Всегда приятно поговорить с англичанином.

- Извините. Вы из Северной Ирландии, да? Насколько я знаю, эта часть Соединенного королевства также называется Ольстер. Не могли бы Вы рассказать, почему?

- Если я не ошибаюсь, это самая маленькая часть Соединенного королевства, но очень зеленая и красивая. Вы, наверное, из столицы, не так ли?

- Так красиво. А почему трилистник является национальной эмблемой Северной Ирландии?

- Так интересно. Я Вас приглашаю завтра на собрание клуба, и прошу рассказать о Вашей стране. Это стоит послушать.

Home Reading

Robin Hood

The subject of ballads, books and films, Robin Hood has proven to be one of popular culture's most enduring folk heroes. But how has the legend of Sherwood Forest's merry outlaws evolved over time, and did a real Robin Hood inspire these classic tales?



Over the course of 700 years, the outlaw from Nottinghamshire who robs from the rich to give to the poor has emerged as one of the most enduring folk heroes in popular culture—and one of the most versatile. Beginning in the 15th century and perhaps even earlier, Christian revelers in certain parts of England celebrated May Day with plays and games involving a Robin Hood figure with near-religious significance. In the 19th century, writer-illustrators like Howard Pyle adapted the traditional tales for children, popularizing them in the United States and around the world. More recently, bringing Robin to the silver screen has become a rite of passage for directors ranging from Michael Curtiz and Ridley Scott to Terry Gilliam and Mel Brooks.

Throughout Robin's existence, writers, performers and filmmakers have probed their imaginations for new incarnations that resonate with their respective audiences. In 14th-century England, where agrarian discontent had begun to chip away at the feudal system, he appears as an anti-establishment rebel who murders government agents and wealthy landowners. Later variations from times of less social upheaval dispense with the gore and cast Robin as a dispossessed aristocrat with a heart of gold and a love interest, Maid Marian.

Academics, meanwhile, have combed the historical record for evidence of a real Robin Hood. English legal records suggest that, as early as the 13th century, "Robehod," "Rabunhod" and other variations had become common epithets for criminals. But what had inspired these nicknames: a fictional tale, an infamous

bandit or an amalgam of both? The first literary references to Robin Hood appear in a series of 14th- and 15th-century ballads about a violent yeoman who lived in Sherwood Forest with his men and frequently clashed with the Sheriff of Nottingham. Rather than a peasant, knight or fallen noble, as in later versions, the protagonist of these medieval stories is a commoner. Little John and Will Scarlet are part of this Robin's "merry" crew – meaning, at the time, an outlaw's gang – but Maid Marian, Friar Tuck and Alan-a-Dale would not enter the legend until later, possibly as part of the May Day rituals.

While most contemporary scholars have failed to turn up solid clues, medieval chroniclers took for granted that a historical Robin Hood lived and breathed during the 12th or 13th century. The details of their accounts vary widely, however, placing him in conflicting regions and eras. Not until John Major's "History of Greater Britain" (1521), for example, is he depicted as a follower of King Richard, one of his defining characteristics in modern times.

We may never know for sure whether Robin Hood ever existed outside the verses of ballads and pages of books. And even if we did, fans young and old would still surely flock to England's Nottinghamshire region for a tour of the legend's alleged former hangouts, from centuries-old pubs to the Major Oak in Sherwood Forest. What we do know is that the notion of a brave rebel who lives on the outskirts of society, fighting injustice and oppression with his band of companions.

Retell the text and answer the question: do you believe in the existence of Robin Hood, or is it only a beautiful legend?

Unit 11 Holidays and Festivals

Active vocabulary

in all probability	по всей вероятности
necessity	необходимость
vast	огромный
to choose	выбирать
force	сила
to force	заставлять, принуждать
entertainment	развлечения, увеселения
effort	усилие, попытка
creative	творческий, созидательный
to satisfy	удовлетворять
to achieve	достигать
ancient	древний
to discover	открывать, обнаруживать
quiet	тихий, спокойный
promise	обещание
vigour	сила, энергия
temporary	временный
virtue	добродетель, достоинство, целомудрие
spring	источник, родник
coin	монета
castle	замок
palace	дворец
to take photos	фотографировать
view card	открытка с видом
badge	значок
common	обычный, распространенный
church	церковь
to broaden one's outlook	расширить кругозор

Task 1. Read the text and answer the question “What are young people doing at Christmas?”

