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«Амурский государственный университет»

Кафедра \_\_\_\_\_ иностранных языков №1 \_\_\_\_\_

## **УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС ДИСЦИПЛИНЫ**

### **Иностранный язык**

Основной образовательной программы по специальности 080502.65 «Экономика и управление на предприятии (в машиностроении)»

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### УТВЕРЖДЕН

Протокол заседания УМСС 080502.65 «Экономика и управление на предприятии (в машиностроении)»

от «14» 09 2012 г. № 1

Председатель УМСС Вриц ВЗ Григорьева  
(подпись) (И. О. Фамилия)

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# 1. РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ

## 1. ЦЕЛИ И ЗАДАЧИ ОСВОЕНИЯ ДИСЦИПЛИНЫ

Целью изучения дисциплины является повышение исходного уровня владения иностранным языком, достигнутого на предыдущей ступени образования, и овладение студентами профессионально-социальной компетенции на иностранном языке для решения социально-коммуникативных задач в различных областях бытовой и культурной видов деятельности.

Задачами дисциплины являются:

- овладение основными нормами в области орфографии, лексики, грамматики и стилистики изучаемого языка;
- развитие общей и коммуникативной (лингвистической, социо-культурной, прагматической) компетенций применительно ко всем видам коммуникативной деятельности в социально-бытовых сферах речевой коммуникации;
- овладение основными речевыми формами высказывания: повествованием, описанием, рассуждением, монологом, диалогом, полилогом;
- овладение культурой речи, речевым этикетом.

## 2. МЕСТО ДИСЦИПЛИНЫ В СТРУКТУРЕ ООП ВПО

Дисциплина «Иностранный язык» относится к циклу общих гуманитарных и социально-экономических дисциплин ГСЭ Ф.01.

Общая трудоемкость изучения данной дисциплины составляет 340 час. (144 час. аудиторных занятий и 196 час. самостоятельной работы).

На первом практическом занятии обязательно проводится экспериментальное тестирование на проверку остаточных знаний базового школьного уровня.

**По завершению обучения дисциплине студент должен:**

1. **Знать:** систему иностранных языков и принципы её функционирования применительно к различным сферам речевой коммуникации;

2. **Владеть:**

- навыками общения на иностранном языке на социально-бытовые и профессиональные темы;
- профессиональной лексикой английского языка;
- грамматическими конструкциями, изучаемыми в рамках курса;
- навыками аудирования аутентичных звукозаписей;
- навыками письма, необходимыми для личного общения;

3. **Уметь:** реализовывать коммуникативные интенции адекватно ситуации общения.

### 2.1. Выписка из требований к обязательному минимуму содержания образовательной программы по направлению подготовки 080507.65 - "Менеджмент организации" (ГСЭ.Ф.01 Иностранный язык)

*Специфика артикуляции звуков, интонации, акцентуации и ритма нейтральной речи в изучаемом языке; основные особенности полного стиля произношения, характерные для сферы профессиональной коммуникации; чтение транскрипции.*

*Лексический минимум в объеме 4000 учебных лексических единиц общего и терминологического характера.*

*Понятие дифференциации лексики по сферам применения (бытовая, терминологическая, общенаучная, официальная и другая).*

*Понятие о свободных и устойчивых словосочетаниях, фразеологических единицах.*

*Понятие об основных способах словообразования.*

*Грамматические навыки, обеспечивающие коммуникацию общего характера без искажения смысла при письменном и устном общении: основные грамматические явления, характерные для профессиональной речи.*

*Понятие об обиходно-литературном, официально-деловом, научном стилях, стиле художественной литературы. Основные особенности научного стиля.*

*Культура и традиции стран изучаемого языка, правила речевого этикета.*

*Говорение. Диалогическая и монологическая речь с использованием наиболее употребительных и относительно простых лексико-грамматических средств в основных коммуникативных ситуациях неофициального и официального общения. Основы публичной речи (устное сообщение, доклад).*

*Аудирование. Понимание диалогической и монологической речи в сфере бытовой и профессиональной коммуникации.*

*Чтение. Виды текстов: несложные прагматические тексты и тексты по широкому и узкому профилю специальности.*

*Письмо. Виды речевых произведений: аннотация, реферат, тезисы, сообщения, частное письмо, деловое письмо, биография.*

### 3. СТРУКТУРА И СОДЕРЖАНИЕ ДИСЦИПЛИНЫ

Общая трудоемкость дисциплины составляет 340 часов.

| Раздел дисциплины          | Семестр | Неделя семестра | Виды учебной работы, включая самостоятельную работу студентов и трудоемкость (в часах) |     | Формы текущего контроля успеваемости (по неделям семестра)<br>Форма промежуточной аттестации (по семестрам)   |
|----------------------------|---------|-----------------|--|-----|---|
|                            |         |                 | Пр.з   | СРС |   |
| Family life                | 1       | 1-4             | 12   | 16  | Рольевой пересказ.<br>Лексико-грамматический тест.<br>Диалог.<br>Написание частного письма.<br>Монолог.<br>Дискуссия.   |
| Working Day/<br>Leisure    | 1       | 5-8             | 14   | 16  | Рольевой пересказ.<br>Лексико-грамматический тест.<br>Диалог.<br>Монолог.<br>Дискуссия.   |
| Education<br>My University | 1       | 9-12            | 14   | 16  | Диалог – расспрос / обмен мнениями.<br>Монолог.<br>Написание частного письма.<br>Презентация об образовательных курсах и программ.  |
| Shopping                   | 1       | 13-18           | 14   | 16  | Контрольное аудирование.<br>Семестровый лексико-грамматический тест.<br>Монолог о предпочтениях выбора магазина.<br>Презентация собственного магазина.<br>Диалог.<br>Дискуссия. |
| <b>Зачет</b>               |         |                 |  |     |   |
| Meals                      | 2       | 1- 4            | 8  | 16  | Рольевой пересказ.<br>Монолог о предпочтениях в еде.<br>Презентация о кухнях народов мира.  |

|  |     |       |     |     |  |
|--|-----|-------|-----|-----|--|
|  |     |       |     |     | Диалог- расспрос.<br>Словарный диктант.<br>Викторина.  |
| Great Britain                          | 2   | 5-8   | 8   | 16  | Контрольное аудирование<br>Диалог на тему осмотра достопримечательностей.<br>Монолог об известных деятелях стран изучаемого языка.<br>Презентация страны при использовании метода работы в сотрудничестве.                 |
| USA                                    | 2   | 9-12  | 8   | 16  | Диалог на тему осмотра достопримечательностей.<br>Монолог об известных деятелях стран изучаемого языка.<br>Презентация страны при использовании метода работы в сотрудничестве.<br>Лексико-грамматический тест.<br>Диалог. |
| Traveling                              | 2   | 13-18 | 12  | 16  | Монолог на тему выбора способа путешествия в разных ситуациях.<br>Проект, связанный с планированием досуга и семейных путешествий.<br>Кроссворд.<br>Семестровый лексико-грамматический тест.<br>Контрольное аудирование.   |
|  |     |       |     |     | <b>Экзамен</b>   |
| Applying for a job                     | 3   | 1-4   | 12  | 16  | Написание делового письма.<br>Диалог – обмен мнениями.<br>Монолог.<br>Лексико-грамматический тест.<br>Презентация.   |
| Types of Business.<br>Company profile. | 3   | 5-8   | 14  | 16  | Аннотация.<br>Диалог.<br>Монолог.<br>Выполнение лексико-грамматических упражнений.<br>Словарный диктант.   |
| Planning the business                  | 3   | 9-12  | 14  | 18  | Написание делового письма.<br>Круглый стол.<br>Аннотация.<br>Эссе.<br>Монолог.   |
| Financing the business                 | 3   | 13-18 | 14  | 18  | Аннотация.<br>Дискуссия.<br>Семестровый лексико-грамматический тест.<br>Контрольное аудирование.   |
|  |     |       |     |     | <b>Экзамен</b>   |
| Итого                                  | 1-3 |       | 144 | 196 |  |

#### 4. СОДЕРЖАНИЕ РАЗДЕЛОВ И ТЕМ ДИСЦИПЛИНЫ

##### 1 семестр

##### Модуль 1 (12 часов)

1. Фонетика и правила чтения: Система звуков английского языка. Транскрипция. Чтение гласных в I и II типах слога. Диграфы ai, au, ei, eu, oi, ou, oo, ee, ea.
2. Грамматика: Существительное. Образование множественного числа и притяжательного падежа существительных. Исчисляемые и неисчисляемые существительные. Счетные слова. Артикль. Местоимения. Прилагательное. Степени сравнения прилагательных. Глаголы to be, to have, их функции. Структура простого предложения. Члены предложения. Порядок слов. Виды вопросов.

3. Устная тема: Family.
4. Текстовый материал: Every Family is Different. Family Structure.
5. Аудирование: Family (texts 1-6 по выбору преподавателя).
6. Разговорные клише к темам: Обращение. Приветствие. Знакомство. Вступление в диалог. Просьба. Запрос информации. Уточнение. Переспрос. Прощание.

#### *Модуль 2 (14 часов)*

1. Фонетика и правила чтения: Чтение гласных в II и IV типе слога. Диграфы au, aw, ou, ow, eu, ew, oa, oe, ie, ue, ui. Чтение диграфов перед r.
2. Грамматика: Видовременная система глагола (Present Continuous, Present Simple). Способы выражения будущего. Предлоги места, движения, времени.
3. Устная тема: Working Day and Leisure.
4. Текстовый материал: The Tailors' Daily routine and Leisure Time. British Leisure.
5. Аудирование: Daily routine (texts 1-4 по выбору преподавателя).
6. Разговорные клише к темам: Согласие. Одобрение. Выражение намерения.
7. Письмо. Правила оформления частного письма.

#### *Модуль 3 (14 часов)*

1. Фонетика и правила чтения: повторение 4-х типов слога. Исключения из 4-х типов слога. Непроизносимые согласные. Ударение. Правила чтения многосложных слов. Упражнения на транскрипцию.
2. Грамматика: Present Perfect, Present Perfect Continuous, Past Simple. Абстрактные предлоги. Устная тема: Education in the UK. My University.
3. Текстовый материал: School Education.
4. Аудирование: Education.
5. Словообразование: Наречие.
6. Разговорные клише к темам: Извинение. Разрешение. Запрещение. Благодарность. Поздравление. Пожелания.
7. Письмо: Написание частных писем по тематике модуля.

#### *Модуль 4 (14 часов)*

1. Фонетика: повторение правил чтения. Чтение комбинаций согласных.
2. Грамматика: Past Continuous, Past Perfect, Past Perfect Continuous. Числительные. Местоимения: относительные, количественные, усилительные и возвратные, неопределенные и отрицательные, их производные. Безличные предложения.
3. Устная тема: My University.
4. Текстовый материал: University Education.
5. Аудирование: Students' life.
6. Словообразование: Конверсия. Словосложение.
7. Разговорные клише к темам: Сожаление. Удивление. Сомнение. Упрек.
8. Письмо: Написание частных писем по тематике модуля.

### **2 семестр**

#### *Модуль 5 (8 часов)*

1. Грамматика: Future Simple, Future continuous, Future Perfect, Future Perfect Continuous.
2. Устная тема: Shopping.
3. Текстовый материал: Shops and shopping.
4. Аудирование: Shopping (texts 1-4 по выбору преподавателя).
5. Разговорные клише к темам: Приглашение. Внесение предложения. Принятие предложения. Отклонение предложения.
6. Письмо: Написание частных писем по тематике модуля.

#### *Модуль 6 (8 часов)*

1. Грамматика: Закрепление видовременной системы глагола. Согласование времен.
2. Устная тема: Great Britain.
3. Текстовый материал: Attitudes to nowadays' Britain.

4. Аудирование: Cities and towns (texts 1-2).
5. Словообразование: Суффиксы прилагательных. Префиксы be-, co-, ex-.
6. Разговорные клише к темам: Распрос.
7. Письмо. Упражнения по написанию эссе.

*Модуль 7 (8 часов)*

1. Грамматика: Модальные глаголы и их эквиваленты. Сложные предложения.
2. Устная тема: The USA.
3. Текстовый материал: The USA.
4. Аудирование: Cities and towns (texts 1-2).
5. Словообразование: Суффиксы глаголов.
6. Разговорные клише к темам: Сочувствие. Утешение. Совет. Вероятность. Уклончивый ответ. Безразличие. Равнодушие.
7. Письмо. Упражнения по написанию эссе.

*Модуль 8 (12 часов)*

1. Грамматика: Пассивный залог. Have smth done.
2. Устная тема: Traveling.
3. Текстовый материал: Transportation in the USA.
4. Словообразование: Префиксы semi-, equi-, maxi-, micro-, mini-, inter-, extra-, super-, sub.
5. Аудирование: Traveling (texts 1-7 по выбору преподавателя).
6. Разговорные клише к темам: Недовольство. Возмущение. Опасение. Страх.
7. Письмо. Написание эссе.

**3 семестр**

*Модуль 9 (12 часов)*

1. Грамматика: сослагательное наклонение.
2. Устная тема: Applying for a job.
3. Текстовый материал: по выбору преподавателя.
4. Аудирование: Ж. Г. Аванесян English for economists p. 13.
5. Разговорные клише к темам: Устройство на работу. Собеседование.
6. Письмо. Написание делового письма (заявление об устройстве на работу).

*Модуль 10 (14 часов)*

1. Грамматика: сослагательное наклонение. Wishes.
2. Устная тема: Types of business. Company profile.
3. Текстовый материал: по выбору преподавателя
4. Аудирование: Ж. Г. Аванесян English for economists p. 31.
5. Разговорные клише к темам: Презентация компании.
6. Письмо. Написание делового письма.

*Модуль 11 (14 часов)*

1. Грамматика: Reported speech
2. Устная тема: Financing the business.
3. Текстовый материал: The financial objectives of the business. Ж. Г. Аванесян English for economists p. 144
4. Аудирование: Ж. Г. Аванесян English for economists p. 151.
5. Разговорные клише к темам: Negotiations.
6. Письмо. Написание делового письма.

**Модуль 12 (14 часов)**

1. Грамматика: Prepositions.
2. Устная тема: Planning the business.
3. Текстовый материал: The financial control of the business Ж. Г. Аванесян English for economists p. 154
4. Аудирование: Ж. Г. Аванесян English for economists p. 153.
5. Разговорные клише к темам: telephoning. Making an appointment.



6. Письмо. Написание делового письма.

**5. САМОСТОЯТЕЛЬНАЯ РАБОТА**

| №<br>п./п | Темы<br>дисциплины                     | Форма (вид)<br>самостоятельной работы  | Трудоём<br>кость в<br>часах |
|-----------|--|--|-----------------------------|
| 1.        | Family life                            | Ролевой пересказ (ситуация). Монолог. Письмо личного характера.<br>Подготовка к дискуссии о взаимоотношениях в семье, обязанностях и т.п. Презентация семейного альбома. Составление биографии.<br>Лексико-грамматические упражнения.<br>Подготовка к тесту/словарному диктанту.   | 16                          |
| 2.        | Working Day<br>Leisure                 | Ролевой пересказ (ситуация). Монолог. Письмо личного характера.<br>Подготовка к дискуссии о досуге семьи, обязанностях по дому и т.п.<br>Лексико-грамматические упражнения.<br>Подготовка к тесту/словарному диктанту.   | 16                          |
| 3.        | Education<br>My University             | Диалог-расспрос/обмен мнениями о зарубежных вузах, особенностях учебного процесса в разных странах.<br>Монолог-повествование о специфике образования в России.<br>Запись основных мыслей и фактов из аудиотекстов и текстов для чтения по изучаемой проблематике.<br>Презентация систем образования разных стран.<br>Выполнение лексико-грамматических упражнений. | 16                          |
| 4.        | Shopping                               | Подготовка к диалогу-расспросу о товарах в магазине.<br>Монолог о предпочтениях выбора магазина.<br>Презентация собственного магазина.<br>Подготовка к викторине.<br>Выполнение лексико-грамматических упражнений.<br>Подготовка к семестровой контрольной работе.   | 16                          |
| 5.        | Meals                                  | Диалог-расспрос о предпочтениях в еде.<br>Монолог.<br>Подготовка письменной части проекта о кухнях народов мира.<br>Подготовка рецепта.<br>Составления глоссария/ кроссворда.<br>Подготовка вопросов викторины.  | 16                          |
| 6.        | Great Britain                          | Подготовка доклада об известном деятеле страны изучаемого языка.<br>Составление схематичной карты посещения достопримечательностей Лондона.<br>Подготовка доклада об экономике/политике/культуре США.<br>Подготовка к лексико-грамматическому тесту.<br>Составление диалога.<br>Подготовка вопросов к дискуссии.<br>Подготовка пересказа прочитанного текста.      | 16                          |
| 7.        | The USA                                | Монолог описание функциональных обязанностей/квалификационных требований.<br>Подготовка к круглому столу (дискуссии) по вопросам преимущества и недостатков разных профессий.<br>Составления глоссария/ кроссворда.<br>Подготовка к семестровому лексико-грамматическому тесту.  | 16                          |
| 8.        | Travelling                             | Подготовка к лексико-грамматическому тесту<br>Подготовка к диалогу о лучшем способе путешествия.<br>Монолог о любимом способе путешествия.<br>Проект, связанный с планированием досуга и семейных путешествий.   | 16                          |
| 9.        | Applying for a job                     | Подготовка диалога на тему "Job interview".<br>Подготовка пересказа по прослушанному материалу.<br>Подготовка к словарному диктанту.   | 16                          |
| 10.       | Types of business.<br>Company profile. | Подготовка к презентации/ проекту.<br>Подготовка вопросов к дискуссии.<br>Подготовка к словарному диктанту.<br>Подготовка пересказа прочитанного текста.   | 16                          |

|       |                         |  |     |
|-------|-------------------------|--|-----|
| 11.   | Financing the business. | Подготовка диалога на тему "Financial objectives of the business".<br>Подготовка монолога.<br>Составление кроссворда.<br>Подготовка к словарному диктанту.   | 18  |
| 12.   | Planning the business.  | Подготовка пересказа прочитанного текста.<br>Подготовка диалога на тему "Planning a new business".<br>Подготовка к работе с лексикой (подбор синонимов/ антонимов, определения и т.д.).<br>Подготовка к словарному диктанту.<br>Подготовка к семестровому лексико-грамматическому тесту. | 18  |
| ИТОГО |                         |  | 196 |

## 6. ОБРАЗОВАТЕЛЬНЫЕ ТЕХНОЛОГИИ

Достижение поставленных задач требует от преподавателей поиска новых форм учебной деятельности студентов. В качестве приоритетных образовательных технологий и методов, адекватных компетентностной модели кафедрой рассматриваются следующие:

- проектная технология обучения в условиях компетентностного подхода;
- технологии обучения в сотрудничестве;
- информационно-компьютерные;
- тестовые технологии;
- диалоговые технологии;
- дискуссия;
- игровые технологии.

## 7. ОЦЕНОЧНЫЕ СРЕДСТВА ДЛЯ ТЕКУЩЕГО КОНТРОЛЯ УСПЕВАЕМОСТИ, ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ПО ИТОГАМ ОСВОЕНИЯ ДИСЦИПЛИНЫ И УЧЕБНО-МЕТОДИЧЕСКОЕ ОБЕСПЕЧЕНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

В рамках данной программы возможно использовать традиционную систему контроля, которая включает в себя:

*Текущий контроль* осуществляется в течение семестра в устной и письменной форме в виде контрольных и устных опросов и проектов.

*Промежуточный контроль* проводится в виде зачета по семестрам. Объектом контроля являются коммуникативные умения во всех видах речевой деятельности (аудирование, говорение, чтение, письмо), ограниченные тематикой и проблематикой изучаемых разделов курса.

*Итоговый контроль* проводится в виде экзамена.

### Формы контроля

- 1) беседа по теме модуля; 2) проектно-исследовательское задание; 3) эссе; 4) реферат; 5) контрольная работа; 6) тест; 7) зачет; 8) экзамен.

### ПРИМЕРНЫЕ ТЕМЫ ЭССЕ

- |   |  |
|---|--|
| 1. My family.                             | 11. The USA.                               |
| 2. My working day.                        | 12. Means of transport.                    |
| 3. School education in Russia and abroad. | 13. My favorite way of traveling.          |
| 4. My university.                         | 14. My future profession.                  |
| 5. Students' life.                        | 15. Applying for a job.                    |
| 6. My meals.                              | 16. Interview skills.                      |
| 7. Eating out.                            | 17. Planning a new business.               |
| 8. Shops and shopping in my city.         | 18. Financial objectives of an enterprise. |
| 9. Modern Britain.                        |  |
| 10. Peculiarities of British life.        |  |

## ПРИМЕРНЫЕ ТЕМЫ РЕФЕРАТОВ/ ПРОЕКТОВ

- 1.
2. Modern Russian family.
3. Leisure time in Russia.
4. University education in Russia and abroad.
5. Food and drinks all over the world.
6. Shopping in different countries.
7. Global cities.
8. Ways of travelling.
9. Job opportunities.
10. Company's profile.
11. Types of business.
12. Financing the business.

## ПРИМЕРНЫЕ ЗАДАНИЯ ДЛЯ САМОКОНТРОЛЯ

### Test (1<sup>st</sup> term)

#### I. Fill in *is* or *are*

1. The police.....investigating the crime.
2. His new furniture.....very modern.
3. The class.....all working on a project together.
4. Mumps.....childhood disease.
5. My pyjamas.....not on my bed.
6. His new clothes.....very fashionable.
7. 'How old .....you?' '.....twenty.'
8. 'Where.....my notebook?' '.....on the table.'
9. 'How.....Liz?' '.....fine.'

#### II. Make the following nouns countable, using *the units of measurement*.

1. soap – three \_\_\_\_\_
2. garlic – ten \_\_\_\_\_
3. grape – two \_\_\_\_\_
4. cereal – four \_\_\_\_\_
5. bread – two \_\_\_\_\_
6. egg – three \_\_\_\_\_

#### 1. Complete the sentences with *some* and *any*.

1. She is going on holiday with .....friends in August.
2. I hope, there wasn't.....damage to your car.
3. There is seldom..... world news in the 'Daily Star'.
4. Wasn't there..... problem about your tax last year? I remember you telling me about it.

#### 2. Fill in *there is/are; there was/were*

1. Look!.....a beautiful rainbow in the sky.
2. ....any people in the office?
3. ....a few houses in the street thirty years ago.
4. ....a book on the table yesterday. Where is it now?
5. ....some meat in the fridge.

#### V. Are the underlined verbs right or wrong?

1. I'm seeing the manager tomorrow morning. \_\_\_\_\_
2. I'm feeling hungry. Is there anything to eat? \_\_\_\_\_
3. Are you believing in God? \_\_\_\_\_
4. This sauce is great! It's tasting really good. \_\_\_\_\_
5. I'm thinking this is your key. Am I right? \_\_\_\_\_

#### VI. Rewrite, using the pattern:

1. The books for children. - These are children's books.
2. This bag belongs to my friend. \_\_\_\_\_
3. The mistakes which students make. \_\_\_\_\_
4. This club is for women. \_\_\_\_\_
5. This umbrella belongs to James. \_\_\_\_\_

#### VII. Choose the correct pronoun in brackets:

1. Whose bag is this? Is it (your, yours) book or his? - It's (her, hers). 2. (Mine, my) task is easier than (your, yours). 3. Look at those people. They are (our, ours) friends. 4. It is not (their, theirs) house. (Their, theirs) is bigger. 5. (Your, yours) problem is (my, mine) problem. 6. Are (your, yours) hands warm? (Mine, my) are quite cold.

**VIII. Put the verbs in brackets into the present simple or present continuous.**

Michael McIntosh 1) .....(be) a very busy man. Every morning, he 2).....(leave) home at 8 o'clock, and 3).....(go) to his office. He 4).....(usually/have) meetings until lunchtime, and in the afternoon, he 5) .....(often/visit) the people of Madewell. He really 6).....(enjoy) talking to people. At the moment he and his team 7) .....(organize) his election campaign. There are elections in June and he 8).....(hope) to persuade lots of people to vote for him. Next month, he 9).....(go) to London to meet the Prime Minister. They 10) .....(have) a meeting to discuss future plans for Madewell.

**IX. Make questions.**

1. I get up early. (What time/usually?) \_\_\_\_\_
2. I write to my parents. (How often?) \_\_\_\_\_
3. She works. (Where?) \_\_\_\_\_
4. People do stupid things. (Why?) \_\_\_\_\_
5. I'm watching TV. \_\_\_\_\_
6. They are passing exams this week. \_\_\_\_\_

**X. Explain the words**

1. curriculum \_\_\_\_\_
2. nuclear family \_\_\_\_\_
3. generous \_\_\_\_\_
4. to achieve goal \_\_\_\_\_
5. drawback \_\_\_\_\_

**XI. Translate**

1. Они удовлетворены своей работой. \_\_\_\_\_
2. Если у женщины есть какие-то проблемы, она обычно обращается за помощью к подругам. \_\_\_\_\_
3. На него можно положиться? \_\_\_\_\_
4. Она терпимо относится к его поведению. \_\_\_\_\_
5. Студенты, имеющие хорошие оценки, ежемесячно получают стипендию, и самостоятельно оплачивают проживание в общежитии. \_\_\_\_\_
6. Эта школа принимает детей разных способностей. \_\_\_\_\_
7. Как вы наказываете студентов за плохую дисциплину? \_\_\_\_\_
8. Их семья не безупречна. \_\_\_\_\_

**Test (2<sup>nd</sup> term)**

**1. Underline the correct preposition**

1. I searched everywhere **about/for** my keys.
2. Jerry's parents are very proud **of/with** him.
3. I'm tired **of/from** standing. I want to sit down.
4. We took photographs **of/at** animals at the zoo.
5. I have to translate this letter **to/into** French for my teacher.

**2. Put at, in, on or – if any prepositions is needed**

1. I had to get up.....night to close the window.
2. These pink roses have a beautiful smell which becomes stronger.....the evening.
3. Chan took power in a military coup.....the beginning of the decade.
4. He had to leave.....quarter to six this morning to catch the train.
5. The programme was shown on TV .....one afternoon last week.

### 3. Put the verbs in brackets into the correct tense

Dear Mum and Dad,

You 1).....(never/guess) what 2).....(happen). James 3).....(ask) me to marry him! We 4).....(go out) for dinner last night, and just as we 5).....(have) our coffee, he 6).....(bring out) a beautiful diamond ring. We 7).....(talk) about getting married for a long time, but it was still a surprise! Of course, I agreed!

We 8).....(plan) to get married in the spring. I 9).....(wear) a beautiful, long white dress and we will have three bridesmaids who will wear pink. James 10).....(think) of taking me to Prague for our honeymoon.

I'm sure you 11).....(be) happy for me, and I can't wait to see you and discuss the wedding with you. We won't be able to come and visit you until next month, though. Sorry. Meanwhile, I'll write you and tell the rest of the family my wonderful news!

Love, Chloe

### 4. Put the verbs in brackets into the correct active or passive forms

1. Floods 1).....(cause) when a river 2).....(burst) its banks. This can happen if there 3).....(be) an unusual amount of rain, or if snow 4).....(melt) and the river 5).....(overflow). When a flood 6).....(take place), crops 7).....(destroy) and homes 8).....(damage).

2. Dogs 1).....(be) very loyal animals. They can 2).....(keep) your company and 3).....(protect) you. However, you must 4).....(look after) your dog. They have to 5).....(take) for long walks and 6).....(feed) regularly. You may 7).....(find) that dogs are expensive pets, but they do 8).....(make) great companions.

### 5. Choose the correct answer

1. 'Do you remember the things we.....to do when we were kids?' 'Of course I do. How can I forget what fun we had!'

a) used                                      b) were used                                      c) got used

2. 'Do you like living in the city?' 'Well, I.....to it yet, but it's okay.'

a) am not used                                      b) wasn't used                                      c) am used

3. 'Does your sister travel a lot?' 'No, but she.....to before she got married.'

a) didn't use                                      b) used                                      c) wasn't used

4. 'I find it hard to get up early.' 'You.....to getting up early once you start working.'

a) are used                                      b) will get used                                      c) were used

### VI. Write synonyms

- |     |                     |     |                       |
|-----|---------------------|-----|-----------------------|
| 1.  |                     | 11. | beverage - _____      |
| 2.  | fatty - _____       | 12. | lack of - _____       |
| 3.  | crispy - _____      | 13. | disadvantage - _____  |
| 4.  | tasty - _____       | 14. | succulent - _____     |
| 5.  | countryside - _____ | 15. | to book - _____       |
| 6.  | to attract - _____  | 16. | to influence _____    |
| 7.  | thief - _____       | 17. | to look at _____      |
| 8.  | to watch - _____    | 18. | colon _____           |
| 9.  | underground - _____ | 19. | premature death _____ |
| 10. | a serving - _____   |     |                       |

### VII.

### VIII. Translate

- Практически все крупные города на земле столкнулись с проблемой перенаселения, так как многие люди переезжают в них из сельской местности.
- Компании, производящие прохладительные напитки вытягивают деньги из населения.
- Любая выпечка содержит много углеводов, поэтому она так калорийна.
- Он настоящий гурман.
- Извините, ваш паспорт недействителен.
- Ты уже заказал номер в этом отеле?
- Похоже это вопрос работы и денег.
- Не стоит проявлять геройство и пытаться поймать грабителя, он может быть опасен.

### Примерное содержание экзаменационного билета

« » \_\_\_\_\_ 2011

Факультет: филологический

ЭКЗАМЕНАЦИОННЫЙ БИЛЕТ № 1

1. Прослушайте текст объемом 800 печ. зн. и выполните тест на проверку понимания прослушанного.
2. Прочтите текст объемом 1500 печ. зн. (со словарем) и подготовьтесь к беседе по его содержанию (ответы на вопросы преподавателя). Переведите на русский язык выделенный отрывок объемом 400-450 печ. зн. письменно и подготовьте его фонетическое чтение (время работы - 45 мин.).
3. Определите подчеркнутое грамматическое явление и переведите предложение с английского языка на русский (3 предложения).  
Переведите предложение с русского языка на английский, обращая внимание на изученные грамматические явления (5 предложений).
4. Изложите одну из пройденных тем (*без подготовки*).

Примеры карточек для перевода (экзамен, 2 семестр)

**CARD 1. Translate from Russian into English:**

1. Конституция США устанавливает 3 отдельные ветви власти: законодательную, исполнительную и судебную.
2. Большинство жителей Британии имеют индивидуальное отношение к различным аспектам повседневной жизни.
3. Для повседневной носки моя мама предпочитает туфли на низком каблуке.
4. Американцы очень часто обедают в ресторанах, где они могут заказать блюда практически любой кухни мира, все это благодаря многонациональному обществу.

**CARD 2. Translate from English into Russian explaining the underlined grammar constructions:**

1. There is a bathroom, a kitchen, and a living room in my flat.
2. Many people take a bottle of wine or some flowers when they are invited to someone's home.
3. He never wears a scarf in winter even if it is very cold.
4. Children in Britain start school at the age of 5.
5. The first fast food restaurant served hamburgers but now they serve other kinds of food as well.

Пример текста (экзамен, 2 семестр)

BRITISH MEALS

The first meal of the day in the morning is breakfast (usually eaten between about 7:30 and 9:00). Many British people eat toast with butter or margarine and jam (often strawberry, raspberry, apricot or blackcurrant jam), marmalade (a type of jam made from oranges) or Marmite. Melon, grapefruit or fruit cocktail are popular. Others eat a bowl of cereal; for example, cornflakes or muesli with milk, or porridge. A traditional English breakfast is a cooked meal which may contain food such as sausages, bacon, kippers, black pudding, scrambled or fried or poached egg, mushrooms, fried tomatoes, baked beans, hash browns and toast. People sometimes eat a boiled egg, dipping strips of toast into the egg yolk. A continental breakfast is a small meal and is not cooked; for example, a bread roll or croissant with cheese or ham and a cup of coffee. The most common drinks at this time of day are orange juice or a cup of breakfast tea.

Many people have a tea-break at about 11:00 in the morning (elevenses). If a meal is eaten in the late morning instead of both breakfast and lunch, it is called brunch.

Lunch (sometimes called more formally luncheon) is the meal eaten in the middle of the day (usually between about 12:30 and 2:00). Many people eat a sandwich (also known as a butty or sarnie in some parts of the UK). Some people have a simple meal such as cheese and biscuits or soup and bread. A ploughman's lunch is a traditional lunch for farmers: a bread roll, Cheddar cheese, Branston pickle and salad, perhaps with a pork pie. It is also traditional for people to go to a pub with some friends for a pub lunch and a drink. A Sunday roast is a traditional meal eaten by a family at Sunday lunchtime; for example, roast beef with roast potatoes, parsnips, peas, Brussels sprouts, green beans, Yorkshire pudding, bread sauce and gravy. Mint sauce or redcurrant jelly is often eaten with lamb, apple sauce with pork, and horseradish sauce (a type of mustard) with beef, cranberry sauce with turkey. Stuffing may be eaten with chicken or turkey.

Tea-time is a small meal eaten in the late afternoon (usually between about 3:30 and 5:00). People may drink tea, and often eat biscuits, cakes or savoury foods such as sandwiches, crumpets or tea-cakes. Occasionally people may have a full afternoon tea or a cream tea: this includes a scone with jam and cream as well as a selection of sandwiches and cakes.

High tea is a light meal eaten in the early evening (for example, 6 o'clock) served with a pot of tea; this is popular in north England and Scotland. Supper is the most common name for the meal eaten in the evening (usually between 7:00 and 8:30). Dinner is another common name for supper, but sometimes it is also used to refer to lunch,

especially when this is the main meal of the day. A dinner party is a formal evening meal to which guests have been invited. A common type of cooked meal in Britain is meat and two veg. This is a meat dish served together on the same plate with two types of vegetable, one of which is often a type of potato. It is common to eat a dessert (also known as a pudding, or informally as afters) after the main dish.

It is increasingly popular for British people get a takeaway or go to a restaurant instead of cooking at home, and often this is used as a chance to try different types of food. Most towns have an Indian restaurant, serving foods such as curry and chicken tikka masala. Chinese restaurants are also very common; popular dishes include sweet and sour pork and aromatic duck. Many people like Italian pizza and pasta dishes. Fast food restaurants often serve beefburgers or fried chicken. Fish and chip shops are still popular, especially in towns by the coast. There is an old tradition of eating fish on Friday.

#### **Примерные устные темы (2 семестр, экзамен)**

- |    |                    |    |  |
|----|--------------------|----|--|
| 1. |                    | 6. | British meals                            |
| 2. | Means of transport | 7. | Fast food and problems connected with it |
| 3. | Global travel      | 8. | My future profession                     |
| 4. | Great Britain      |    |  |
| 5. | The USA            |    |  |

#### **Примерные устные темы (3 семестр, экзамен)**

1. Interview skills
2. Types of business organizations
3. Financial objectives of a business organization
4. Planning a business
5. Financial control of a business

## **8. УЧЕБНО-МЕТОДИЧЕСКОЕ И ИНФОРМАЦИОННОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ**

### **А) Основная литература:**

1. Let's speak English together: учеб. пособие для студентов 1-2 курсов неязыковых спец. ун-тов / С. В. Андросова [и др.]; АмГУ, ФФ. – 2-е изд., испр. и доп. – Благовещенск: Изд-во Амур. гос. ун-та, 2007. – 138 с.  
Режим доступа: [file://10.4.1.254/DigitalLibrary/AmurSU\\_Edition/154/pdf](file://10.4.1.254/DigitalLibrary/AmurSU_Edition/154/pdf)
2. Аванесян, Ж. Г. Английский язык для экономистов: учеб. пособие для студентов экон. специальностей / Ж. Г. Аванесян – 3-е изд., стер. – М.: Омега-Л, – 2008. – 312 с.
3. Дроздова, Т.Ю. English Grammar: Reference & Practice: учеб. пособие / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова. - СПб: Антология, 2007. - 464 с.

### **Б) Дополнительная литература:**

1. Аршавская, Е. А. Английский язык [Текст]: пособие для студентов экон. спец.: учеб. пособие / Е. А. Аршавская, Г. П. Исаева. – М.: Высш. шк., 2009. – 256 с.
2. Изучаем спонтанные английские тексты: Учеб. пособие / С. В. Андросова [и др.]; АмГУ, ФФ. Ч. 1. - 2004. - 158 с.
3. Изучаем спонтанные английские тексты: Учеб. пособие / С. В. Андросова [и др.] ; АмГУ, ФФ. Ч. 2. - 2004. - 108 с.
4. Курс фонетики американского варианта английского языка: Учебное пособие: рек. Дальневост. Рег. УМЦ/ С.В. Андросова [и др.]; АмГУ. Филол. фак.. - Благовещенск: Изд-во Амур. гос. ун-та, 2003. – 108 с.
5. Мюллер, В. К. Англо-русский словарь [Текст]: полная версия: более 180000 слов, выражений и значений / В. К. Мюллер. – М.: Эксмо, 2009. – 910 с.
6. Ракипова, М. Ш. Английский для школ экономики: учеб. пособие: рек. УМО / М. Ш. Ракипова. – СПб: Антология, 2006. – 128 с.
7. Сиротинина Т. А. Большой современный англо-русский и русско-английский словарь [Текст]: 170000 слов и словосочетаний / Т. А. Сиротинина. – Ростов н/Д: Феникс, 2009. – 687 с.

### Периодические издания

1. The Economist. Еженедельный журнал на английском языке. London, The Economist Newspaper Limited.

### В) Программное обеспечение и Интернет-ресурсы

Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX.

### Библиотечно-информационные ресурсы

| №  | Наименование ресурса   | Краткая характеристика  |
|----|--|---|
| 1. | Scientific American<br>SciAm.com.  | журнал, который студенты используют для внеаудиторного чтения, составления аннотаций и при подготовке к студенческой научной конференции  |
| 2. | <a href="http://www.iqlib.ru">http://www.iqlib.ru</a>  | Интернет-библиотека образовательных изданий, в которой собраны электронные учебники, справочные и учебные пособия. Удобный поиск по ключевым словам, отдельным темам и отраслям знания                |
| 3. | Электронная библиотечная система « <b>Университетская библиотека- online</b> »<br><a href="http://www.biblioclub.ru">www.biblioclub.ru</a> | ЭБС по тематике охватывает всю область гуманитарных знаний и предназначена для использования в процессе обучения в высшей школе, как студентами и преподавателями, так и специалистами-гуманитариями. |

### 9. МАТЕРИАЛЬНО-ТЕХНИЧЕСКОЕ ОБЕСПЕЧЕНИЕ ДИСЦИПЛИНЫ

Оргтехника, мультимедийные средства, имеющиеся в наличии на кафедре, используются на практических занятиях по английскому языку со студентами неязыковых специальностей и для проведения студенческой научной конференции.

### 10. РЕЙТИНГОВАЯ ОЦЕНКА ЗНАНИЙ СТУДЕНТОВ ПО ДИСЦИПЛИНЕ

Логическим завершением идеи постоянной комплексной оценки учебной деятельности студента является *модульно-рейтинговая система обучения*.