Christmas Day is observed on the 25th of December. It is the most colourful and merry holiday.

Christmas is a time for rejoicing, for parties, dances and celebrations. It is also a time for thinking of other people, for giving presents - and doing holiday jobs.



At Christmas, London, like all big cities, has a special atmosphere. There are coloured lights and decorations in Regent Street and Oxford Street. There is a big Christmas tree in Trafalgar Square, sent by the people of Norway to the people of Britain. There are Christmas trees, too, in all the big shops and railway stations. There is carol-singing in the streets and people wish each other "Merry Christmas!"

Most big offices in Britain have dances or parties at Christmas; so do the schools, colleges and universities.

Christmas is an exciting time, but it can also be a very expensive time. You need money to buy Christmas presents for your family and friends; you need money to buy clothes for Christmas parties. A lot of young people in London, therefore, have a Christmas holiday job.

One of the most popular jobs is working for the Post Office: you can sort parcels and letters or you can deliver them. Other young people have Christmas holiday jobs in shops, cafes and restaurants. Christmas is the busiest time of the year for the shops, and shopkeepers need extra assistants.

Carol-singing at Christmas is a very old custom. All over the country, groups of people (young and old) sing in the streets and outside people's houses.

Trafalgar Square is the centre for carol-singing in London. Every night, during the week before Christmas, it is full of people. Everybody joins in the singing. Sometimes a band

accompanies the singers, sometimes an accordion and sometimes a guitar.

From "Club" (Adapted)

Task 2. Tell how people celebrate Christmas in our country.



Task 3. Choose any holiday you like and tell about it. Use the information from the text.

Holidays in Great Britain and USA

Make Love, Not War



St Valentine's Day comes on February 14th. It is not a legal or a national holiday. Banks and offices are not closed, but it is a happy little festival for young people. It is widely celebrated among people of all ages by exchange of "valentines".

A "valentine" may mean a special greeting-card or a little present. It may be for the person who receives the gift. St Valentine is the patron of sweethearts. February 14th is the anniversary of his death. The day is the time to send little gifts to those you love. Flowers and candy are favourite presents which sweethearts send to each other. Valentine candy is packed in red heart-shaped boxes and are sold for this one day. Valentines are special greeting cards. They are often coloured

red, have red trimmings and pictures of hearts. Some “valentines” are very fancy, they are trimmed with paper lace and little bows of paper ribbon. They have verses of love poetry printed on them. It is a good day for parties, especially by young people. The hosts trim the hall with red and white paper hearts. Refreshments are often coloured red, like red candy and punch. Sandwiches and cakes are often cut in the shape of hearts. Sometimes, a King and Queen of Hearts are chosen for the evening of dance.

The Winter is Past

Easter, the feast of the Christian Church commemorating the Resurrection of Christ, is derived from Easter, a goddess of spring honoured by the pagan Anglo-Saxons in the month of April.



When Christianity was introduced into England it was natural for the name of the heathen festival to be transferred to the Christian, the two falling about the same time.

Easter has been from ancient times the most important feast in the Christian year. Many popular customs, which probably go back to pagan times, are also associated with it throughout Europe, for example the giving of Easter eggs. Eggs are a symbol of life and fertility or recreation of spring. It was not, however, until the nineteenth century that the practice of presenting eggs of Easter was introduced into England.

Mothering Sunday in England

The 8th of March is Mid-Lent Sunday, or Mothering Sunday. It is claimed that the name Mothering Sunday came from the ancient custom of visiting the "mother church" at this time; but to schoolchildren it always meant a holiday, when they went home to spend the day with their mother or parents. At one

time in Britain, especially in Lancashire, it was the custom to eat *simnel* cakes on this day. The word *simnel* is derived from a Latin word meaning fine bread. Mothering Sunday is not the same as Mother's Day. The latter is an American festival celebrated on the second Sunday in May as an occasion for each person to remember his mother by some act of grateful affection.

Mother's Day in America

Mother's Day comes on the second Sunday in May. It is a day when Americans honour their mothers. It is not a national holiday. Mother's Day is an American national observance in honour of motherhood. The holiday, suggested by Anna Jarvis of Philadelphia, was set (1914) by an act of Congress for annual celebration. It is also observed in England and Germany. In 1907, the day was celebrated in a church in Philadelphia, Pennsylvania. A member of that church planned the Sunday morning service to honour her own mother. More and more churches in cities and states set aside the day to honour mothers. Since 1914, the whole country has observed Mother's day.

Most mothers like to celebrate the day with family reunions. Many people send their mothers a card or a gift. Some people take their mothers to a restaurant for dinner. It is a custom to wear a red or pink flower if one's mother is living. It is the custom to wear a white flower if one's mother is dead.



Halloween

Halloween, name applied to the evening of October 31, preceding the Christian feast of Hallowmas, Allhallows, or All

Saints' Day. The observances connected with Halloween are thought to have originated among the ancient Druids, who believed that on that evening, Saman, the lord of the dead, called forth hosts of evil spirits. The Druids customarily lit great fires on Halloween, apparently for the purpose of warding off all these spirits. Among the ancient Celts, Halloween was the last evening of the year and was regarded as a propitious time for examining the portents of the future. The Celts also believed that the spirits of the dead revisited their earthly homes on that evening. After the Romans conquered Britain, they added to Halloween features of the Roman harvest festival held on November 1 in honor of Pomona, goddess of the fruits of trees. The Celtic tradition of lighting fires on Halloween survived until modern times in Scotland and Wales, and the concept of ghosts and witches is still common to all Halloween observances. Traces of the Roman harvest festival survive in the custom, prevalent in both the United States and Great Britain, of playing games involving fruit, such as ducking for apples in a tub of water. Of similar origin is the use of hollowed-out pumpkins carved to resemble grotesque faces and lit by candles placed inside.



Task 3. Tell about your favorite holiday in Russia (New Year, Easter, Women's day, Victory day, etc.)

Home reading

On Christmas Eve, Harry went to bed looking forward to the next day for the food and the fun, but not expecting any presents at all. When he woke early in the morning, however, the first thing he saw was a small pile of packages at the foot of his bed.

“Merry Christmas,” said Ron sleepily as Harry scrambled out of bed and pulled on his bathrobe.

“You, too,” said Harry. “Will you look at this? I’ve got some presents!”

“What did you expect, turnips?” said Ron, turning to his own pile, which was a lot bigger than Harry’s.

Harry picked up the top parcel. It was wrapped in thick brown paper and scrawled across it was *To Harry, from Hagrid*. Inside was a roughly cut wooden flute. Hagrid had obviously whittled it himself. Harry blew it – it sounded a bit like an owl.

A second, very small parcel contained a note. *We received your message and enclose your Christmas present. From Uncle Vernon and Aunt Petunia.*

Taped to the note was a fifty pence piece.

“That’s friendly,” said Harry.

Ron was fascinated by the fifty pence.

“*Weird!*” he said, “What a shape! This is *money?*”

“You can keep it,” said Harry, laughing at how pleased Ron was. “Hagrid and my aunt and uncle – so who sent these?”

“I think I know who that one’s from,” said Ron, turning a bit pink and pointing to a very lumpy parcel. “My mom. I told her you didn’t expect any presents and – oh, no,” he groaned, “she’s made you a Weasley sweater.”

Harry had torn open the parcel to find a thick, hand knitted sweater in emerald green and a large box of homemade fudge.

“Every year she makes us a sweater,” said Ron, unwrapping his own, “and mine’s *always* maroon.”

“That’s really nice of her,” said Harry, trying the fudge, which was very tasty.

His next present also contained candy – a large box of Chocolate Frogs from Hermione.

This only left one parcel. Harry picked it up and felt it. It was very light. He unwrapped it.

Something fluid and silvery gray went slithering to the floor where it lay in gleaming folds. Ron gasped.

“I’ve heard of those,” he said in a hushed voice, dropping the box of Every Flavor Beans he’d gotten from Hermione. “If that’s what I think it is – they’re really rare, and *really* valuable.”

“What is it?”

Harry picked the shining, silvery cloth off the floor. It was strange to the touch, like water woven into material.

“It’s an Invisibility Cloak,” said Ron, a look of awe on his face. “I’m sure it is – try it on.”

Harry threw the cloak around his shoulders and Ron gave a yell.

“*It is!* Look down!”

Harry looked down at his feet, but they were gone. He dashed to the mirror. Sure enough, his reflection looked back at him, just his head suspended in midair, his body completely invisible. He pulled the cloak over his head and his reflection vanished completely.

“There’s a note!” said Ron suddenly. “A note fell out of it!”