#### Методика вычисления рейтинга студента по дисциплине «Иностранный язык»

#### Текущий контроль

| Вид деятельности    | Форма представления   | Баллы  | Примечания  |
|---------------------|---|--|---|
| Монологическая речь | Краткий/ролевой пересказ, ситуация (по материалам письменного/аудиотекста/видеосюжета в ходе аудиторной/самостоятельной работы) | От 9 до 10 -- «отлично»<br>от 7 до 8 -- «хорошо»<br>от 5 до 6 -- «удовлетворительно»<br>менее 5 -- «неудовлетворительно» | Оценки за каждую форму представления на каждом занятии ставятся по 10-балльной системе: от 0 до 10 (0 — не сдано). За семестр вычисляется среднее арифметическое по данной форме представления. |
| Диалогическая речь  | Тематический диалог (по материалам письменного/аудиотекста/видеосюжета в ходе аудиторной/самостоятельной работы)                | От 9 до 10 -- «отлично»<br>от 7 до 8 -- «хорошо»<br>от 5 до 6 -- «удовлетворительно»<br>менее 5 -- «неудовлетворительно» | Оценки за каждую форму представления на каждом занятии ставятся по 10-балльной системе: от 0 до 10 (0 — не сдано). За семестр вычисляется среднее арифметическое по данной форме представления. |



|                 |  |  |   |
|-----------------|--|--|---|
| Полилог         | Дискуссия, круглый стол (по материалам письменного/аудиотекста/видеосюжета в ходе аудиторной/самостоятельной работы) | От 9 до 10 -- «отлично»<br>от 7 до 8 -- «хорошо»<br>от 5 до 6 -- «удовлетворительно»<br>менее 5 -- «неудовлетворительно»       | Оценки за каждую форму представления на каждом занятии ставятся по 10-балльной системе: от 0 до 10 (0 — не сдано). За семестр вычисляется среднее арифметическое по данной форме представления. |
| Письменная речь | Эссе (по материалам письменного/аудиотекста/видеосюжета в ходе аудиторной/самостоятельной работы)                    | От 9 до 10 -- «отлично»<br>от 7 до 8 -- «хорошо»<br>от 5 до 6 -- «удовлетворительно»<br>менее 5 -- «неудовлетворительно»       | Оценки за каждую форму представления на каждом занятии ставятся по 10-балльной системе: от 0 до 10 (0 — не сдано). За семестр вычисляется среднее арифметическое по данной форме представления. |
| ИТОГО:          |  | от 36 до 40 -- «отлично»<br>от 28 до 32 -- «хорошо»<br>от 20 до 24 -- «удовлетворительно»<br>менее 20 -- «неудовлетворительно» | Сумма средних арифметических по вышеозначенным четырем модулям.<br>!! Максимальное количество баллов за семестр равно 40.   |

Временная единица текущего контроля — модуль = 1 месяц (до 30 числа каждого месяца). Семестр состоит из 4-х модулей.

За модуль студент может набрать по итогам текущего контроля максимально 10 баллов исходя из среднего арифметического: сумма баллов за каждую форму представления деленная на необходимое количество форм представления за месяц. За неотчитанные формы выставляется 0 баллов. Неотчитанные формы обязательно включаются в подсчеты.

#### Промежуточный контроль

| Модули   | Форма контроля              | Баллы   | Примечания   |
|----------|-----------------------------|---|--|
| Модуль 1 | Лексико-грамматический тест | 4,5-5 — «отлично»<br>3,5-4 — «хорошо»<br>2,5-3 — «удовлетворительно»<br>менее 2,5 — «неудовлетворительно» | Баллы рассчитываются исходя из количества правильно выполненных заданий по отношению к общему количеству заданий в тесте |
| Модуль 2 | Контрольное аудирование     | 4,5-5 — «отлично»<br>3,5-4 — «хорошо»<br>2,5-3 — «удовлетворительно»<br>менее 2,5 — «неудовлетворительно» | Баллы рассчитываются исходя из количества правильно выполненных заданий по отношению к общему количеству заданий в тесте |
| Модуль 3 | Лексико-грамматический тест | 4,5-5 — «отлично»<br>3,5-4 — «хорошо»<br>2,5-3 — «удовлетворительно»<br>менее 2,5 — «неудовлетворительно» | Баллы рассчитываются исходя из количества правильно выполненных заданий по отношению к общему количеству заданий в тесте |

|          |                            |   |  |
|----------|----------------------------|---|--|
|          |                            | «удовлетворительно»<br>менее 2,5 —<br>«неудовлетворительно»   | отношению к общему<br>количеству заданий в тесте   |
| Модуль 4 | Контрольное<br>аудирование | 4,5-5 — «отлично»<br>3,5-4 — «хорошо»<br>2,5-3 —<br>«удовлетворительно»<br>менее 2,5 —<br>«неудовлетворительно» | Баллы рассчитываются исходя<br>из количества правильно<br>выполненных заданий по<br>отношению к общему<br>количеству заданий в тесте |

Максимальное количество баллов по 4-м модулям равно 20

Итоговое количество баллов по каждому модулю максимально может составлять 15 баллов:  
10 баллов (максимум) по текущему контролю + 5 баллов (максимум) за промежуточный тест.

#### Итоговый контроль

| Форма контроля  | Баллы  | Примечание   |
|---|--|--|
| <i>Экзамен</i>  | от 36 до 40 -- «отлично»<br>от 30 до 35 -- «хорошо»<br>от 21 до 29 --<br>«удовлетворительно»<br>менее 21 --<br>«неудовлетворительно» | Общий балл за экзамен выставляется<br>исходя из баллов, полученных за<br>выполнение заданий, входящих в<br>содержание билета<br><b>!!</b> Максимальное количество баллов<br>равно 40 |
| 1. Фонетическое чтение и<br>перевод отрывка текста с<br>английского на русский яз.<br>(согласно содержанию<br>билета)                 | 7,2- 8-- «отлично»<br>6-7 -- «хорошо»<br>4,2-5,8 --<br>«удовлетворительно»<br>менее 4,2 --<br>«неудовлетворительно»                  | Учитывается фонематическая<br>правильность прочтения и адекватность<br>перевода с лексической и<br>грамматической точек зрения   |
| 2. Устное изложение<br>содержания текста на<br>английском яз. (аннотация,<br>комментирование и т.п.<br>согласно содержанию<br>билета) | 7,2- 8-- «отлично»<br>6-7 -- «хорошо»<br>4,2-5,8 --<br>«удовлетворительно»<br>менее 4,2 --<br>«неудовлетворительно»                  | Учитывается фонематическая и<br>грамматическая правильность речи и<br>соответствие изложения содержанию<br>текста  |
| 3. Монологическое<br>высказывание по теме<br>(согласно содержанию<br>билета)  | 7,2- 8-- «отлично»<br>6-7 -- «хорошо»<br>4,2-5,8 --<br>«удовлетворительно»<br>менее 4,2 --<br>«неудовлетворительно»                  | Учитывается фонематическая и<br>грамматическая правильность речи и<br>соответствие изложения содержанию<br>текста  |
| 4. Диалогическое<br>высказывание (согласно<br>содержанию билета)  | 7,2- 8-- «отлично»<br>6-7 -- «хорошо»<br>4,2-5,8 --<br>«удовлетворительно»<br>менее 4,2 --<br>«неудовлетворительно»                  | Учитывается фонематическая и<br>грамматическая правильность речи,<br>соответствие содержанию, указанному в<br>билете, выполнение правил ведения<br>диалога                           |
| 5. Перевод с русского на<br>английский пяти<br>предложений (согласно<br>содержанию билета)  | 7,2- 8-- «отлично»<br>6-7 -- «хорошо»<br>4,2-5,8 --<br>«удовлетворительно»   | Учитывается количество успешно<br>переведенных предложений с точки<br>зрения фонематической и<br>грамматической правильности перевода  |

|  |  |  |
|--|--|--|
|  | менее 4,2 --<br>«неудовлетворительно»  | и владения изученными в модулях лексическими единицами   |
| <b>Зачет</b>   | от 36 до 40 -- «отлично»<br>от 30 до 35 -- «хорошо»<br>от 21 до 29 --<br>«удовлетворительно»<br>менее 21 --<br>«неудовлетворительно» | Общий балл за экзамен выставляется исходя из баллов, полученных за выполнение заданий, входящих в содержание билета<br><b>!!</b> Максимальное количество баллов равно 40 |
| 1. Фонетическое чтение и перевод отрывка текста с английского на русский яз. (согласно содержанию билета)              | 4,2-8 — «зачтено»<br>менее 4,2 -- «не зачтено»   | Учитывается фонематическая правильность прочтения и адекватность перевода с лексической и грамматической точек зрения  |
| 2. Устное изложение содержания текста на английском яз. (аннотация, комментирование и т.п. согласно содержанию билета) | 4,2-8 — «зачтено»<br>менее 4,2 -- «не зачтено»   | Учитывается фонематическая и грамматическая правильность речи и соответствие изложения содержанию текста   |
| 3. Монологическое высказывание по теме (согласно содержанию билета)  | 4,2-8 — «зачтено»<br>менее 4,2 -- «не зачтено»   | Учитывается фонематическая и грамматическая правильность речи и соответствие изложения содержанию текста   |
| 4. Диалогическое высказывание (согласно содержанию билета)   | 4,2-8 — «зачтено»<br>менее 4,2 -- «не зачтено»   | Учитывается фонематическая и грамматическая правильность речи, соответствие содержанию, указанному в билете  |
| 5. Перевод с русского на английский пяти предложений (согласно содержанию билета)                                      | 4,2-8 — «зачтено»<br>менее 4,2 -- «не зачтено»   | Учитывается кол-во успешно переведенных предложений с точки зрения фонематической и грамматической правильности перевода и владения изученными в модулях лекс. един-ми   |

### Бонусы и штрафы

| <b>а) Бонусы</b>  | <b>Баллы</b> | <b>Примечание</b>   |
|---|--------------|---|
| 1. Выполнение доп-х работ по заданию преподавателя: участие в олимпиаде, сбор страноведч. материала, участие в проектах | от +1 до +2  | +1 балл за участие во внутривузовской олимпиаде<br>+1 балла за участие в городской олимпиаде<br>+2 балла за участие в региональной олимпиаде и т.п.   |
| 2. Призовые места во внутривузовской, городской, региональной, студенческой олимпиаде и т.п.                            | от +3 до +5  | <b>а)</b> I место в городской/региональной олимпиаде/конференции — +5 баллов, II место в олимпиаде — +4 балла, III место в городской/региональной олимпиаде — +3 балла<br><b>б)</b> I место во внутривузовской олимпиаде — +4 балла, II место во внутривузовской олимпиаде — +3 балла, III место во внутривузовской олимпиаде |

|                    |              |  |
|--------------------|--------------|--|
|                    |              | — +2 балла<br>Максимальное кол-во бонусов в баллах за семестр равно +5   |
| <b>б) Штрафы</b>   | <b>Баллы</b> | <b>Примечание</b>  |
| За пропуск занятий | от -1 до -5  | Штрафы рассчитываются исходя из количества пропущенных занятий:<br>-1 балл за пропуск 3% занятий<br>-2 балла за пропуск 5% занятий<br>-3 балла за пропуск 10% занятий<br>-4 балла за пропуск 15% занятий<br>-5 баллов за пропуск 20% занятий<br><b>!! Максимальное количество штрафов в баллах за семестр равно -5</b> |

Итоговая оценка формируется из суммы баллов по результатам текущего, промежуточного, итогового видов контроля, бонусов и штрафов и максимально может составлять 105 баллов (вместе с бонусами).

Перевод итогового количества баллов в итоговую оценку: 91-100 — отл., 75-90 — хор., 51-74 — удовл., менее 51 — неуд.

## 1 II. ИЗЛОЖЕНИЕ ПРОГРАММНОГО МАТЕРИАЛА

### 2 МЕТОДИЧЕСКИЕ УКАЗАНИЯ К ПРАКТИЧЕСКИМ ЗАНЯТИЯМ

3

4 **Модуль 1. Family life**

5 **Практические занятия -14 час**

6 **Самостоятельная работа – 16 час.**

7 1. Let's speak English together: учеб. пособие для студентов 1-2 курсов неязыковых спец. ун-тов / С. В. Андросова [и др.]; АмГУ, ФФ. – 2-е изд., испр. и доп. – Благовещенск: Изд-во Амур. гос. ун-та, 2007. – 138 с.

Режим доступа

[file://10.4.1.254/DigitalLibrary/AmurSU\\_Edition/154/pdf](file://10.4.1.254/DigitalLibrary/AmurSU_Edition/154/pdf)

8 **Unit 1 Family life**

9 **Texts:**

10 **Part 1 “Every family is different” p.4-6. Tasks: 1,2,3 p.6.**

11 **Part 2 “Family structure” p. 6-8. Tasks: 1,2,3 p.8.**

12 **Vocabulary exercises 1p.13 – 9p.20**

13 **Communicative exercises 1p.20-4 p.23**

14 **Аудирование: Family p. 11-23 (texts 1-7)**

2. Дроздова, Т.Ю. English Grammar: Reference & Practice: учеб. пособие / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова. - СПб: Антология, 2007. - 464 с.

**Noun p. 166-181**

**Articles p. 182-207**

**Adjectives p. 235-249**

**To be p. 8-10**

**Pronouns p. 209-234**

3. Курс фонетики американского варианта английского языка: Учебное пособие: рек. Дальневост. Рег. УМЦ/ С.В. Андросова [и др.]; АмГУ. Филол. фак.. - Благовещенск: Изд-во Амур. гос. ун-та, 2003. – 108 с.

**Система звуковых средств с. 12-27**

**Реализация системы сегментных единиц с. 27-39**

4. Изучаем спонтанные английские тексты: Учеб. пособие / С. В. Андросова [и др.]; АмГУ, ФФ. Ч. 1. - 2004. - 158 с.
5. Изучаем спонтанные английские тексты: Учеб. пособие / С. В. Андросова [и др.] ; АмГУ, ФФ. Ч. 2. - 2004. - 108 с.

#### **Family p. 11-23**

6. Мюллер, В. К. Англо-русский словарь [Текст]: полная версия: более 180000 слов, выражений и значений / В. К. Мюллер. – М.: Эксмо, 2009. – 910 с.
7. Сиротинина Т. А. Большой современный англо-русский и русско-английский словарь [Текст]: 170000 слов и словосочетаний / Т. А. Сиротинина. – Ростов н/Д: Феникс, 2009. – 687 с.

### 15 Внеаудиторное чтение

#### 16 Периодические издания

17 1. Moscow news

#### 18 Интернет-ресурсы

19 Широкое использование студентами и преподавателями поисковых систем  
RAMBLER, GOOGLE, YANDEX.

### 20 Every Family is different

21 There are different views on family life. Some people can't do without the support and love of their families. Others say it is the source of most of our problems and anxieties. Whatever the truth is, the family is definitely a powerful symbol. It is also a castle. Moreover it is the most basic and ancient of all institutions, and it remains the fundamental social unit in every society. Thus, the family is a group of people related by blood or law, living together or associating with one another for a common purpose. That purpose is usually to provide shelter and food, and to bring up children. The nature of family keeps changing: there are a number of types of family that exist in a society at any time.

22 Sociologists divide families into two general types: the nuclear family and the extended family, which may include three or more generations living together. In industrialized countries and increasingly in the large cities of the developing countries the nuclear family is regarded as normal. Most people think of it as consisting of two parents and two children. But a more accurate conception of the family must take account of the many different forms that have existed or still exist both in Britain and in other cultures. Nevertheless the nuclear family has largely replaced the extended one.

23 What characteristics, then, are common to this family form? To answer the question let's discuss some attitudes towards personal relationships and family life of one well-to-do English family – Bill and Carol Taylor.

24 They are probably quite like many of the families you will meet if you come to England. The family lives on a housing estate in a pleasant outer suburb of West London. Bill and Carol Taylor are both in their early fifties. They are kind, thoughtful and intelligent people. They have been happily married for thirty years. To tell the truth there's no one they call the head of the family because they usually share important decision-making. As for Bill he studied engineering at university, and now he works for a firm, which provides advice and materials for health and safety at work, he is a technical specialist on noise stress. It's due to Bill, that the company is a flourishing one. When he was younger he dreamed of becoming a professional musician.

25 Carol did not go to university. She graduated from a teaching training college and taught for four years at a primary school before her eldest child was born. In the traditional family, the wife stayed at home with the children while the husband earned money, although at present 60 percent of all married women work outside the home. So a majority of couples have two wage-earners. One reason for this change is that women want and expect to have careers. Another reason is economics. With rising prices, many families cannot survive on one's person's salary. But Carol took her marriage for granted and devoted herself to the family. Carol and Bill like many couples of the middle class planned to have three children. (A number of single children in Russia astonishes many

British visitors). So there are five people in their family. From the parents' point of view, they want to bring up their children to be healthy, happy, hard-working, attractive, kind, sociable, good at lessons, good at sport, with other interests as well, and have successful careers in which they will earn a good living and live happy lives. That's why the Taylor children live in comfort in an impeccable family with amiable dispositions and you simply can't imagine how Bill and Carol adore them.

26 To tell the truth sometimes Carol and Bill have had plenty of worries over the children as they were growing up. As usual, there are a lot of family problems that the parents are glad to discuss with their children and help them in a difficult situation.

27 Sarah is shortsighted and very shy. It's only due to Carol she worked hard and got quite good marks for her lessons. Sarah inherited her father's musical gifts and played the flute. She had quite good marks for geography in the national A-level exam. She applied to read geography at a provincial university with a good reputation in the subject.

28 As for Peter, he was a cheerful boy, energetic and lazy by turns. Peter was fed up with exams and schoolwork. And he thought he could get a job in the local supermarket. But his parents found it ridiculous: one needs a proper income to bring up a family: for that he needs qualifications. So he attends courses in engineering and technical studies at the local College of Further Education, while he continues to earn money working part-time in the various shops in the area.

29 Kate is a restless girl of eight. She is everybody's pet. Sometimes she is very naughty. On the one hand she is a trouble-maker, on the other hand she is a loving daughter and sister.

30 No wonder the Taylors have been trying to find clues for everybody of them: either children or parents. The parents are easy to deal with. As I have already mentioned there are no problems of misunderstanding with adults in this family. The parents understand that children want to live their own life, to make their own mistakes. No wonder that there are amiable dispositions between all the members of the family. They trust each other and try to do their best to make their home cosy and worth. They are inclined to think that the family is a kind of retreat from the stress and tension of the working day. It's a place where they can have a rest and feel their protection and care. As a result the Taylors managed to build up a friendly family. When they are sick and tired of their usual routine, their family is a shelter from any troubles and misfortunes.

31 A few years later children will leave their home, marry and set up households of their own. Although the nuclear family unit is economically independent of the rest of the family, members of the whole family group often maintain close kindred ties. Visiting between married sisters and brothers is frequent when they live close to each other. If they live in different communities they keep in touch by writing letters and by telephone.

32 In the story of Bill and Carol Taylor and their children grandparents are absent. Where are they? Do they miss seeing their grandchildren very much? Is it true that the British do not care for their elderly people and choose to put them away into old's homes and forget them? You see, the most important thing is that the retirement age for most jobs in this country is 60 for women and 65 for men, but in practice, many people expect to work until they are 65-70. People are living longer – often 20 years after they've retired from their job. Modern culture tends to value youth rather than age. So grannies and grandpas are actually physically active, living in their own homes along way from their children with their own interests and ideas.

### 33 **Tasks**

34 1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2,4, 2. Give the summary of the text 3. Retell the text as if you were: 1) Bill Taylor 2) Carol Taylor. 3) Granny or grandpa 4) Sarah, Kate, Peter 5) Russian visitor 6) Bill's boss.