Harry pulled off the cloak and seized the letter. Written in narrow, loopy writing he had never seen before were the following words: *Your father left this in my possession before he died. It is time it was returned to you. Use it well. A Very Merry Christmas to you.*

There was no signature. Harry stared at the note. Ron was admiring the cloak.

“I’d give *anything* for one of these,” he said. “*Anything*. What’s the matter?”

“Nothing,” said Harry. He felt very strange. Who had sent the cloak? Had it really once belonged to his father?

Before he could say or think anything else, the dormitory door was flung open and Fred and George Weasley bounded in. Harry stuffed the cloak quickly out of sight. He didn’t feel like sharing it with anyone else yet.

“Merry Christmas!”

“Hey, look – Harry’s got a Weasley sweater, too!”

Fred and George were wearing blue sweaters, one with a large yellow *F* on it, the other a *G*.

“Harry’s is better than ours, though,” said Fred, holding up Harry’s sweater. “She obviously makes more of an effort if you’re not family.”

“Why aren’t you wearing yours, Ron?” George demanded. “Come on, get it on, they’re lovely and warm.”

“I hate maroon,” Ron moaned halfheartedly as he pulled it over his head.

“You haven’t got a letter on yours,” George observed. “I suppose she thinks you don’t forget your name. But we’re not stupid – we know we’re called Gred and Forge.”

“What’s all this noise.”

Percy Weasley stuck his head through the door, looking disapproving. He had clearly gotten halfway through unwrapping his presents as he, too, carried a lumpy sweater over his arm, which Fred seized.

“*P* for prefect! Get it on, Percy, come on, we’re all wearing ours, even Harry got one.”

“I – don’t – want,” said Percy thickly, as the twins forced the sweater over his head, knocking his glasses askew.

“And you’re not sitting with the prefects today, either,” said George. “Christmas is a time for family.”

They frog-marched Percy from the room, his arms pinned to his side by his sweater.

Harry had never in all his life had such a Christmas dinner. A hundred fat, roast turkeys; mountains of roast and boiled potatoes; platters of chipolatas; tureens of buttered peas, silver boats of thick, rich gravy and cranberry sauce – and stacks of wizard crackers every few feet along the table. These fantastic party favors were nothing like the feeble Muggle ones the Dursleys usually bought, with their little plastic toys and their flimsy paper hats inside. Harry pulled a wizard cracker with Fred and it didn't just bang, it went off with a blast like a cannon and engulfed them all in a cloud of blue smoke, while from the inside exploded a rear admiral's hat and several live, white mice. Up at the High Table, Dumbledore had swapped his pointed wizard's hat for a flowered bonnet, and was chuckling merrily at a joke Professor Flitwick had just read him.

Flaming Christmas puddings followed the turkey. Percy nearly broke his teeth on a silver sickle embedded in his slice. Harry watched Hagrid getting redder and redder in the face as he called for more wine, finally kissing Professor McGonagall on the cheek, who, to Harry's amazement, giggled and blushed, her top hat lopsided.

When Harry finally left the table, he was laden down with a stack of things out of the crackers, including a pack of nonexplodable, luminous balloons, a Grow-Your-Own-Warts kit, and his own new wizard chess set. The white mice had disappeared and Harry had a nasty feeling they were going to end up as Mrs. Norris's Christmas dinner.

Harry and the Weasleys spent a happy afternoon having a furious snowball fight on the grounds. Then, cold, wet, and gasping for breath, they returned to the fire in the Gryffindor common room, where Harry broke in his new chess set by losing spectacularly to Ron. He suspected he wouldn't have lost so badly if Percy hadn't tried to help him so much.

After a meal of turkey sandwiches, crumpets, trifle, and Christmas cake, everyone felt too full and sleepy to do much

before bed except sit and watch Percy chase Fred and George all over Gryffindor tower because they'd stolen his prefect badge.

It had been Harry's best Christmas day ever. Yet something had been nagging at the back of his mind all day. Not until he climbed into bed was he free to think about it: the Invisibility Cloak and whoever had sent it.

Ron, full of turkey and cake and with nothing mysterious to bother him, fell asleep almost as soon as he'd drawn the curtains of his four poster. Harry leaned over the side of his own bed and pulled the cloak out from under it.

Joanne Rowling

"Harry Potter and the Philosopher's Stone"

Give the summary of the text.