### 35 **Vocabulary**

36 1) anxiety – беспокойство, тревога, забота, to be anxious about smth – беспокоится о чем-либо

37 2) accurate – точный, правильный, тщательный

38 3) attitude – позиция, отношение, a friendly ~ towards smb – дружеское отношение к

кому-либо

- 39 4) housing estate – жилой комплекс
- 40 5) pleasant outer suburb – приятный внешний пригород
- 41 6) fundamental social unit in every society – основная социальная единица (союз) в любом обществе
- 42 7) nuclear family – простая семья (двое родителей и дети)
- 43 8) extended family – сложная семья (несколько поколений живут вместе)
- 44 9) one-parent family – семья с одним родителем
- 45 10) generation - поколение
- 46 11) personal relationships – личные взаимоотношения
- 47 12) to share important decisions making – принимать важные решения вместе
- 48 13) to enjoy smth (to enjoy doing smth ) – наслаждаться чем-либо
- 49 14) to attend school (courses, lectures ) – посещать школу (курсы, лекции)
- 50 15) to have plenty of worries – иметь много проблем
- 51 16) to earn money working part - time ( full time) – зарабатывать деньги, работая неполный (полный) рабочий день
- 52 17) shortsighted – близорукий
- 53 18) shy – скромный/стеснительный
- 54 19) sociable – общительный
- 55 20) to find clues for smb – находить подход к кому-либо
- 56 21) retreat – убежище, приют
- 57 22) to be easy to deal with – легко иметь дело с кем-либо
- 58 23) to maintain close kindred ties – поддерживать тесные родственные связи
- 59 24) to keep in touch with smb – поддерживать отношения, находиться в контакте с кем-либо
- 60 25) to be fed up with smth – быть сытым по горло чем-либо
- 61 26) to be happily married – счастливо жить в браке
- 62 27) to be divorced / to get divorced – быть в разводе
- 63 28) to be single – быть холостым
- 64 29) household – семья, домохозяйство, домашнее хозяйство
- 65 30) wage-earner – кормилец (тот, кто обеспечивает семью)
- 66 31) to take smth. for granted – принимать что-либо как должное
- 67 32) to survive – пережить, остаться в живых, выдержать, survival – выживание
- 68 33) impeccable family – безупречная семья
- 69 34) amiable dispositions – дружелюбные отношения
- 70 35) to have real responsibility for domestic life – нести ответственность за семейную жизнь
- 71 36) permanent – постоянный, неизменный
- 72 37) adoption – усыновление, принятие
- 73 38) ancestor – предок, прауродитель, ancestry – происхождение, родословная
- 74 39) to be in decline – находиться в упадке, снижаться, ухудшаться
- 75 40) to depend on/upon – зависеть от чего-либо
- 76 41) lack of smth – недостаток чего-либо, to lack for smth – нуждаться в чем-либо
- 77 42) current – текущий, современный, распространенный
- 78 43) rate – степень, процент, доля, темп

- 79 44) to blame – порицать, обвинять
- 80 45) average – среднее число, средний, обычный, нормальный, on average – в среднем
- 81 46) to persist in – упорно продолжать/настаивать на чем-либо
- 82 47) to be on business – быть в командировке
- 83 48) to be eager to do smth – сильно (страстно) желать сделать что-либо
- 84 49) most willingly – с большим удовольствием
- 85 50) advantage/disadvantage – преимущество/ недостаток
- 86 51) to hire a babysitter – нанимать приходящую няню
- 87 52) to obey – повиноваться; слушаться, obedient – послушный
- 88 53) to be delighted – восхищаться; наслаждаться
- 89 54) to adore – обожать, поклоняться
- 90 55) to set the rules – устанавливать правила
- 91 56) to rely on smb – полагаться на кого-либо, доверять
- 92 57) to hate smb – ненавидеть
- 93 58) foster child – воспитанник
- 94 59) to spread rumours about smb – распространять слухи, толки о ком-либо
- 95 60) nuisance – досада, Such a nuisance! – Какая досада!
- 96 **Dialogue A**
- 97 **A:** Good afternoon, is your wife in?
- 98 **B:** Not yet but she will be here in fifteen minutes. Come in and wait for her.
- 99 **A:** Thanks. Nice house.
- 100 **B:** Thank you. Oh, won't you sit down?
- 101 **A:** Thanks...Fine day, isn't it?
- 102 **B:** Oh, yes, very warm and sunny.
- 103 **A:** Oh, is it your family album?
- 104 **B:** Yes. We always keep it here. Would you like to have a look?
- 105 **A:** I'll be delighted. Who are these people?
- 106 **B:** Our parents. This man and woman are Jane's parents, my mother-in-law and my father-in law. And here are my parents.
- 107 **A:** I see. Your mother is very young and beautiful in this picture. If I'm not mistaken you are the picture of her.
- 108 **B:** Right you are. And father? He is still a very handsome man, isn't he?
- 109 **A:** How old is he now?
- 110 **B:** Sixty seven, but he is still very handsome. And this is our son Martin. He is nineteen. He is a University student. He is going to be married in a year.
- 111 **A:** Good luck! What a lovely face? Who's this?
- 112 **B:** This is Jane's cousin, my sister-in-law. Her mother, Jane's aunt, is a famous actress, and her uncle is an artist, and a very good one. His son is also an artist.
- 113 **A:** Very interesting. And who are these elderly people?
- 114 **B:** The woman is my grandmother. She is very nice, kind and loving grandmother but sometimes she is very talkative. The man is my grandfather. He died five years ago.
- 115 **A:** I'm sorry. And your grandmother, where is she now?
- 116 **B:** With us, in London.
- 117 **A:** This very old photograph. Who's this funny little baby? A boy, isn't it?



118 **B:** Yes, and a very big boy now.

119 **A:** Oh! It's not you, is it?

120 **B:** It is. Oh, Jane is already here!

### 121 **Tasks**

122 1. Read the dialogue for detailed understanding and ask questions on the content. 2. Retell the dialogue, as if you were one of the participants. 3. Act out your own dialog dialogue "My family album" on the analogy. Reading Comprehension and Vocabulary Exercises

123 **Exercise 1.** Give the English for:

124 1) предоставлять консультации и материалы по безопасности жизнедеятельности; 2) жить в разных сообществах; 3) заботиться о пожилых людях; 4) пенсионный возраст; 5) зависеть от чего-либо; 6) здоровое общество; 7) пенсионеры; 8) употребление наркотиков; 9) детская преступность; 10) различные взгляды на семейную жизнь; 11) источник большинства наших проблем и беспокойств; 12) более того; 13) развивающиеся страны; 14) принимать во внимание; 15) более точная концепция; 16) личные взаимоотношения; 17) познакомить (представить кому-либо); 18) приятный внешний пригород; 19) безупречная семья с дружескими отношениями; 20) быть капризным; 21) возмутитель спокойствия; 22) убежище от любых проблем и несчастий; 23) до смерти устать от чего-либо; 24) повседневная жизнь; 25) близорукий; 26) в результате; 27) кажется смешным; 28) общая цель; 29) быть в состоянии что-либо сделать (удаваться); 30) глава семьи; 31) немного за пятьдесят; 32) воспитывать детей; 33) мечтать о чем-либо; 34) быть точной копией кого-либо; 35) семья – это крепость; 36) приблизительно; 37) повторно вступать в брак; 38) показатель; 39) родиться вне брака; 40) незаконнорожденность; 41) иметь сентиментальное значение; 42) похороны; 43) свадьба; 44) оценивать (подсчитывать приблизительно); 45) свидание (назначение).

125 **Exercise 2.** Give the Russian for:

126 1) on the one hand/on the other hand; 2) I fully agree with you; 3) marriage bond; 4) to be related to; 5) to run the house; 6) to be fond of; 7) to be proud of; 8) to be interested in smth; 9) to help willingly about the house; 10) to dream of becoming a professional musician; 11) to be born; 12) to take care of smb; 13) to be in a good mood; 14) to have a heart of gold; 15) to have great hopes of smb; 16) to be handy with smb; 17) to have a family of one's own; 18) to let smb down; 19) if you don't mind; 20) on the whole; 21) as a matter of fact; 22) to take children to a day-care center; 23) to waste time; 24) to be more exact; 25) a sharp rise in the rate of illegitimacy; 26) to take separate vacations; 27) to be deeply attached to smb; 28) permanent address; 29) newly-weds; 30) foster child; 31) senior/ junior child; 32) to look after; 33) to consist of; 34) to be pleasant to deal with; 35) to be good at; 36) to be of military age; 37) to be of the same age; 38) more than ten years older than; 39) carry one's age well; 40) have roots at (be/come from); 41) have a good command of the language; 42) illegal marriage; 43) share smb's point of view; 44) a love match; 45) to have a son (daughter) by former (present) marriage; 46) position of a secretary; 47) to miss smb; 48) to have got shortcomings; 49) a good ear for music; 50) to make peace.

127 **Exercise 3.** Answer the questions to the text:

128 1. What is family for different people? 2. What is the definition of family? 3. What is the purpose of family? 4. What is the difference between a nuclear and an extended family?

129 5. What is a typical family in industrialized countries? 6. What kind of family are the Taylors and why? 7. Where do the Taylors live? 8. How old are Bill and Carol? How long have they been married? Who is the head of their family? Which fact proves it? 9. What is Bill's educational background? 10. What was Bill's dream when he was a child? 11. What is Bill? What do his responsibilities include? 12. Did Carol go to university? What is her educational background and working experience? 13. Do all British married women stay at home with kids? Why is that?

130 14. How did Carol take her marriage?

131 **Exercise 4** *Paraphrase the sentences using the active vocabulary:*

132 1. There are different opinions about family life. 2. They make significant solutions together.  
133 3. They have a lot of troubles with their kids. 4. Family for me is a shelter from all problems.

134 5. I'm tired of school work and exams. 6. In our family grown-up children are closely connected with their parents. 7. Who makes money in your family? 8. He has a loving wife and he loves her. 9. There are friendly relations in their family. 10. They stopped being husband and wife.

135 11. Tom is not married. 12. Carol was satisfied with her marriage. 13. We don't have enough understanding in our family. 14. They are an ideal family. 15. Is family a constant group of people?

136 **Exercise 5.** *Find the opposite:*

137 1. I enjoy my daily work. 2. Bill Taylor doesn't like his job. 3. Peter has a permanent job in the shop in the area. 4. The Taylors are problem family with bad relations. 5. She is married. 6. These family members do not communicate with each other. 7. Sarah is very sociable. 8. Sarah has very good eyesight. 9. Do you know anything about our old traditions? 10. I don't want to do this job. 11. They got married two years ago. 12. She has too much sugar. 13. They don't trust each other. 14. What are the drawbacks of this project. 15. I hate this singer.

138 **Exercise 6.** *Insert the words from the vocabulary:*

139 1. I don't know my parents. I'm a .... 2. She is ..., so she wears glasses. 3. Did she protest against that marriage? – No, she .... 4. What can you say about your ...? Well, my grandparents come from Spain. 5. Are there any serious problems in your family? – Not actually. We have ...

140 6. All their relatives died and so they were brought up in an .... 7. Are there any drawbacks in your family? – No. We are an .... 8. Is it difficult for you to deal with people? – Absolutely not. I always ... everybody. 9. Was it difficult to bring up your kids? – Yes, it was. We had ... over them. 10. We can be called ... because my wife, our kids and I live with our parent and their sister in one big house.

141 **Exercise 7.** *Translate into English:*

142 1. Сколько лет вашей племяннице? – Ей пятнадцать лет. Она добрая, веселая, талантливая и воспитанная девочка. 2. Вполне естественно, что родители гордятся своей дочерью и возлагают большие надежды на нее. 3. Без сомнения, Кэрл – талантливый педагог и дети обожают ее. Ей нетрудно находить подход к непослушным детям. 4. Кроме того, с ней легко общаться. 5. Мы склонны считать, что Кэрл посвятила большую часть времени своим детям и семье. Поэтому дети семьи Тэйлоров жили комфортно. 6. Что касается детей, они охотно помогали матери по дому. 7. Петр делал все возможное, чтобы совмещать работу на неполный рабочий день и учебу на инженерно-технических курсах.

143 8. В результате ему удалось сдать экзамены успешно. 9. Нет ничего удивительного в том, что Билл всегда мечтал быть музыкантом. 10. Сара гордится тем, что родилась и выросла в благополучной семье, где все члены дружелюбно относились друг к другу.

#### 144 **Communicative Exercise**

145 **Exercise 1.** *Use the following proverbs in situations of your own (Give Russian equivalents if possible):*

146 1. Like parents, like children. 2. A good example is the best sermon. 3. Every mother thinks her own gosling a swan. 4. A misery father makes a prodigal son. 5. As the tree, so the fruit. 6. Happy is he that is happy in his children. 7. Life is not all cakes and ale (Life is not a bed of roses) 8. Too many cooks spoil the broth. 9. East or West, home is best. 10. Every bird likes its own nest best.

#### 147 **Аудирование: Family** **Text 1 (Chris)**

#### **Tasks**

1. *Practice flaps, glottal sounds and words with vowel and consonant omission.*

2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:

Chris's parent;  
 Chris's nephew/niece;  
 Chris's sister;  
 Chris's brother;

7. Make up dialogs between:  
 Chris's parents;  
 Chris's nephews/nieces/nephew and niece;  
 Chris and his parent;  
 Chris and his brother/sister.

### Key-words and expressions

- |  |  |
|--|--|
| 1)   |  |
| 2) to be some years older/younger than smb     | 9) to get along with smb;                |
| 3) relationship (sg.), relation (sg. and pl.); | 10) to see eye to eye on certain issues; |
| 4) without problems;                           | 11) to create disharmony;                |
| 5) to have arguments;                          | 12) to be thankful to smb for smth;      |
| 6) from time to time;                          | 13) to learn much from smb;              |
| 7) pretty close;                               | 14) up to the (this, that) point;        |
| 8) sibling rivalry;                            |  |

### Questions

1. Is Chris the oldest of five children in the family?
2. How old is Chris?
3. How old is his oldest brother?
4. How many years are there between Chris and his oldest brother?
5. His sister is two years and a half older than he, isn't she?
6. How older is his middle brother and another brother?
7. Are they without problems? What relations do they have?
8. What kind of rivalry is there between the children?
9. What kind of problems do the parents have?
10. What do these problems create?
11. What is Chris's attitude to his family and why?
12. Who of five children is married up to the point? How many kids do they have?

### Phonetic exercises

#### Exercise 1. Practice flaps in the following words

already, forty, thirty, pretty close, middle, but I, that over, made it, that has given, that anyway, get along, throughout her, it as far, that also

#### Exercise 2. Practice glottal stops and plosion in the following words

what, but, weren't without problems, that, but my, had, it throughout, that fortunately, not, difficult moments, certain, that created, up, made it, child, but over, that we, married, not married, that god

#### Exercise 3. Practice the words with consonant omission

oldest brother, and my, problems, and so, god has, and father, just didn't, didn't see, and that, learned many, from my, youngest I, and my sister, and I

### Text 2 (Robert)

## Tasks

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:  
Robert's mother;  
Robert's brother;  
Robert's son who moved to a big city;  
Robert's son who lives in Green Wood;  
Robert's daughter in law;  
Robert's grandchild;  
a local authority.
7. Make up dialogs between:  
Robert's grandchildren (one from Green wood, the other – from a big city);  
Robert and his mother;  
Robert and his grandchild;  
Robert and his son from a big city;  
Robert's son and his wife (he wants to stay with his father, she wants to move to a big city).

## Key-words

- 1)
- 2) patriarchal;
- 3) to trace family genealogy;
- 4) genealogical set;
- 5) status, to be given the same/different status;
- 6) immediate family (immediate blood family);
- 7) to inherit;
- 8) acre;
- 9) rural;
- 10) couple (here: a couple of ...);
- 11) property;
- 12) to raise cattle;
- 13) community;

## Questions

1. Which family is Robert from? What does it mean?
2. Do father's and mother's genealogical sets have the same status? Which set do they trace family genealogy on?
3. Who are Robert's immediate family?
4. Where do they all live?
5. How many children does Robert have? Do they live with their father?
6. What can you say about the community of the town? What are the relations in the community?

## Phonetic exercises

### Exercise 1. Flaps

a little bit about, family together, inherited, cattle, that I am,

**Exercise 2.** Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)

aboutt my family, set, does not get, what my father said, immediate family, moved out (a)n(d)

**Exercise 3.** Vowel and consonant omission

and my, a hundred and, land, moved out and, and I, and one son, basically

## Text 3 (Jake)

## Tasks

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:  
a psychologist;  
a parent supporting corporal discipline;  
a parent supporting verbal discipline;  
Jake's wife;  
Jake's daughter.
7. Make up dialogs between:  
Jake and his wife;  
Jake and his child;  
Jake's wife and the child;  
Jake's children who have grown up;  
a parent and a psychologist.

## Key-words

- 1) particular;
- 2) molding and creating an adult;
- 3) to be a real benefit to;
- 4) learned experience from;
- 5) taking time, sharing and loving;
- 6) to require;
- 7) means of discipline;
- 8) verbal;
- 9) physical;
- 10) corporal = physical
- 11) spanking;
- 12) undisciplined;
- 13) unsubmitive to;
- 14) disrespectful to;
- 15) authority;
- 16) severe crimes;
- 17) lying;
- 18) to talk back at smb;
- 19) to be consistent in;
- 20) to reassure smb;
- 21) to meet one's needs of smth;
- 22) to help;
- 23) school bill;
- 24) to encourage smb;
- 25)

## Questions

1. What do parents think about while raising children?
2. What kind of an adult must parents create?
3. Where do they take the information about children's up-bringing?
4. What is the greatest aspect of raising children?
5. Does molding require discipline? What means of discipline does Jake name?
6. What means of discipline does Jake believe in? What do children need to his mind?
7. What do children become if we raise them without spanking?
8. What does Jake correct his children with spanking for?
9. What is the greatest area of difficulty in up-bringing?
10. What are the three steps of correcting children according to Jake?
11. Are Jake and his wife still raising their kids? How?

## Phonetic exercises

**Exercise 1.** Practice flaps in the following words

responsibility, creating, society, at a child, not only, would help, part of that, greatest, authority, meeting, depended upon, needed

**Exercise 2.** Practice glottal stops and plosion in the following words raised by many, about such materials, that we read, think the biggest, that would help, important, it does, workplace, would correct my, would tell, it depended, certain, want to raise, that were, like this, took time, took turns, needed to, that we

**Exercise 3.** Practice the words with consonant omission particular (j выпадает), and creating, and be, and loving, and disrespect, and they are, and every time, and then, different kinds of, important that, want to raise, undisciplined and would, unsubmissive, told not, probably, would tell

#### Text 4 (Andrea)

##### Tasks

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:  
a parent petting his/her children;  
a neglecting parent;  
a petted child;  
a child from an orphanage;  
a director of an orphanage;  
a school teacher;  
an expert in narcology.
7. **Make up dialogs between:**  
a child and a parent going to divorce;  
a child and a psychologist;  
parents (one –petting, the other – neglecting);  
parent and juvenile delinquency inspector;  
teachers/nurses of an orphanage;

##### Key-words

- 1)
- 2) to give a lot of thoughts to smth.;
- 3) youth problems;
- 4) to do drugs;
- 5) to put smth. on the line with smth.;
- 6) trend;
- 7) divorce;
- 8) essay;
- 9) to feed;
- 10) orphanage;
- 11) luxury items;
- 12) pistachios;
- 13) avoid problems;
- 14) set a good example;
- 15) appreciate, appreciation;
- 16) conducive;
- 17) pitfall;

##### Questions

1. Has Andrea given a lot of thoughts to family problems in America and Russia? Which ones does she name? Are they equally serious?
2. What is the main trend in American society? What are the consequences of it?
3. How does Andrea find out about youth problems in Russia? Which ones are enumerated by the speaker?

4. Why do some parents leave their children? Where do such children get?
5. How do Russian parents show that they love and value their children?
6. How to avoid family problems? Can much be done in this aspect?

### Phonetic exercises

**Exercise 1.** Practice flaps in the following words  
*a lot of thought, negative, but I, created, write a lot of, they don't, but at the same time, noticed, that  
 are, sortof, necessities, noteven, little, outof the economic crisis, setting, goode example,  
 appreciating, avoiding*

**Exercise 2.** Practice glottal stops and plosion in the following words  
 wouldn't put, badd for, a lot from, they don't want, right now, nott buy, nott necessities, important,  
 make it clear, atmosphere, pitfalls, that much

**Exercise 3.** Practice the words with consonant omission  
 families, students, who has, pistachios, spending, it's hard for me, important, andd other things

### Text 5 Memories of childhood (Chris)

#### Tasks

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:

Chris's friend;

Chris's mother/father;

one of Chris's older siblings (brother/sister)

7. Make up dialogs between:

Chris's parents;

Chris and his friend;

Chris and his brither/sister.