Unit 12 Studying Foreign Languages

Active Vocabulary

mother tongue	родной язык
native speaker	носитель языка
non-native speaker	не носитель
spoken language	разговорный язык
to borrow from	заимствовать из
official language	государственный язык
accent	акцент, произношение
subtitles	субтитры
to communicate	общаться
to depend on	зависеть от
vocabulary	словарный состав, запас
dictionary	словарь
to pronounce	произносить
pronunciation	произношение
accent	акцент
literary	литературный
literature	литература
to belong to	принадлежать к
sentence	предложение, фраза
verb	глагол
noun	существительное
adjective	прилагательное
to speak fluently	говорить бегло
irregular verbs	неправильные глаголы
tenses	времена
listening	аудирование
to learn by heart	учить наизусть
to read in the original	читать в оригинале
to translate from...into	переводить с...на

Task 1. Work in pairs. Discuss these questions.

1. How many different countries can you name where English is the first language?
2. What kind of English do you find it easiest to understand?
3. Is it better to learn American or British English? Why?

Task 2. Read the article.

English as an international language – no problem, ok?

The British and the Americans like to talk about the differences between British and American English. There are a few small differences in the grammar and there are a few words that are different on either side of the Atlantic, but the big difference is the accent. Some British films have subtitles in America because people can't understand what the actors are saying, and some American TV series (*The Sopranos*, for example) are difficult for the British to understand.

However, if you listen to Standard English (the language that TV newsreaders use, for example) in Britain or the US, there are no problems of understanding at all. The problems are with the different kinds of American and British English. These different dialects and accents depend on people's social class and the geographical area where they live. It is possible, for example, that a middle-class speaker from the south of England will find it difficult to understand a working-class speaker from the north. In the same way, a wealthy Californian may not understand a working-class New Yorker. All of these people have accents, but the middle-class accents are usually closer to Standard English.

With so many different Englishes, it is difficult for learners of the language. What sort of English should they learn? Is American English better than British English, or the other way round? The answer depends on their reasons for learning English. If they are learning English for their work, the choice

will probably be easy. But for many students, it doesn't matter. What matters is that they understand and are understood.

The world is changing and English is no longer the property of the British, Americans or Australians. Most English that you hear and see around the world is spoken or written by non-native speakers – between, for example, a Greek and a German, or between a Russian and an Italian. English is the main language of business, academic conferences and tourism, of popular music, home computers and video games. English has become the Latin of the modern world.

Because of this, the question of American or British English is becoming less and less important. More and more people now talk about English as an International Language – a language that is not American or British. It has hundreds of different accents, but if people can understand what you are saying, no problem. OK?

Task 3. Say if these sentences are true (T) or false (F).

1. There are a lot of important differences between British and American grammar.
2. Some Americans can't understand British films.
3. There is only British accent.
4. For many students, it doesn't matter if they learn British or American English.
5. Many different nationalities use English to communicate.
6. English as an International Language is a kind of American English.



Task 4. Complete the text using its translation, then retell it.

1. People _____ to learn _____ languages many _____ ago. Every language reflects the _____ of its people. Two thousand _____ Latin was the _____ language. Today this title belongs to English. It's a global language of tourism, business, pop culture, sport and _____. Over one _____ people speak English. For over 410 million it's their mother tongue. The average educated person in Britain has a vocabulary of between 10,000 and 15,000 words. In his plays William Shakespeare _____ about 30,000 words. Shakespeare _____ over 400 _____. At that time, only six or seven million people _____ English.

Люди начали учить иностранные языки много столетий назад. Каждый язык отражает душу своего народа. Две тысячи лет назад латынь была международным языком. Сегодня этот титул принадлежит английскому. Это мировой язык туризма, бизнеса, поп культуры и науки. Более одного миллиарда людей говорят на английском. Для 410 миллионов человек это родной язык. Среднестатистический образованный человек в Британии имеет словарный запас в 10-15 тысяч слов. В своих пьесах Вильям Шекспир использовал примерно 30 тысяч слов. Шекспир родился более 400 лет назад. В то время только 6-7 миллионов человек говорили по-английски.

2. English is spoken practically all over the world. It is spoken as the _____ in Great Britain, the United States of America, Canada, Australia and New Zealand. A lot of people speak English in _____, _____, India, Africa and _____ countries. It is studied as a _____ language in many schools.

На английском языке говорят практически во всем мире. На нем как на родном языке говорят в Великобритании, Соединенных Штатах Америки, Канаде, Австралии и Новой Зеландии. Много людей в Китае, Индии, Африке, Японии и других странах говорят по-английски. Как иностранный язык его изучают во многих школах.