#### Key-words

- |                           |                                  |
|---------------------------|----------------------------------|
| 1)                        | 9) siblings;                     |
| 2) memories;              | 10) to get everybody together;   |
| 3) vacation;              | 11) to be no exception to smth.; |
| 4) seashore;              | 12) downhill sledding;           |
| 5) pond;                  | 13) cross country skiing;        |
| 6) sailboat;              |                                  |
| 7) to lie out on a beach; |                                  |
| 8) to get a tan;          |                                  |

#### Geographic names

Cape Cod, Massachusetts, Boston

#### Questions

1. Does Chris have many impressions of his childhood? What age was the best for him?
2. When and where to and for how long did they go on vacation?
3. How would they spend their time there?
4. Did Chris play sports?
5. Did Chris like to spend time with his siblings? Why?
6. What are his favorite holidays? Why did he like holidays?

7. Did Chris like winter? Why?
8. Did Chris have many close friends? What would they do together?

### Phonetic exercises

**Exercise 1.** Practice flaps in the following words

pretty young, would have, Cape Code, a lot of happy, go to the beaches, lying out on a beach, getting, the brightest, get everybody together, we'd often, get a lot of, sledding, favorite activities, that I had, at any given time, be together

**Exercise 2.** Practice glottal stops and plosion in the following words  
childhooded, gooded, a sailboat, throughoutt my childhood, something like that, go out (a)n(d), at home, like it, no exception to that, bright (i)mpressions, that would be, that was fun

**Exercise 3.** Practice the words with consonant omission

I have, a lot of happy, one of my favorite, go out and, for example for Christmas, and I was, and has a good time, bright impressions, especially, friends

### Text 6 (Jake), Text 7 (Chris) Age for children to leave their parents

#### Tasks

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the texts twice and answer the questions.
6. Retell the text as if you were:

a young husband;

a young wife;

the mother;

the father;

a married young couple's friend;

a person who lends an apartment to married young couples;

a sociologist;

a psychologist;

a manager of a building construction company.

7. Make up dialogs between:

husband / wife wanting to rent an apartment and a landlady/landlord;

husband and wife discussing living with parents;

father and grown up son discussing the problem of shelter;

a wife and her friend discussing advantages and disadvantages of living with parents;

government members discussing the problem of housing in the country/city/town.

#### Key-words

- 1)
- 2) average;
- 3) to live on campus;
- 4) to be off to college;
- 5) break;
- 6) to tend to do smth;
- 7) stable;

#### Questions

1. When do children usually leave parents and for what purposes?
2. When do parents see their children during the studies?
3. How old are Jake's children?
4. Has the age of leaving parents changed in comparison with past times?



5. What are the reasons of children's staying with parents?
6. Is it common for married young couples to live with parents in America?

### Phonetic exercises

**Exercise 1.** Practice flaps in the following words and word groups

it'll be, getting, daughter, later, that uncommon, whatever, anybody

**Exercise 2.** Practice glottal consonants in the following words and word groups

I think , to that point, at home, get married, it was, but now, partly, different reasons, not really, at least

**Exercise 3.** Practice sounds' omission in the following words and word groups

enter, of course, around eighteen, don't leave, twenty, wanting, just like anybody, independence

### Vocabulary exercises

**Exercise 1.** Insert necessary words from the vocabulary list (text 1-7)

1. What does he do? – He .... He has cows, pigs, and sheep. 2. Does she ...? – Yes. She fixes information about all her relatives. 3. Abandoned children are taken to .... 4. No one is ideal. All people make .... 5. Parents shouldn't raise their children from time to time. They must be ... in it. 6. I want to enter Oxford University. – O.K. And who is going to pay the ...? 7. Her parents parted six years ago but she is still suffering from their ....8. Everybody loves presents and, of course, I am no ... to that. 9. I want to lie in the sun and get a nice ....10. In winter we often climbed to the top of that hill with our sleigh. We enjoyed ... so much. 11. Are you home alone? Where are your ...? 12. Our small town's ... consists of 5000 individuals. 13. Nothing troubles them. Their life is .... 14. Most American students do not spend much time at home. They live .... 15. When do American children usually leave their parents? – The ... age is 18 years old.

**Exercise 2.** Give the synonyms to the underlined words from the vocabulary list (text 1-7)

1. There's much competition between children in our family. 2. Periodically we visit our granny. 3. They always express disagreement on children's upbringing. 4. My brother and I have the same opinion on the role of verbal discipline. 5. They have good relations with one another. 6. She has a lot of belongings. 7. He took his musical gift from his mother. 8. We are a family with old traditions. 9. What methods of raising a grown up person do you know? 10. Does corporal discipline spoil relations between parents and children? 11. Why are you arguing with your mom? Keep silent and listen to what she is saying! 12. My mother often buys expensive things to my sister and me. 13. We should persuade our children that we love them. 14. We try to avoid mistakes where possible. 15. Why doesn't she respect any power?

**Exercise 3.** Give the antonyms to the underlined words from the vocabulary list (text 1-7)

1. They live in urban area. 2. He left his property to his close relatives. 3. She rarely applies verbal discipline. 4. That boy often tells the truth to his parents. 5. Cheap things are easy to find but not easy to buy. 6. He is useless to society. 7. Why are they so polite with their grandparents? 8. When a small girl she was very obedient. 9. Good parents don't support their children, do they? 10. She always punishes her son for trifles. 11. Why do you always disapprove his actions? 12. He doesn't value his daughter's decisions. 13. Negative atmosphere has an impact on her behavior. 14. His future is very shaky.

**Exercise 4.** Develop the following statements into the situations of 5-7 sentences using the vocabulary of the block

1. There's no family without sibling rivalry.
2. All families have problems.

3. The lack of money is not the only reason of family problems.
4. Children from patriarchal families are more respectful.
5. People don't trace their family genealogy because they don't care about their past.
6. Corporal punishment is out of the question.
7. Family problems in different countries are different.
8. Divorce can never be well accepted by children.
9. Former spouses seldom have good relations after divorce.
10. Parents leave their children in orphanages because they have different problems.
11. We can teach our children how to avoid pitfalls in their life.
12. Smoking and drinking are less serious for teen-agers than doing drugs.
13. It is no easy matter for married young couples to live with parents.

### **Discussion: Family problems at home and abroad**

**Task:** *Express your views on the following issues using the vocabulary of texts 1-7*

1. Rural and urban traditional families. Patriarchal families and ways to trace family genealogy.
2. Sibling rivalry in families. Is it normal? Does it happen frequently? Is it good or bad? Should families avoid it? Can they avoid it?
3. The reasons of emotional problems in families.
4. Financial problems and their influence on family relations and family atmosphere. The economy of the country and family.
5. Corporal discipline in families: cruelty, weakness or necessity. Can we do without it effectively? Should it ever be used? Under what circumstances?
6. Abandoned children.
7. Teen-age problems.
8. Divorce: reasons and consequences.
9. Grown up children: living with parents or on their own.

148

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150 **Практические занятия -14 час.**

151 **Самостоятельная работа – 16 час.**

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153 **Texts:**

154 **Part 1. "The Tailors' Daily routine and Leisure Time" p.23-24.**

155 **Part 2. British Leisure. p. 32-33.**

156 **Vocabulary exercises 1– 10 p.27 - 31**

157 **Communicative exercises 1-3 p.24 – 42**

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- 158 **Аудирование: Daily routine p. 23-32**
- 159 **Phonetic exercises p. 24, 26, 27, 29**
- 160 **Vocabulary exercises p. 29-31**
- 161 **Discussion p. 31**
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## 162

### 163 Внеаудиторное чтение

#### 164 Периодические издания

165 1. Moscow news

#### 166 Интернет-ресурсы

167 Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDE

## 168

### 169 The Taylors' daily routine and leisure time

170 Family routine is established similar in the most families in the world. The same thing is with the Taylors' family. As you remember, Bill and Carol have three children. When they were small, the parents had to get up even at night. So they were both early-risers. They took turns in getting up at night to look after babies and towards the end of the day they felt exhausted and desperately needed sleep. Bill has to wake up early for his work (at 6 a.m.). He enjoys his work that includes having appointments with clients and working out technical problems of reducing noise in factories and workshops. In his leisure time he plays the cello regularly in a local amateur orchestra. As for Carol, she was looking after the children almost the whole day and she was always in a rush and so she is now. She is worried about her children's illnesses, about getting the housework done: scrubbing out the sink, scooping the rubbish into the bucket and carrying it to the dustbin; about finding time to shop and about whether her relationship with her husband is suffering from all these other worries.

171 When the children grew up, Carol returned to her work. Conditions at schools in Britain and Russia vary enormously: the toilets are much cleaner, fit for human beings; a clean wash-basin with running hot and cold water; a mirror, enough toilet paper, towel or paper towels. But the atmosphere at school in Britain and Russia is almost the same (schoolchildren everywhere are alike). Sometimes it can lead you to a nervous breakdown.

172 The duties about the house are distributed between the children. They tidy the rooms, wash up, wipe the dust, clean the floor and carpets, get the things into order, water the flowers, go for a walk with their dog and empty the bin. Senior children help their mother to cook meals and baby-sit for junior ones.

173 Sarah, Peter and Kate attend local school, leaving home at about 8.15 in the morning and returning at about 4 p.m. Sarah and Kate do very good at school, just the other way round with Peter. He tends not to like his studies. He comes home, rushes through the last of his homework. He often says that he is fed up with exams and schoolwork and wants to get a job as soon as possible. He is earning a little now on a newspaper round delivering newspapers, magazines and other correspondence to the houses on his route. Sometimes he helps his neighbors to build something (for example, a garage) or goes swimming at the local pool.

174 Sara plays the flute at the school orchestra. When a baby, Kate was restless. She never seemed to sleep, particularly at night and Carol often found herself in tears, especially when Sarah and Peter kept telling her that they didn't like the new baby. But soon Kate learned to sleep. Kate

grew up to be very clever at her lessons but difficult at school, because she was bullied by other children and sometimes she herself hit them. The parents spent many hours talking to Kate's teachers. They wanted to protect her from the cruel behavior of other children, but also to condemn her own violent behavior. Kate had a lot of friends and brought them all home from school or spent the day exploring some notorious spots of London with them. Very often she went on long walks with her boy friends to discos and got back very late. Now she is 16 and she takes part in social activities: joins demonstrations against nuclear weapons and against destroying the Amazon rainforests and argues a lot with her dad about politics.

175 In their free time the family watches TV, reads newspapers, goes on a picnic, and sometimes goes to opera and ballet, which are almost exclusively the pleasure of the educated middle-classes. Bill and Carol decorate their home, make furniture, fit in shelves, cupboards. Not long ago Bill turned the roofspace into a room. Carol, like many women, is more concentrated on needlework: sewing curtains, cushion covers, clothes or knitting. On holidays the family travels a lot.

#### 176 **Tasks**

177 1. Read the text for detailed understanding. Translate the 5<sup>th</sup> paragraph of the text.

178 2. Give the summary of the text.

179 3. Retell the text as if you were: 1) Bill Taylor; 2) Carol Taylor; 3) Sarah; 4) Peter; 5) Kate.

#### 180

#### 181 **Dialogue**

182 **Steve:** Hello, Bob. Let's go and play chess.

183 **Bob:** Sorry, Steve, I can't. I'm washing up, today is my turn.

184 **Steve:** Do you mean you and your wife take turns in performing home duties?

185 **Bob:** Oh, yes. My wife feels exhausted and she desperately needs sleep. She was working all the day yesterday.

186 **Steve:** As for me, I'm free from family routine. I never tidy the rooms, wash up, clean the floor or carpets, cook or scrub out the sink. My wife does all these things.

187 **Bob:** Is she a full-time housewife?

188 **Steve:** No, she has a permanent job. She is a shop assistant at the department store.

189 **Bob:** Poor thing. And you don't help her, do you?

190 **Steve:** Yes, I do. I throw away the garbage, walk with our dog and sometimes get the laundry. You see, the duties are strictly distributed between us.

191 **Bob:** But don't you think that your wife needs more rest?

192 **Steve:** No, when you are gentler with them they become lazy.

193 **Bob:** Well, I guess our opinions on this point vary enormously. But you know there's a proverb: «Don't poke your nose into somebody's affairs».

194 **Steve:** That's all right. Come to dine with us tomorrow.

195 **Bob:** Thanks, with pleasure.

196 **Steve:** So long then.

197 **Bob:** See you tomorrow.

#### 198

#### 199 **Tasks**

200 1. Read the dialog for detailed understanding 2. Retell the dialog as if you were one of the participants/their wives. 3. Act out your own dialog "Talking about home duties" on the analogy.

#### 201

#### 202 **Vocabulary**

203 1) family routine – ежедневные домашние заботы

204 2) establish (to be established) – устанавливать (быть установленным)

205 3) similar – одинаковый (Syn. – the same)

- 206 4) an early-riser – «ранняя пташка»
- 207 5) to take turns in doing smth – делать что-либо по очереди
- 208 6) to feel exhausted (to be squeezed as an orange) – чувствовать себя истощенным (быть выжатым как лимон)
- 209 7) to include (to contain, to consist of) – включать в себя (содержать, состоять из)
- 210 8) to make (to have) an appointment with – назначать встречу (встречаться)
- 211 9) to work out – разрабатывать
- 212 10) to reduce – уменьшать (снижать)
- 213 11) a workshop – семинар/практическое занятие/мастер-класс/симпозиум
- 214 12) leisure time (free time, spare time) – досуг (свободное время)
- 215 13) to play the cello (the violin, the flute) – играть на виолончели (скрипке, флейте);  
to play basketball, football etc. – играть в баскетбол, футбол ...)
- 216 14) local – местный
- 217 15) amateur – любительский (Ant. – professional – профессиональный)
- 218 16) to be in a rush (Syn. – to be in a hurry, to hurry) – спешить. Hurry up! – поторопись
- 219 17) to get smth done – сделать что-либо
- 220 18) to scrub out the sink – чистить раковину на кухне
- 221 19) to scoop the rubbish into the bucket – собирать мусор в ведро
- 222 20) a dustbin – (мусорный контейнер)
- 223 21) to shop (to go shopping) – делать покупки
- 224 22) relationship – взаимоотношения
- 225 23) to suffer from – страдать от
- 226 24) to grow up – расти
- 227 25) conditions – условия
- 228 26) to vary enormously – сильно различаться
- 229 27) to fit for (to fit smb, to fit in smth) – подходить для (подходить по фигуре (об одежде), вмещать, встраивать)
- 230 28) a wash-basin – раковина в ванной
- 231 29) nervous break-down (to break down) – нервный срыв (расстраиваться)
- 232 30) to distribute the duties (to be distributed) – распределять обязанности (распределяться)
- 233 31) to tidy the rooms – прибирать в комнатах
- 234 32) to wash up (to wash the dishes, to get the dishes, to do the dishes) – мыть посуду
- 235 33) to wipe the dust – вытирать пыль
- 236 34) to get the things into order – приводить вещи в порядок
- 237 35) to empty the bin (to throw away the garbage) – выносить мусор
- 238 36) senior (Ant. – junior) – старший (младший)
- 239 37) to attend – посещать
- 240 38) to do very good at school – хорошо учиться в школе
- 241 39) to tend to be (to do smth) – быть склонным к чему-либо (делать что-либо)
- 242 40) to rush through smth – бегло просматривать что-либо
- 243 41) to be fed up with (to be sick and tired of) smth – быть сытым по горло чем-либо (устать от чего-либо)
- 244 42) to deliver to – доставлять куда-либо
- 245 43) route – маршрут
- 246 44) neighbour – сосед
- 247 45) particularly – особенно
- 248 46) to find oneself in tears – плакать
- 249 47) to keep doing smth – продолжать делать что-либо
- 250 48) to be bullied by – подвергаться нападению (to bully – задираться)

251 49) to hit smb – бить кого-либо

252 50) to protect smb from the cruel behavior of smb – защищать кого-либо от грубого поведения кого-либо

### 253 Reading Comprehension and Vocabulary Exercises

254 **Exercise 1.** Give the English for:

255 1) каждодневные домашние заботы; 2) ранняя пташка; 3) делать что-либо по очереди; 4) чувствовать себя истощенным; 5) сильно нуждаться во сне; 6) чистить раковину; 7) сильно различаться; 8) быть сытым по горло; 9) осуждать жестокое поведение; 10) быть сконцентрированным на шитье.

256 **Exercise 2.** Give the Russian for:

257 1) to be squeezed as an orange; 2) to work out; 3) to get the housework done; 4) to scoop the rubbish; 5) dustbin; 6) to rush through the homework; 7) to find oneself in tears; 8) to keep telling; 9) to be bullied by other children; 10) notorious spots

258 **Exercise 3.** Insert prepositions where necessary:

259 1. We take turns ... washing up. 2. My friend plays ... the piano very well. 3. The mother is looking ... her children almost the whole day. 4. They desperately needed ... sleep. 5. The boss is worried ... his business. 6. I am suffering ... terrible headache. 7. Carol returned ... her work. 8. The apartment doesn't fit ... human beings. 9. The atmosphere ... my workplace is very pressing. 10. They didn't like to tidy ... the rooms. 11. Who baby-sits ... your brother? 12. My neighbour does very well ... the University, just the other way round ... me. 13. Just a minute, I am rushing ... my homework. 14. Jack was fed ... his wife. 15. The postman delivers newspapers ... houses.

260 **Exercise 4.** Paraphrase the following sentences:

261 1. The work about the house is established in the same way in many countries. 2. They changed each other in washing up. 3. Towards the end of the day I am squeezed as an orange. 4. I need sleep very much. 5. He went to buy some things. 6. Do you enjoy sewing? 7. They feel bad because of the flue. 8. Their characters differ greatly. 9. Children perform different duties. 10. Older children help the younger ones. 11. Did you empty the bin? 12. Which school do they go to? 13. How do you spend your free time? 14. He quickly looks through the newspaper in the morning. 15. I am sick and tired of you.

262 **Exercise 5.** Find the opposites:

263 1. She often laughed. 2. They get up very late. 3. The living conditions in Britain and Russia are very similar. 4. I play in a professional football team. 5. They were very bad pupils. 6. Your creative work is over. 7. I like my lessons and exams. 8. He did his homework very carefully. 9. Other children did not hurt her. 10. He approved her violent behavior.

264 **Exercise 6.** Insert the words from the vocabulary:

265 1. There is a large desert in Africa because in past people .... 2. My granny ... a beautiful sweater for my previous birthday. 3. Can you ...? – No, I can't. I buy all my clothes and linen in a department store. 4. Go to places that are safe and don't ... of our city. 5. The furniture is dirty. ..., please. 6. You'd better not discuss this matter by phone. ... with the manager. 7. The wall is empty. I think it would be nice to ... some shelves. 8. What is he doing in the kitchen? – He .... It is terribly dirty. 9. What is she going to do with the broom? – She is going to .... 10. Can ordinary people buy such a thing? – No, it is ... for the rich.

266 **Exercise 7.** Translate into English:

267 1. Я сыт по горло своими повседневными заботами. 2. Они не встают рано. 3. Как вы обычно устанавливаете новые правила? 4. Вы убирали в комнате по очереди? 5. К концу дня они не чувствуют себя истощенными. 6. Сейчас он разрабатывает новую компьютерную программу. 7. Когда Вы назначили встречу с клиентом? 8. В прошлом году он играл на скрипке в местном любительском оркестре. 9. Прости, я очень спешу. 10. Она очень нуждается во сне. 11. Что ты делал вчера в 11? — Я делал покупки. 12. Она страдает от головной боли, не так ли? 13. Она почистила раковину, собрала мусор в ведро и вынесла его в

мусорный контейнер. 14. Мэри, ты убираешь в комнате или читаешь? 15. Ты нянчился со своей сестрой, когда она была маленькой?

268 Communicative Exercises Exercise

269 Exercise 1. Agree or disagree developing the following sentences into monologues of 5-7 sentences:

270 1. It is much better for a person to get up early and go to bed early. 2. Women perform much more duties than men do. 3. There are some home duties that men should not do. 4. There are some home duties that women should not do. 5. Children should start performing home duties not earlier than from the age of twelve. 6. It is absolutely necessary to distribute home duties very strictly. 7. There should be no strict distribution of home duties. Family members should take turns in doing the housework. 8. Senior children hate baby-sitting for junior ones.

271 **Exercise 2.** Use the vocabulary of the Unit to act out dialogs discussing:

272 1. Your home duties. 2. Home duties that you enjoy and the ones that you hate. 3. Home duties of men and women. 4. Differences of a daily routine of a British (American) person and a Russian one. Exercise 3.

273 **Speak on:**

274 1. Your daily routine. 2. Problems of distributing home duties between the members of the family. 3. Working day of a woman/man. 4. The ideal model of distributing and performing home duties in a family.

275 **Аудирование. Daily routines**  
**Text 1 (Amanda)**

*Tasks*

1. **Practice flaps, glottal sounds and words with vowel and consonant omission.**
2. **Study the questions.**
3. **Translate the key-words. Practice the pronunciation of the key-words.**
4. **Make suggestions about the content of the text not listening to it.**
5. **Listen to the text twice and answer the questions.**
6. **Retell the text as if you were:**
  - Amanda's close friend;*
  - Amanda's mother;*
  - Amanda's sister;*
  - The professor at her university.*
7. **Make up dialogs between:**
  - The mother and Amanda's sister;*
  - Amanda and her mother;*
  - The mother and the University professor;*
  - Amanda and her close friend.*

*Key-words*

- 1)
- 2) a graduate;
- 3) intern;
- 4) community development department;
- 5) schedule;
- 6) avoid doing smth;
- 7) to cook a big meal;
- 8) drive;
- 9) pares in a row;

## Questions

1. Amanda didn't work when she was a graduate, did she?
2. Why did she have to get up early? When would she usually study?
3. Where did she work?
4. Until what time did she work? Did she have lunch at home?
5. How would she usually study?
6. What did she do in the evening?
7. What would she do on weekends?
8. Does Amanda's family live far from her University? Did she visit her family often?
9. Does Amanda have more or less free time in Russia?
10. What is Amanda's busiest day in Russia?
11. Which things is Amanda busy with besides teaching in Russia?
12. In Russia Amanda is busy in the morning but not busy in the evening, is she?
13. How does she spend weekends in Russia?

## Phonetic exercises

### Exercise 1. Flaps

United States, get up, studies, thirty, go to work, city, community, eight o'clock, pretty, read or, about it, University, tutor, later, that I am, visit our

**Exercise 2. Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)**

graduate student |, work |, get ready, government |, development department |, would |, something like that |, but |, would cook, but usually, about two hours, that was about it |, a lot more, that many, that class, at night

**Exercise 3. Vowel and consonant omission**

department, and then, and |, depending, student, didn't have to, spend a weekend with, don't have, and one

**Exercise 4. Assibilation**

graduate, schedule, education, individual

## Text 2 (Russell)

### Tasks

1. **Practice flaps, glottal sounds and words with vowel and consonant omission.**
2. **Study the questions.**
3. **Translate the key-words. Practice the pronunciation of the key-words.**
4. **Make suggestions about the content of the text not listening to it.**
5. **Listen to the text twice and answer the questions.**
6. **Retell the text as if you were:**  
*Amanda;*  
*Russell's mother/father;*  
*Russell's Russian tutor;*  
*a member of the Spanish club organized by Russell;*  
*a University professor*
7. **Make up dialogs between:**  
*Russell and Amanda;*  
*Russell and his Russian friend;*



*Russell and his colleague-teacher from the same department where Russell works;  
Russell and his parent;  
Russell and the University professor*

### Key-words

- 1)
- 2) similar;
- 3) thesis;
- 4) it's a different story;
- 5) to make sure;
- 6) easy schedule;
- 7) require;
- 8) to work out of schedule;
- 9) to put together the materials;
- 10) to take a tutor (in some subject);

### Questions

1. Does Russell's routine differ much from Amanda's?
2. When did Russell get up?
3. Did Russell study or teach?
4. What did Russell do between classes?
5. What did Russell do last semester of his studies?
6. What did Russell do in the evenings and on weekends?
7. Does Russell get up early in Russia? Why?
8. What are evenings and weekends occupied with in Russia?

### Phonetic exercises

#### Exercise 1. Flaps

United States, get up, but I, at about, thirty, whatever, that I, writing a thesis, not actually, a lot of, out of schedule

**Exercise 2. Glottal consonants** (differentiate between voiceless implosives, voiced implosives and glottal burst)

think, get up, at about, not very, taught, department, to eat, at work, but when, it would be, not have to, would, taught last, doesn't require

**Exercise 3. Vowel and consonant omission**

and, department, and then, different classes, of course, all of my time, student, weekends, different story, out of schedule

### Text 3 (Andrea)

#### Tasks

1. **Practice flaps, glottal sounds and words with vowel and consonant omission.**
2. **Study the questions.**
3. **Translate the key-words. Practice the pronunciation of the key-words.**
4. **Make suggestions about the content of the text not listening to it.**
5. **Listen to the text twice and answer the questions.**
6. **Retell the text as if you were:**
  - the Head of the English Department;
  - Andrea's student;
  - Andrea's friend (Russian, American);
  - Andrea's mother;
7. **Make up dialogs between:**
  - Andrea and her mother;
  - Andrea's friends;
  - Andrea's colleagues from the University;
  - Andrea and the Head of the English department;

Andrea and her friend or student.

### Key-words

- 1)
- 2) to teach a light schedule;
- 3) grant (SPA grant);
- 4) satellite dish;
- 5) Xerox machine;
- 6) bookstore;
- 7) frantically;
- 8) to keep fit;
- 9) to keep healthy in body, healthy in mind;
- 10) make sure doing smth.;
- 11) intellectually stimulating;
- 12) to keep one's heart rate up;
- 13) to burn calories;
- 14) cardiovascular

### Questions

1. Does Andrea have a lot of classes at the University?
2. Does she have a lot of free time?
3. What does she do for the University when free from classes?
4. What does Andrea like to do when free from the University activities?

### Phonetic exercises

#### Exercise 1. Flaps

pretty light, meetting with, writting, sattellite, Unittersity, thatt are being sent, beyond thatt I spend, a lott of, theatter, ratte up, quitte a large, stimuttating

#### Exercise 2. Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)

pretty light, gett money, sattellite dish, English Department, recentttly, hearttt rate up

#### Exercise 3. Vowel and consonant omission

stuttdents, offictters, departmenttt, sottme books, I spendtt some, beyottnd that, frienttds

### 276 Модуль 3. Education. My university

277 **Практические занятия -14 час.**

278 **Самостоятельная работа – 16 час.**

#### 279 Литература:

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281 **Texts**

282 **Part 1. "School Education". Tasks: 1,2,3 p.45-46.**

283 **Part 2. "University Education". Tasks: 1,2,3 p.47. Tasks: 1,2,3 p.48. Tasks: 1,2,3 p.48-49.**

284 **Exercises: 1-9, p.52-58. ex. 1-3, p. 58-59.**

285 **Vocabulary exercises 1p.52 – 9p.57**

286 **Communicative exercises 1p.58-3 p.59**

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**Интонация с. 54-60**

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#### **Аудирование. Education p. 3-9 (texts 1-3)**

#### **Phonetic exercises p. 4, 6, 8**

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#### **287 Интернет-ресурсы**

288 Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

#### **289 University education**

290 All British universities and polytechnics are state institutions. Entry is by academic merit, and those who win places get their fees paid and are also paid a grant (stipend). Students enter university at 18 or 19. Most of them complete their degrees in three years, a few in four years. A degree is awarded on the basis of examination, and sometimes a course work. Afterwards a minority competes for places to do graduate research work; the rest go out into the world to look for jobs. Polytechnics also provide degree courses; and those who do not reach university or politechnic, there are all sorts of lower courses and qualifications by studying part-time at local colleges.

291 One of the major debates at university level is about assessment, which requires university lecturers to reconsider what is actually taught. British education has traditionally been directed towards academically clever children. Emphasis has therefore been made on memory, on clear expression of arguments, on intelligent selecting of evidence and reaching conclusions – not just a memory test, but a test of knowledge and rational judgment. The same process happens in universities, where a degree used to be awarded on the basis of many examination papers taken at the end of the course.

292 Since the seventies, step by step, teachers have been introducing ‘continuous assessment’ on the basis of course work – that is the work which a student does during a course. Most of this will be written, but some will be oral. In many universities students follow a syllabus in which course work is marked as well as exam papers. The question is whether degree courses should depend wholly upon examinations or weekly or fortnightly essays should also be taken into account. If yes, there is much more opportunity for selecting ‘optional short courses’ which together make up a degree.

293 Some university lecturers are delighted at the freedom to build ‘mixed’ courses, while others worry that students will have no coherent body of knowledge but just a mixture of bits and pieces for their degree.

294 Students learn quickly which lecturers are generous with their marks, which ones are harsh; and not surprisingly they join the courses where they can expect to get good marks even if they prefer the other topics or teachers. Results are crucial! Such a situation tempts teachers into academic corruption. It can be avoided if anonymous examination papers are marked. However, many university lecturers and school teachers feel that continuous assessment and assessment of course work are fairer ways of judging a student than end-of-year exams.

295 Russian students are fluent at talking because the emphasis is made on oral work. Oral examination and oral tests are unknown in British universities, so while making an oral response many English adults hesitate and stumble.

296 Teachers often try to distinguish between ‘effort’ and ‘achievement’. There are ways to reward hard working but not successful students and challenge the bone-idle boy or girl who can get good marks without effort.

#### **297 Tasks**

298 1. Read the text for detailed understanding. Translate the following passages of the text: 1, 4-5.

299 2. Give the summary of the text. 3. Retell the text as if you were: 1) a British university teacher; 2) a Russian university teacher; 3) a Russian student; 4) a British student.

### 300 Dialogue A

301 **Mary:** Today is a very special workshop. There is no text to read or listen to, no exercises to do. You may ask me all sorts of questions, if you have any.

302 **Student A:** Do English students take examinations every term?

303 **Mary:** No, they don't. They do exams — they are called «finals» in their last term at the University.

304 **Student B:** Only once? Then they can enjoy life in the first years.

305 **Mary:** They have a lot of work to do. They attend lectures, seminars and tutorials and write essays. Technical students do a lot of work in the lab. And then they take class exams every year about May, but these are not public exams.

306 **Student A:** We do class exams every other week. That is not difficult.

307 **Student C:** What is a tutorial?

308 **Mary:** In a tutorial a teacher discusses individual work with a student. The teacher is called a tutor. He reports to the Head of the Department, so the professor knows everything about the students.

309 **Student B:** What do they do in a seminar?

310 **Mary:** Discuss things.

311 **Student A:** Do all students live in the halls of residence?

312 **Mary:** Most first year students do. Others rent a flat or a bedsitter in town.

313 **Student C:** Where do married students live?

314 **Mary:** Married students? They do not normally marry while at the University. They wait till they get a job and can support a family.

315 **Student C:** Do English students receive grants?

316 **Mary:** It depends on their parents' income.

317 **Student A:** Are there any clubs?

318 **Mary:** A lot of them. The Students' Union organises social, sporting and cultural activities.

319 **Student B:** What is the latest dance in England now?

320 **Mary:** I'm afraid I don't know.

321 **Student C:** What do you think of the «Police»?

322 **Mary:** Do you mean demonstrations and all that?

323 **Student C:** No, I mean the pop group.

324 **Mary:** Ah, that «Police» group. Personally I don't like them. But I have a suggestion. What about having a party - a music party in the English club. We may listen to my tapes or your records and have a nice talk.

325 **Students:** That's a great idea. When?

### 326

#### 327 Tasks

328 1. Read the dialogue for detailed understanding. 2. Retell the dialogue, as if you were one of the participants. 3. Act out your own dialogue "Discussing University studies" on the analogy.

### 329 Dialogue B

330 Henry Robinson is twenty-two and he is in his final year at Cambridge. Liz Robinson is twenty and is at a redbrick university in a northern industrial city. Patricia, who is nineteen, has just started at one of the new universities.

331

332 **Pat:** We live in halls of residence around the main university building. We are a real community. We've got comfortable common rooms and bars. We arrange dances and parties. We've got clubs, theatre groups, choirs and so on. And we've got an orchestra. I play the drums in it.

333 **Liz:** We've got bars and common rooms and clubs too. But I hate to live in the sort of closed community you live in, Pat. Two other girls and I rent a house in the middle of the city, about ten minutes walk from the university. The district is poor and the house is falling to pieces.

334 **Henry:** I couldn't work in a place like yours.

335 **Pat:** Nor could I.

336 **Liz:** You're a couple of snobs. We live among real people, who treat us as a real people. We prefer to be independent. It's nice to belong to the city and to do things outside the university.

337 **Henry:** What sort of things do you do outside the university?

338 **Liz:** Well, there's a group of us who go and help in a home for handicapped children. And I sing in the city Bach choir. We get on well with the local people — not like Henry and the people in Cambridge.

339 **Henry:** Oh, most of us get on very well with the local people. Cambridge isn't a big place.

340 **Liz:** So you're sorry you chose Cambridge?

341 **Henry:** No, I'm reading chemistry and Cambridge is one of the best universities for any science subject. Besides, Cambridge, like Oxford, has got a special atmosphere.

342 **Pat:** I chose my university because of its progressive ideas on education and its broader and more varied courses. Many of the new universities are experimenting with new subjects. And besides I am fond of this «seminar» system which is common in the new universities. It works, because we get on well with the professors and lecturers. Some of them aren't much older than we; and they don't mind at all, if we disagree with them.

343 **Liz:** You're lucky. We have classes, but we hardly ever ask questions or discuss anything. The profs don't seem to be able to do anything but lecture. Besides, the course itself is out of date. It hasn't changed for twenty years.

344 **Henry:** Just so the professors and lecturers are more interested in their own research than in helping students in their studies. However, we attend lectures given by some of the most brilliant scholars in the country. I go to classes as well as to lectures, but most important person in my academic life is my tutor. I enjoy my weekly tutorials.

### 345

#### 346 Tasks

347 1. Read the dialogue for detailed understanding. 2. Retell the dialogue, as if you are one of the participants. 3. Act out your own dialogues: a) "Living conditions at the University, b) "My extracurricular activities".

#### 348 Vocabulary

349

350 1) a nursery (primary, secondary, grammar, technical, secondary modern, comprehensive, boarding) school – младшая школа/детсад (начальная, средняя, средняя классическая, техническая, средняя современная, школа для детей с разными способностями, школа-интернат)

351 2) attend, ~ school/classes – ходить в школу/посещать учебное заведение, посещать/ходить на занятия

352 3) authority/authorities – власть/сила, власти/представители власти

353 4) to pass laws – принимать законы

354 5) compulsory – обязательный

355 6) core subjects – основные/базовые предметы

356 7) to be concerned with – быть озабоченным/обеспокоенным чем-либо

357 8) to squeeze into – с трудом вместить/«втиснуть»

358 9) proper/appropriate – соответствующий

359 10) vast – обширный

360 11) public/private – государственный (общественный)/частный

361 12) to encourage – поощрять/способствовать

362 13) to arrange, arrangement – организовывать, организация/расстановка

363 14) inclination – склонность

364 15) rigid streaming – жесткое разделение (напр. по способностям)

|     |   |     |  |
|-----|---|-----|--|
| 365 | 16) fair, unfair, reactionary – честный/честно, нечестный/нечестно, реакционный | 384 | 35) assess, assessment – оценка, оценивание  |
| 366 | 17) to deny – отрицать/отвергать  | 385 | 36) evidence – доказательство/свидетельство/признак  |
| 367 | 18) advancement – прогресс/успех/развитие                                       | 386 | 37) curriculum/syllabus – учебная программа  |
| 368 | 19) abilities, similar ~, mixed ~ – способности, одинаковые ~, смешанные ~      | 387 | 38) tempt into corruption – склонять к коррупции/способствовать возникновению коррупции                    |
| 369 | 20) coherent – связанный  | 388 | 39) to respond, response – отвечать, ответ   |
| 370 | 21) further – дальнейший  | 389 | 40) fluent – быстрый/беглый (о речи)   |
| 371 | 22) appeal against smth. – выступать против чего-либо                           | 390 | 41) to hesitate – сомневаться  |
| 372 | 23) level – уровень   | 391 | 42) to stumble – запинаться/спотыкаться  |
| 373 | 24) grade – класс (напр. первый класс средней школы и т.п.)                     | 392 | 43) the source of funding – источник финансирования  |
| 374 | 25) crucial – важный/жизненно необходимый                                       | 393 | 44) free (~of charge) – бесплатный   |
| 375 | 26) to go on for higher education – продолжать образование до получения высшего | 394 | 45) to go on for higher education – продолжать образование до получения высшего                            |
| 376 | 27) institutions – учреждения   | 395 | 46) to enter the university, university enterant, entry – поступать в университет, абитуриент, поступление |
| 377 | 28) academic merit – академические заслуги/итоговые оценки в школьном аттестате | 396 | 47) to graduate from – закончить   |
| 378 | 29) fee – плата   | 397 | 48) to apply to the university – подать заявления для поступления в университет                            |
| 379 | 30) grant, stipend – грант, стипендия   | 398 | 49) to obtain a degree – приобретать степень   |
| 380 | 31) research – исследование   | 399 | 50) Bachelor of Arts (Science, Law) – бакалавр искусств (наук, юриспруденции)                              |
| 381 | 32) part-time – на неполный рабочий день  | 400 |  |
| 382 | 33) course work/paper – курсовая работа   |     |  |
| 383 | 34) various courses – различные курсы   |     |  |

401 Reading Comprehension and Vocabulary Exercises

402 **Exercise 1.** *Insert prepositions where necessary:*

403 1. Entry is ... academic merit. 2. I entered the University ... seventeen. 3. Who is going to compete ... places to do graduate research work? 4. In a year I will go ... the world to look ... a job. 5. He received qualification ... studying part-time ... different courses. 6. What is assessment like ... university level? 7. Are students suppose to follow ... a syllabus? 8. Which marks should we take ... account? 9. Many students are delighted ... the opportunity of optional subjects. 10. Students need coherent body ... knowledge ... their degree. 11. This teacher is not generous ... marks. 12. Such measures can tempt them ... academic corruption.

404 **Exercise 2** *Paraphrase the sentences using the active vocabulary:*

405 1. What do you think about strict division of children according to their abilities. 2. They have changed the system of marking. 3. This student speaks English quickly. 4. These subjects are not obligatory. 5. Most students in Russia receive stipend. 6. Which subjects are included into the curriculum? 7. Smart children do good at any school. 8. Children are inspired to creative work.

406 9. They will learn main practical skills. 10. Was she going to continue her education? 11. It isn't a usual decision of discipline problems. 12. We try to differentiate between effort and

achievement. 13. There are many clever students in every country. 14. The course of studies consists of a certain number of subjects. 15. The task won't be difficult.

407 **Exercise 3.** *Find the opposites:*

408 1. The student was fluent during his report. 2. They have mostly written exams. 3. He goes to a class with rigid streaming. 4. She has just entered the University. 5. It is an easy sentence for translation. 6. Last year it became a public institution. 7. Why are they so generous with marks?

409 8. Students acquire bits and pieces from different spheres of knowledge. 9. I am interested in getting 'deep' education. 10. The local authorities don't worry about educational problems. 11. Children from poor families are given the opportunity for educational advancement. 12. He was deprived of a scientific degree.

410 **Exercise 4.** *Insert the words from the vocabulary of the Unit:*

411 1. Is education in the UK expensive? – Yes, it is. The ... is rather large. 2. I'm against .... Children should not be divided according to their abilities. 3. At the University you should get a ... body of knowledge but not bits and pieces of information. 4. There are too many subjects in the curriculum. How can we ... one more? 5. Why are you ...? Are you not sure of what you're saying? 6. There are some obligatory subjects and some ... ones. 7. Students on campus live in ....

412 8. After finishing school he ... the university. 9. I'm a university student, so I can work only ....

413 10. What are the criteria for ...? – Level A presupposes that the whole work is done correctly, Level B demands eighty percent and so on.