3. The history of _____ helps to understand the present _____ of English. Many English words _____ from the language of Angles and Saxons. _____ of words came into English from _____. Many new words were brought by _____ and _____. These words came from all parts of the world:

«umbrella» — from Italian, «skates» — from Dutch, «tea» — from _____, «cigar» — from _____. Many English words are of _____ and Latin _____.

История Великобритании помогает понять настоящее состояние английского языка. Многие английские слова были заимствованы из языка англов и саксов. Сотни слов пришли в английский из французского. Многие новые слова были принесены купцами и путешественниками. Эти слова пришли со всех частей света: «umbrella» (зонтик) — из итальянского, «skates» (коньки) — из голландского, «tea» (чай) — из китайского, «cigar» (сигара) — из испанского. Многие английские слова греческого и латинского происхождения.

4. Variants of a language are regional varieties of literary language, characterized by some minor peculiarities in the _____, vocabulary and _____. English is the _____ language of the UK, the USA, Australia, _____, Canada, Ireland, Malta and _____ African countries. In these countries English has different variants. _____ is taught at schools and _____, used by the press, radio and television and spoken by _____ people. It is a _____ literary form of English, understood wherever English is spoken.

Варианты языка — это региональные разновидности литературного языка, характеризующиеся незначительными отличительными чертами в звуковой системе, словарном составе и грамматике.

Английский — государственный язык Соединенного Королевства, США, Австралии, Новой Зеландии, Канады, Ирландии, Мальты и некоторых африканских стран. В этих странах английский имеет различные варианты. *Стандартный английский* преподают в школах и университетах, он используется в прессе, на радио и телевидении, на нем говорят образованные люди. Это современная литературная форма английского языка, понимаемая везде, где на нем говорят.

Task 5. Read the advice and add your own ones.

Spend the time!

By far the most important factor is how much time you are immersed in the language. The more time you spend with the language, the faster you will learn. This means listening, reading, writing, speaking, and studying words and phrases. This does not mean sitting in class looking out of the window, nor listening to other students who do not speak well, nor getting explanations in your own language about how the language works. This means spending time enjoyably connected to the language you are learning.

Listen and read every day!

Listen wherever you are on your MP3 player. Read what you are listening to. Listen to and read things that you like, things that you can mostly understand, or even partly understand. If you keep listening and reading you will get used to the language. One hour of listening or reading is more effective than many hours of class time.

Focus on words and phrases!

Build up your vocabulary, you'll need lots. Start to notice words and how they come together as phrases. Learn these words and phrases through your listening and reading. Read online, using online dictionaries, and make your own vocabulary lists for review. Soon you will run into your new words and phrases elsewhere. Gradually you will be able to use them. Do not worry about how accurately you speak until you have accumulated plenty of words through listening and reading.

Take responsibility for your own learning!

If you do not want to learn the language, you won't. If you do want to learn the language, take control. Choose content of interest that you want to listen to and read. Seek out the words and phrases that you need to understand your listening and reading. Do not wait for someone else to show you the language, nor to tell you what to do. Discover the language by yourself, like a child growing up. Talk when you feel like it. Write when you feel like it. A teacher cannot teach you to become fluent, but you can learn to become fluent if you want to.

Relax and enjoy yourself!

Do not worry about what you cannot remember, or cannot yet understand, or cannot yet say. It does not matter. You are learning and improving. The language will gradually become clearer in your brain, but this will happen on a schedule that you cannot control. So sit back and enjoy. Just make sure you spend enough time with the language.

Task 6. Answer the questions:

1. Is it easy for you to learn a foreign language?
2. Why do people learn foreign languages?
3. Why do you learn exactly English?
4. Do you like English?
5. What can you say about your friends' English?
6. What is an ideal English lesson for you?
7. Can you understand American / English songs and films without translation? Is it difficult for you?

Task 7. Translate into English.

1. Согласно Википедии, английский – родной язык для 400 миллионов людей.
2. Современный английский – это язык науки и технологий.
3. Большая разница между британским, американским и другими вариантами английского – это произношение.
4. Акцент зависит от территории проживания и уровня образования человека.
5. Большая часть говорящих на английском в мире не являются носителями языка.
6. Для общения достаточно знать около 70-ти неправильных глаголов.
7. В Канаде два государственных языка: французский и английский.



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