414 **Exercise 5.** *Translate into English:*

415 1. Почему правительство не обеспокоено кризисом в сфере образования? 2. Сейчас я стараюсь получить целостную систему знаний, а не знания отрывочного характера, достаточные для приобретения степени. 3. Когда дети из бедных семей были лишены возможности улучшить свое образование? 4. Вчера на экзамене она говорила быстро, а не сомневалась и запинаясь. 5. У вас в университете большинство экзаменов устные или письменные? 6. Поступление студентов в университет зависит от их оценок по академическим предметам. 7. Когда вам присвоили степень бакалавра? 8. Министерство образования поддерживает строгое разделение по способностям или школу, где учатся дети разных способностей? 9. Что вы включили в учебную программу помимо основных предметов? 10. Он не раздает оценки направо и налево, наоборот, он слишком строг.

416 Communicative Exercises

417 **Exercise 1.** *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

418 1. It is difficult to determine the amount of core subject at school. 2. In private and public schools the quality of education is the same. 3. All classrooms should be informal in arrangement.

419 4. Slow children should be given a priority in schools with mixed abilities. 5. Rigid streaming is unfair discrimination. 6. Examinations in form of testing is much more effective. 7. It is bad to specialize early at school. 8. There are many problems connected with assessment at schools and universities. 9. The emphasis should be made on oral work. 10. Living in the dorm has bad influence on the result of your study.

420 **Exercise 2.** *Use the vocabulary of the Unit to act out dialogs discussing:*

421 1. Modern tendencies in British education. 2. Modern tendencies in Russian education. 3. Your experience of entering the university. 4. Your studies at the university. 5. Students' living conditions and their influence on their studies.

422 **Аудирование. Education**

**Text 1 (Jake)**

**Education in the US**

**Tasks**

1. *Practice flaps, glottal sounds and words with vowel and consonant omission.*

2. *Study the questions.*

3. *Translate the key-words. Practice the pronunciation of the key-words.*

4. *Make suggestions about the content of the text not listening to it.*

5. *Listen to the text twice and answer the questions.*

6. *Retell the text as if you were:*

*representative of scholarship committee;*

*a private school teacher;*

*a Russian teacher;*

*a Russian student;*

*a student of a private school.*

7. *Make up dialogs between:*

students (Russian and American);

teachers (Russian and American);

Jake and his wife discussing the studies;

Russian educationalists discussing possibilities of educational reform in Russia.

### Key-words

- |     |  |     |                                    |
|-----|--|-----|------------------------------------|
| 1)  |  | 12) | Bachelor of arts degree;           |
| 2)  | major (to have a major in some subject), career; | 13) | private;                           |
| 3)  | credit, credit-hour;                             | 14) | dedicated;                         |
| 4)  | to determine;                                    | 15) | to appeal to smb. (зд. нравиться); |
| 5)  | to attain a scholarship;                         | 16) | to be assigned;                    |
| 6)  | academically;                                    | 17) | to admire;                         |
| 7)  | to apply;  | 18) | pastor;                            |
| 8)  | to meet the requirements;                        | 19) | approximately;                     |
| 9)  | limited on smth;                                 | 20) | junior college;                    |
| 10) | strict;  | 21) | college campus                     |
| 11) | Bible college;                                   |     |                                    |

### Questions

1. What is the difference between the education systems in the USA and in Russia?
2. What is a credit-hour?
3. How do they pay for the education? How expensive are classes?
4. How can students attain a scholarship?
5. What is the difference between colleges and Universities in the number of careers?
6. What college did Jake choose and why? What is his major?
7. What are Jake's impressions of his teachers?
8. How are social activities of students arranged?
9. Do American students usually work? What about Jake?
10. When did he start going to college? Where was his family during his study?

*Exercise 1. Practice flaps in the following words and word groups*

credit hour; athletic; meeting; limited; University; it offers; that I; get a ; better; quality; dedicated; not uncommon; had approximately; forty;

*Exercise 2. Practice glottal sounds in the following words and word groups*

somewhat different, that you attend; credit class; would cost; per credit; private college; about; paid teachers; it was; spent; parent; greatly; but really; late

*Exercise 3. Practice sounds' omission in the following words and word groups*

attend this class; academically; and meeting; strict college; wanted; the highest-paid; student; and I had; twenty; didn't go; wanted



## Text 2 (Jake) Education in the US

### Tasks

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:
  - a secular school teacher;
  - a private school teacher;
  - a language teacher at Indiana University;
  - a student of a secular school;
  - a student of a private school.
7. **Make up dialogs between:**
  - students (one from secular, the other from private school);
  - teachers (one from secular, the other from private school);
  - Jake and his wife discussing their studies;
  - a Russian and American student.

### Key-words

- |     |                              |     |   |
|-----|------------------------------|-----|---|
| 1)  |                              | 13) | to be placed on property;               |
| 2)  | to be centered around smth.; | 14) | liberty;                                |
| 3)  | Slavic;                      | 15) | curriculum;                             |
| 4)  | oriental;                    | 16) | separate;                               |
| 5)  | crash-program;               | 17) | dormitory, dorm;                        |
| 6)  | variety;                     | 18) | oral response;                          |
| 7)  | secular schools;             | 19) | essay;                                  |
| 8)  | proclaim;                    | 20) | loan, to take out loans, to pay on huge |
| 9)  | means (n.);                  |     | loans;                                  |
| 10) | man's creation – сотворение  | 21) | to alleviate;                           |
|     | человека;                    | 22) | bill                                    |
| 11) | God;                         |     |   |
| 12) | to level a tax;              |     |   |

### Questions

1. How are classes arranged in America?
2. Is much attention paid to languages?
3. Which University specializes in languages?
4. What did Jake and his wife Dana study at that University?
5. What kind of program did they go through? Describe it in detail.
6. What difference between language teaching in America and Russia does Jake point out?
7. Why did Jake choose a private school?
8. What is the peculiarity of the program in Christian school? Is it important for Jake?
9. How is education in state schools paid?
10. Does the government control the program in public schools? How? What about private schools?
11. What is the curriculum like in private schools?
12. Why did Jake enjoy private school?
13. Which teachers get larger salaries: private or public?
14. Are private school students free in their social activities?
15. What are living arrangements in a private school?
16. What is the motivation for studies in a private school?

17. Is there a problem of absenteeism in a private school? Why?
18. What are teaching methods and exams?
19. How do many students pay for their education? What about Jake?

### Phonetic exercises

**Exercise 1.** Practice flaps in the following words and word groups

University; quite an experience; eight hours; total; variety; noticed; that are; private and; freedom; private education; not only; what is/isn't; property; meet a standard; quality; part of; got a; thirty; motivation; greater; to go to; whatever; out of; not as; get out of; supporting; alleviated

**Exercise 2.** Practice glottal consonants in the following words and word groups

fortunate; taught; that gives; it was; approximately; certain; got one; at one time; but; that you; atmosphere; taught (a)n(d); isn't; that means; great benefit; state levels; government; what would be; what won't; wasn't like; don't make; state but; want; get whatever; of it; written; take out loans; graduate; went;

**Exercise 3.** Practice sounds' omission in the following words and word groups

centered; oriental; and I; and we; kind of; want to say; and secular; and of course; percentage; and so; directs; curriculum; mostly; last for; didn't have

### Text 3 Education in Canada

#### Tasks

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:
  - a poor parent;
  - a student;
  - a teacher;
  - a wealthy person;
  - a government authority.
7. Make up dialogs between:
  - parents who are hard up;
  - wealthy parents;
  - students (one – from poor family, the other – from a rich one);
  - a wealthy person and the head of the university;
  - a Russian and Canadian student.

#### Key-words

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1)</li> <li>2) grade;</li> <li>3) elementary;</li> <li>4) to have an option of doing smth.;</li> <li>5) trade school;</li> <li>6) to take a year off;</li> <li>7) to focus on;</li> <li>8) nursing;</li> <li>9) fee;</li> <li>10) percentage;</li> <li>11) to subsidize;</li> </ol> | <ol style="list-style-type: none"> <li>12) the balance of the cost;</li> <li>13) to owe;</li> <li>14) student loan;</li> <li>15) scholarship, apply for a scholarship, to be granted a scholarship;</li> <li>16) students in need;</li> <li>17) educational records;</li> <li>18) multitude;</li> <li>19) bursary programs;</li> <li>20) wealthy people;</li> </ol> |
|--|---|

- 21) to leave the estate to smb.;  
22) interest – зд. проценты на вклад.

### Questions

1. When do Canadian children start going to school?
2. How often do children go to kindergarten? How long do they stay there?
3. What is the school structure in Canada? How long do the studies last?
4. What education is free?
5. For who do private schools exist? Are such schools cheap?
6. What option do children have after high school?
7. Do many students go to the university from high school at once?
8. How does the speaker characterize the first year at the university?
9. What undergraduate degrees can students get? How long does it take students to get a professional Bachelor's degree?
10. Is university education free? Who pays for it?
11. Where can students from poor families take money for university education? For how long do they pay the money back?
12. What is the difference between Bachelor's and master's degree? How much can it take you to get the master's degree? What comes after master's degree?
13. What are the ways of attaining a scholarship?
14. What is a bursary program?

### Phonetic exercises

**Exercise 1.** Practice flaps in the following words and word groups

at about, go to kindergarten, graduated from, university, starting, it is, activities, community, part of that estate, that I was speaking

**Exercise 2.** Practice glottal consonants in the following words and word groups

that can be, immediately, but many, student loans, not difficult, but we also, estate will go

**Exercise 3.** Practice sounds' omission in the following words and word groups

approximately, students, want to study, and every year

423

### 424 Модуль 4. Shopping

425 **Практические занятия -12 час.**

426 **Самостоятельная работа – 16 час.**

#### 427 Литература:

428 1. Let's speak English together [Текст]: учеб. пособие для студентов 1-2 курсов неязыковых спец. ун-тов / С. В. Андросова [и др.]. - Благовещенск : Изд-во Амур. гос. ун-та, 2007 (эл. вар. file://10.4.1.254/DigitalLibrary/AmurSU\_Edition/3046.pdf). - 138 с.

429 **Text:**

430 Part 1. "Shopping in London and the USA" p. 76-77. Tasks: 1,2,3 p. 77.

431 **Vocabulary exercises 1–11 p. 82-87**

432 **Communicative exercises 1-3 p. 87-88**

2. Дроздова, Т.Ю. English Grammar: Reference & Practice: учеб. пособие / Т. Ю. Дроздова, А. И. Берестова, В. Г. Маилова. - СПб: Антология, 2007. - 464 с.

#### **Perfect forms p. 42-58**

3. Курс фонетики американского варианта английского языка: Учебное пособие: рек. Дальневост. Рег. УМЦ/ С.В. Андросова [и др.]; АмГУ. Филол. фак.. - Благовещенск: Изд-во Амур. гос. ун-та, 2003. – 108 с.

#### **Часть 1. Постановка произношения с. 61-66 (Units 1-2)**

4. Изучаем спонтанные английские тексты: Учеб. пособие / С. В. Андросова [и др.]; АмГУ, ФФ. Ч. 1. - 2004. - 158 с.

## **Аудирование Shopping p. 86-93 (texts 1-4)**

**Phonetic exercises p. 88, 89, 90, 91**

**Vocabulary exercises 1-4, p. 91-92**

**Discussion p. 93**

5. Мюллер, В. К. Англо-русский словарь [Текст]: полная версия: более 180000 слов, выражений и значений / В. К. Мюллер. – М.: Эксмо, 2009. – 910 с.

6. Сиротинина Т. А. Большой современный англо-русский и русско-английский словарь [Текст]: 170000 слов и словосочетаний / Т. А. Сиротинина. – Ростов н/Д: Феникс, 2009. – 687 с.

### **Shopping in London and in the US**

One of the features of London is the number of big stores, most of which are to be found in or near the West End. These stores are a mixture of tradition and modernity. They developed in the nineteenth century; they maintain the dignity of that century, yet they are always ready to follow new trends. The big stores of London are vast buildings, many stores high, equipped with speedy lifts and escalators, with well-planned lighting and ventilation.

Departments are carefully named; for example, “Budget Dresses” are really cheap dresses, “Mother-to-be” or “Lady-in-Waiting”, “Mix-and-Match”, “Unisex” (new trends in fashion) and many others. In these departments you can buy ready-made clothes. If you can’t find clothes that are the right size, you can go to a tailor’s shop. Clothes made to measure, are called tailor-made clothes.

Another feature of London’s shopping life is the chain-stores, in which the goods are displayed on open counters. A wide variety of goods is offered: foodstuffs, household goods, clothing and stationery. These chain-stores have branches in most British towns of importance.

One very well-known firm of chemists has shops in many parts of London; here you may buy not only medicines but also cosmetics and toilet supplies.

Dairy firms have shops in various parts of London, too, and in these you may buy not only dairy produce but also groceries, soap and household articles.

Moreover there are a lot of supermarkets in London. These large stores are brightly lit and usually well laid out. The goods are tidily arranged on trays and long shelves on which the various prices are clearly marked. There is plenty of room for the customers to walk about. The shelves are well stocked with a very wide selection of attractively packed goods – everything from quick-frozen food to washing powder, from shoe polish to new-laid eggs, from tinned fish to toothpaste. These stores operate on the self-service system: you go in, pick up a basket, walk round the shop and choose what you want. At the exit there is a check-out point, a cash-desk where you pay for all your goods together. The cashier reckons up the bill on a cash register which automatically adds up the various items. In the meantime another shop assistant packs the goods into your shopping bag.

In America, just as in England, you see the same shops with the same boards and windows in every town and village. Shopping, however, happens to be an art of its own and you have to learn slowly where to buy various things. If you are hungry, you go to the chemist’s. A chemist’s shop is called a drug-store in the United States; it is a national institution and a very good institution at that. In the larger drug-stores you are likely to get drugs, too, but their main business consists of selling, stationery, candy, toys, fountain pens, furniture and imitation jewelery. Every drug-store has a food counter with high stools in front of it and there they serve various juice, coffee, ice-cream, sandwiches, omelette and other egg dishes.

If you want cigarettes, you are expected to go to the grocer; if you want to have your shoes cleaned, go to the barber. Men in America like to go to the hardware store. But most shopping is done at the mall. They have stripped malls as well as enclosed malls. As a rule women prefer going to the mall and almost 60 per cent of everything is sold in malls. Sometimes women just walk through the mall and look at things. They call this window shopping.

### Tasks

1. Read and translate the text.
2. Make up a summary of the text.
3. Retell the text as if you were:
  - 1) a Russian person;
  - 2) an American;
  - 3) an English man.

### Dialog A. At the Footwear Department

**Salesgirl:** What can I do for you, madam?

**Customer:** I'd like a pair of strong walking shoes for everyday wear.

**Salesgirl:** What size do you take in shoes?

**Customer:** My size is 37.

**Salesgirl:** Will you try on these brown shoes?

**Customer:** Don't you think that the heels are a bit too high for everyday wear?

**Salesgirl:** Well, yes, but such heels are all the fashion now. But you can try on another pair. This is a pair of nice flat-heeled shoes. Do they pinch?

**Customer:** I like them much better than those ones. Will you give me a shoe for the left foot, please? It's a perfect fit. How much are they?

**Salesgirl:** 30 dollars. Shall I wrap them up for you?

**Customer:** Yes, please? Where is the cash desk?

**Salesgirl:** It's at the end of the department. Thank you.

**Customer:** Thank you. Good-bye.

### Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were a customer.
3. Act out your own dialog on the analogy.

### Dialog B. At the Ready-Made Clothes Department

**Customer:** I'd like a summer frock.

**Salesgirl:** Certainly. What is your size?

**Customer:** 46. I'm stock size.

**Salesgirl:** The dresses on that rail are all size 46. Look them through and you may find something to your taste.

**Customer:** I want to try on this cotton dress.

**Salesgirl:** Sure. Here you are. The fitting room is over there.

**Customer:** Thank you. (a couple of minutes later) Does it fit?

**Salesgirl:** Perfectly but I don't think the color really becomes you. It's too dark.

**Customer:** Have you got something a shade lighter?

**Salesgirl:** I'm afraid, we haven't. Would you mind trying this light-blue one on?

**Customer:** But it's artificial silk. It's too hot for summer wear.

**Salesgirl:** Will you drop in in a couple of days? We are expecting most of our summer stock at the end of the week.

**Customer:** Yes, of course. Thank you. Good-bye.

**Salesgirl:** Good-bye.

### Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were a customer.
3. Act out your own dialog on the analogy.

### **Dialog C. Buying Food Stuffs**

**Mother:** Ann, will you, please, do the shopping today? I'm very busy.

**Ann:** Of course, I shall. What am I to buy?

**Mother:** I want to make a festive dinner tomorrow. Your aunt Liza and her husband promised to come and see us on Saturday.

**Ann:** What are you going to cook? Shall we have something special?

**Mother:** For the first course I want to make chicken broth. Buy a chicken, but mind, it mustn't be very fat.

**Ann:** Must I buy anything else at the butcher's?

**Mother:** If they have lean mutton, buy 2 kilos, I'll make mutton chops for the second course.

**Ann:** Is that all?

**Mother:** I'm afraid we've run out of potatoes and tomatoes. Drop in at the greengrocer's and get two kilos of potatoes and one of tomatoes.

**Ann:** I believe, that is all now?

**Mother:** Not yet. Will you look in at the cake shop and buy a chocolate cake? Aunt Liza is very fond of it. That seems to be all. Here is the money.

**Ann:** Give me a shopping bag and I'll start.

### **Tasks**

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog on the analogy.

### **Dialog D. At the greengrocer's**

**Jane:** Good morning. Have you got any nice pears?

**Salesman:** We have some, but they are not very good, I'm afraid.

**Jane:** Let me see what you've got. Oh, yes, they are very hard, aren't they, Natasha?

**Natasha:** Yes, they are. Haven't you got any better ones?

**Salesman:** Sorry, we have no other pears. Try some of these apples instead. Look, aren't they nice?

**Jane:** Let's take two pounds of the apples, Natasha, and some strawberries. Have you got any?

**Salesman:** Oh, yes, we have some very good ones.

**Jane:** How much are they?

**Salesman:** They are 40 pence a pound.

**Jane:** Well, one pound of these, please. Here's money.

**Salesman:** And here are your apples and your strawberries and here's your change. Thank you.

**Natasha:** Just a moment, Jane. Have they any sweets in the shop? Let's get some chocolates to take home.

**Jane:** They haven't got any chocolates here. They've only got fruit and vegetables. Let's go to the confectioner's. They have all sorts of sweets.

**Natasha:** O.K., let's go there.

### **Tasks**

1. Read the dialog for detailed understanding.
2. Retell the dialog as if you were one of the participants.
3. Act out your own dialog on the analogy.

### **Vocabulary**

1) a department store – универсальный магазин

2) the grocer's/grocery store – магазин «Бакалея»

- 3) the baker's/bakery – булочная
- 4) the butcher's/butchery store – мясной магазин
- 5) the greengrocer's/greengrocery – овощной магазин
- 6) the confectioner's/confectionery – кондитерский магазин (кулинария)
- 7) the outfitter's – магазин верхней одежды
- 8) the chain-store – один из филиалов, принадлежащих одной торгующей организации
- 9) hardware store – магазин инструментов (столярных и т.п.)
- 10) mall – торговый центр
- 11) stripped malls – торговый центр под открытым небом
- 12) enclosed malls – торговый центр в помещении
- 13) a ready-made clothes department – отдел готовой одежды
- 14) tailor-made clothes – одежда, сшитая на заказ
- 15) a shop-assistant – продавец (a salesman – продавец, a salesgirl – продавщица)
- 16) a counter – прилавок
- 17) a cashier – кассир
- 18) a cash desk – касса
- 19) a customer – покупатель
- 20) to give the bill – выдать счет
- 21) to reckon up – подсчитывать
- 22) a check – чек
- 23) change – сдача
- 24) to weigh on scales – взвешивать на весах
- 25) goods – товар (packed goods – упакованный товар)
- 26) household goods – хозяйственные товары
- 27) toilet supplies – туалетные принадлежности
- 28) to wrap up – завертывать
- 29) a size – размер
- 30) to wear (wore, worn) – носить, быть одетым
- 31) to try smth on – примерять что-либо
- 32) fashion – мода (trend in fashion – направление в моде)
- 33) in fashion – в моде
- 34) out of fashion – не в моде
- 35) fashionable – модный
- 36) old-fashioned – старомодный
- 37) to fit – сидеть, годиться, быть впору, fitting room – примерочная
- 38) to match – подходить по цвету, тону
- 39) to suit – устраивать, подходить по цвету, идти (об одежде)
- 40) to become smb., to be becoming – идти/быть к лицу (о цвете)
- 41) to go with – гармонировать
- 42) to look through – просматривать
- 43) artificial – искусственный
- 44) to drop in – заглянуть, заглядывать
- 45) to run out of smth – истощить свой запас
- 46) to have hardly any – почти не осталось
- 47) to do the shopping, to go shopping – делать покупки
- 48) to pinch – жать (об обуви), Syn. – to be tight (об одежде и обуви) – быть тесным/жать, Ant. – to be loose (об одежде и обуви) – быть свободным/большим по размеру
- 50) свободным/большим по размеру





## Topical Vocabulary

*Departments:* footwear, knitted goods, leather goods, textiles, “Mix-and-Match”, “Unisex”, cosmetics, stationery.

*Kinds of clothes:* a coat, a costume (for women), a shirt, tee-shirt/T-shirt, a blouse, a cardigan, a sweater, a skirt, a suit (for men), a pull-over, a dressing-gown, pajamas, a nightgown, frock, a jersey, shorts, trousers/pants, jeans, corduroy trousers (corduroys), breeches.

*Parts of clothes:* a collar, a sleeve, a belt, a pocket.

*Articles of clothing:* socks, stockings, a scarf, a muffler, a kerchief, gloves, mittens, a tie, a handkerchief, tights, underwear (undies).

*Footwear:* slippers, sandals, sport shoes, walking shoes, court shoes, running/jogging shoes, sneakers, rubber boots, training boots (trainers), winter boots.

*Textiles:* silk, cotton, velvet, woolen cloth, print; plain, flowered, striped, chequered, polka dot, lace and thread.

*Jewellery:* a ring, a bracelet, ear-rings, a chain, a brooch, a necklace.

*Cereals:* buckwheat, rice, semolina, wheat, millet, oatmeal (oatmeal porridge).

*Meat:* poultry, game, beef, veal, pork, mutton, chicken, goose, turkey, duck, tinned meat.

*Fish:* herring, sprats, smoked fish, tinned fish, pike, perch, salmon, Siberian salmon, sardine, sprat, sturgeon, trout, crab, lobster, shrimp (prawn), squid.

*Dairy products:* cream, sour cream, yogurt, cheese, cottage cheese, curd(s), .

*Confectionery:* sweets, candies, toffee/taffee, biscuits, cake, pie, chocolate, pastry, cookie.

*Vegetables:* green, onions, garlic, potato, tomato, cucumber, carrot, a turnip, a melon, a water-melon, cabbage, cauliflower, marrow/squash, eggplant/aubergine, beets/beetroot, radishes, peas/green peas, beans, soy beans, sunflower (sunflower oil), lettuce, parsley, celery, dill.

*Fruit and berries:* apple, pine-apple, pear, peach, apricot, lemon, orange, grapefruit, tangerine, banana, mango, grapes, plum, strawberry, raspberry, black current, blueberry, blackberry, cranberry, cloudberry, hips

## Reading comprehension and vocabulary exercises

**Exercise 1.** Give the English for:

1) следовать новым направлениям; 2) одежда, сшитая на заказ; 3) широкое разнообразие товаров; 4) хозяйственные товары; 5) работать по системе самообслуживания; 6) платить в кассу; 7) давать чек и сдачу; 8) заворачивать товар; 9) класть в пакет (сумку); 10) делать покупки в магазине инструментов, в торговом центре; 11) чем я могу вам помочь; 12) для повседневной носки; 13) примерять туфли; 14) быть в моде; 15) эти туфли жмут; 16) найти что-либо по вкусу; 17) это платье мне идет?; 18) на тон светлее; 19) летний ассортимент; 20) готовить праздничный обед; 21) у нас закончилось масло; 22) сколько стоит килограмм яблок?; 23) вот ваша сдача.

**Exercise 2.** Give the Russian for:

1) a mixture of tradition and modernity; 2) vast buildings, many stores high; 3) departments are carefully named; 4) “Mix-and-Match”; 5) new trends in fashion; 6) to have branches in most British towns; 7) toilet supplies; 8) household articles; 9) to be well laid out; 10) to be tidily arranged on trays; 11) a very wide selection of attractively packed goods; 12) to be an art of its own; 13) to have a food counter; 14) to have one’s shoes cleaned; 15) window shopping; 16) a pair of strong walking shoes for everyday wear; 17) What size do you take in clothes...?; 18) flat-heeled/flat-heeled shoes; 19) this skirt is a perfect fit; 20) I’m a stock size; 21) quick-frozen food.

**Exercise 3.** Answer the question to the text:

1. What are big stores in London?
2. Where can you buy ready-made clothes?
3. What is called tailor-made clothes?

4. What is offered in the chain-stores?
5. Do supermarkets in London differ from Russian ones?
6. How do large stores operate?
7. Where do women in the US prefer to go shopping and why?
8. What is window shopping?
9. What is there in American drug-stores besides medications?

**Exercise 4.** Match the words on the left and on the right to to act out dialogs:

|          |           |            |
|----------|-----------|------------|
| a kilo   |           | milk       |
| a bag    |           | sugar      |
| a bottle |           | toothpaste |
| a packet |           | matches    |
| a box    |           | bread      |
| a dozen  |           | sardines   |
| a tube   |           | tea        |
| a tin    |           | butter     |
| a cake   |           | honey      |
| a bar    |           | potatoes   |
| a loaf   |           | paper      |
| a bunch  | <b>Of</b> | chocolate  |
| a pound  |           | grapes     |
| a jar    |           | eggs       |
| a roll   |           | soap       |

**Model:**

**Customer:** A bottle of juice, please.

**Shop assistant:** Anything else, sir/ma'am?

**Customer:** No. That's all.

**Shop assistant:** 2 pounds 50 cents./2 dollars 50 cents./2 Euros 50 cents.

**Customer:** Here you are.

**Shop assistant:** Here is the change and the receipt, sir/ma'am.

**Exercise 5. a)** Make up a situation of 5-7 sentences using the corresponding topical vocabulary:

- 1) buying clothes;
- 2) buying footwear;
- 3) buying textiles for making clothes;
- 4) buying serials;
- 5) buying dairy goods;
- 6) buying fish;
- 7) buying meat;
- 8) buying confectionery goods;
- 9) buying vegetables;
- 10) buying fruit and berries.

*b) Act out dialogs using the corresponding topical vocabulary and the appropriate conversational formulas from the list given bellow:*

*Can I help you?; I'm looking for.../I'd like...; It's over there/It's to the right (left) from ..; Look at...; Just a moment; O.K. I'll take it; I'll wrap it up for you; Anything else, sir/ma'am?; Here you are; Here is the receipt/your change*

- 1) buying clothes (between customer and shop assistant);
- 2) buying footwear (between customer and shop assistant);
- 3) buying jewelery (between customer and shop assistant);

- 4) buying textiles for making clothes (between customer and shop assistant);
- 5) discussing the shopping list of food items for festive dinner.

**Exercise 6.** *Ask questions to match the following answers. Think of all possible variants.*

1. A: ...  
B: Here you are. That's 10.50. Anything else?
2. A: ...  
B: Those are seventy pence a pound and these are sixty pence.
3. A: ...  
B: I would recommend you this one. This brand is sold better than that.
4. A: ...  
B: That's wonderful! We have just run out of carrots and potatoes.
5. A: ...  
B: I bought this sweater at the Seventh Avenue Store.
6. A: ...  
B: It's on the fifth floor, to the left of the escalator.
7. A: ...  
B: It costs 70 dollars.
8. A: ...  
B: Yes, there is the food section on the second floor.
9. A: ...  
B: I'm afraid these gloves won't go well with this hat.
10. A: ...  
B. Cut 3 meters, please. I'd like to sew a cardigan.

**Exercise 7.** *Insert prepositions where necessary:*

1. What size do you take ... shoes?
2. What size ... collars do you wear?
3. I should like a pair ... black laced boots.
4. Let me try this cardigan....
5. Give me another one, ... a size bigger.
6. You may pay ... the goods ... the cash-desk.
7. A wide variety ... food products that save preparation time is available ... supermarkets.
8. We've run ... salt. Let's drop ... the grocer's and buy some.
9. Supermarkets usually operate ... the self-service system.
10. This frock ... artificial silk is too hot ... summer wear.
11. Will you wrap ... the pull-over, please?
12. Most shopping in the US is done ... the mall.
13. The main business of American drug-stores consists ... selling stationery, candy, toys, furniture.
14. The gloves don't go ... my shoes.
15. I want white shoes to match ... my new bag.

**Exercise 8.** *Paraphrase the sentences:*

1. Strong shoes with high heels are popular this spring.
2. We are short of rice. Go to a food store and buy 2 kilos.
3. This brown skirt goes well with my jacket.
4. This black suit is of right size for my husband.
5. My mother prefers to buy food in a shop where there are no salesgirls or salesmen.
6. As a rule goods in shops are arranged on long tables or shelves.
7. A woman serving in the shop helped me greatly to choose a gift for my niece.
8. Could you roll this nightgown into paper?

9. Women in the US like to do shopping at large areas with many shops and restaurants in nearby buildings.
10. These flat-heeled shoes squeeze me tightly. Will you give me another pair of the same model, just a size bigger?
11. At the outfitter's Jane put practically all the fur coats on to see if they fit well.
12. Generally my roommates and I go to shops for buying food 2 times a week.

**Exercise 9.** *Find the opposites:*

1. To my thinking this hat is old-fashioned.
2. This summer frock is a bit loose on me.
3. My girl-friend prefers tailor-made clothes.
4. We are well stocked of different cereals.
5. In this shop there are shop-assistants to serve customers.
6. This dress is made of pure silk.
7. A little choice of foodstuffs is offered in the market.
8. These sandals pinch.
9. I want to buy shoes. Where is a customer?
10. She's always preferred enclosed malls.

**Exercise 10.** *Insert the words from the vocabulary of the Unit:*

1. The dress doesn't ... well. It is a bit too loose in the waist and tight round the hips.
2. This color doesn't ... you.
3. I want a gray jacket ... my skirt.
4. The gloves don't ... with my shoes.
5. Does the price ... you?
6. He went to the ... to buy some cereals.
7. Unfortunately, I'm not .... So I buy tailor-made clothes.
8. ... silk is too hot for summer wear.
9. These shoes .... I need the same color and style but a size larger.
10. I will ... this jacket ... to see how it fits.
11. This is a ... of Wal-Mart, which is famous all over the world.
12. People go to the ... to buy suits, costumes, pants and shirts, blouses and skirts.
13. I think, I'll take this blouse. – Very well, ma'am. I'll ... it ... for you.
14. The cashier ... the bill and told the whole sum I had to pay.
15. It is a bit loose. – Yes, it is. I'll bring another one a ... smaller.
16. In order to know the exact mass of something you should ... it ....
17. It's absolutely out of date. Buy something, which is ... now.
18. There are many ... lining up at the cash desk.

**Exercise 11.** *Translate into English:*

1. Она искала шляпу в тон своему светло-коричневому пальто.
2. Мне кажется, вам не идет этот цвет.
3. Жакет не очень хорошо сидит на тебе, он узок в плечах.
4. Ей очень идут шляпы с большими полями.
5. Такие костюмы сейчас в моде.
6. По дороге домой зайди в гастроном и купи килограмм сахара.
7. Ассортимент продуктов в этом супермаркете очень широкий.
8. Покрой этого платья ей очень идет.
9. Какого цвета шарф ты мне посоветуешь купить, чтобы он гармонировал с моим темно-синим пальто?

10. У меня мало времени на приготовление пищи, поэтому я часто покупаю мороженые полуфабрикаты и овощи.
11. Этот цвет мне идет, но это платье плохо сидит.
12. Меня не устраивает цена этих туфель.
13. Срок годности этого йогурта истекает через неделю.
14. В нашем универмаге сейчас большая распродажа готовой одежды.
15. Мне хотелось бы примерить вот эту шелковую блузку.
16. Ей пришлось поменять туфли. Ведь те, которые она купила, жали ей.
17. Я смогу приготовить праздничный обед, если ты зайдешь в мясной магазин и купишь килограмм мяса.
18. Эти туфли уже не в моде. Неужели ты их еще носишь?
19. К сожалению, эти джинсы мне велики. У вас есть такого же цвета, но на размер меньше?
20. Я предпочитаю покупать продукты именно в этом магазине, потому что они всегда свежие и обслуживание на высоком уровне.
21. Как мне пройти в кондитерский отдел? – Он на противоположной стороне торгового зала.
22. До которого часа открыта аптека?
23. Мне нужно сделать сегодня кое-какие покупки.

### Communicative exercises

**Exercise 1.** *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. Supermarket at home and abroad are rather different.
2. Unfortunately there are no real malls in Russia.
3. Shops with speedy lifts, well-planned lightning, ventilation are expensive.
4. Discount store are becoming more and more popular.
5. Long line is what I hate about shops that operate on a self-service system.
6. If there is a flaw in the item you bought you can return it to the shop and demand a refund or an adequate substitute.
7. Do not buy any goods after the expiration date.
8. Very often we have to make a choice between comfort and beauty of our clothes and footwear.
9. In general men don't like shopping.
10. There are some kinds of shops that men/women do not like.

**Exercise 2.** *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Shopping list to prepare a big meal.
2. Choosing a gift.
3. Favorite places where you can buy food.
4. Favorite places where you can buy clothes.

**Exercise 3.** *Speak on:*

1. Buying food.
2. Buying clothes and footwear.
3. Shopping opportunities at home and abroad.

### Аудирование. Shopping Text 1 (Jake)

#### Tasks:

1. *Practice flaps, glottal sounds and words with vowel and consonant omission.*
2. *Study the questions.*
3. *Translate the key-words. Practice the pronunciation of the key-words.*
4. *Make suggestions about the content of the text not listening to it.*

5. Listen to the text twice and answer the questions.

6. Retell the text as if you were:

Jake's wife;

Jake's child;

a shopping mall's manager;

a small shop owner;

an average customer.

7. Make up dialogs between:

Jake and his friend;

Jake and his wife;

Jake and his child;

owners of small shops;

managers of a shopping mall.

### Key-words

- |                                    |    |                                       |
|------------------------------------|----|---------------------------------------|
|                                    | 1) |                                       |
| 2) audio cassettes;                |    | 12) shelf;                            |
| 3) certain speakers;               |    | 13) wood-working;                     |
| 4) practice;                       |    | 14) mall;                             |
| 5) to go out to eat;               |    | 15) stripped malls;                   |
| 6) to plan things as a family;     |    | 16) closed malls (or enclosed malls); |
| 7) to attend Church;               |    | 17) to tend;                          |
| 8) to be taught the word of God;   |    | 18) window shopping;                  |
| 9) hardware store;                 |    | 19) to be wild about;                 |
| 10) items;                         |    | 20) not to do the whole lot           |
| 11) to make for a lot of projects; |    |                                       |

### Questions

1. Do the Turnbows have a lot of free time? What do they do in the evenings?
2. Jake enjoys writing and watching video cassettes, doesn't he?
3. Does he play any musical instrument? How often does he play it?
4. Once a week the Turnbows eat at home, don't they?
5. How often do they go to Church and what do they do there?
6. What is Jake's favorite store? Which projects does he realize after going there?
7. What is the difference between our and American stores?
8. Where does Jake's wife like to shop?
9. What kinds of malls are there in the US?
10. How much shopping is done at the mall?
11. Does Jake consider malls good? Why?
12. What is window shopping? Who usually enjoys it?

### Phonetic exercises

#### Exercise 1. Flaps

lott of free time, but in the evenings, audio, a lot of women, kind of wood, greatt or not, siting, get  
it, a lot of times

#### Exercise 2. Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)

att work, don'tt have, might watch, certain, taket time, itt makes, itt may, attendd church, att church,  
taughtt the word, godd, likek, somewhatt different, thatt we have, aboutt itt makes, woodd working, but  
we have, thatt would, hundredd, nott because, itt can, likek to look, walkk through, wantt, nott so wild

#### Exercise 3. Vowel and consonant omission

spend my, and so, and then, and almost, and everything, and Sunday evening, and bring, and may be, of course, of projects, kind of wood, most American women, enclosed malls, different stores, almost sixty, just go

## Text 2 (Andrea)

### Tasks:

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:

Andrea's mother;

Andrea's Russian friend;

manager of a grocery store;

manager of a mall;

an average customer.

7. Make up dialogs between:
  - Andrea and her mother;
  - Andrea and her Russian friend;
  - Russian people who have visited the US

### Key-words

- 1)
- 2) to miss smth. dearly;
- 3) to live modest life style;
- 4) mall;
- 5) clothing;
- 6) department store;
- 7) grocery store;
- 8) variety;
- 9) to be a big fan of smth.;
- 10) to get annoyed;
- 11) cart;
- 12) to rent

### Questions

1. Does Andrea like shopping?
2. Does she often go shopping in Russia? Why?
3. Where does she do shopping in the US?
4. What is there at each end of such shopping areas?
5. What are Andrea's favorite departments?
6. Where do American people buy food?
7. Does Andrea enjoy grocery stores? What are her mom's feelings about it?
8. What can you do in American grocery stores besides buying food?

## Phonetic exercises

### Exercise 1. Flaps

that always go to, vari eties, a lo t of, foo d and products, vid eos

**Exercise 2.** Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)

no t to do, bu t, foo d, anything like tha t, depart ment stores, favori te shops, qui te large, take a cart

**Exercise 3.** Vowel and consonant omission

one  of the things, I  can go, and  buy, almost  anything, differ ent  depart ment stores, gets annoyed  with me, walk around  and  walk around , and  products, rent  them

### Text 3 (Chris)

#### Tasks:

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Speak on shopping opportunities in the US and Russia.

#### Key-words

- 1)
- 2) to mind smth.;
- 3) necessity;
- 4) for fun;
- 5) to pass the time;
- 6) to spring up all over America;
- 7) amusement park;
- 8) desire

#### Questions

1. Does Chris enjoy shopping?
2. Who likes shopping most of all? How do they view shopping?
3. Are shopping opportunities limited in the US?
4. What shopping place is becoming more and more popular? Where is the largest one situated? How does the speaker describe such places?

#### Phonetic exercises

##### Exercise 1. Flaps

I don't mind it, look at it as something, necessity, that I do, many people, activity, that either, located, Minnesota

**Exercise 2. Glottal consonants** (differentiate between voiceless implosives, voiced implosives and glottal burst)

one that, I don't mind it, that you could, every need

**Exercise 3. Vowel and consonant omission**

mostly, kind of, just has to, different kinds, one of the biggest, hundreds and hundreds, just places, and even nowadays, amusement parks

433 2 семестр

434 **Модуль 5. Meals**

435 **Практические занятия -8 час**

436 **Самостоятельная работа – 16 час.**

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439 **Texts:**

440 Part 1. "Food, drink and eating out" p. 60-61 Tasks: 1,2,3 p. 61.

441 Part 2. "Food and drink in the USA." p. 61-62. Tasks: 1,2,3 p. 63.

442 **Vocabulary exercises 1– 9 p. 68 - 73**

443 **Communicative exercises 1-5 p. 73-75**

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## Part 1

### Food, drink and eating out

**The English, though you will find them friendly, do not rush to invite people to their homes – a great pity, but a fact. However, a minority are extremely hospitable, and you may find yourself invited to someone’s home for an evening, or at midday – or indeed, for afternoon tea.**

Homes and individuals differ so much that it is impossible to generalize about what you will find. But there is an underlying ‘pattern’ to English hospitality which differs from the Russian ‘pattern’. Let us suppose you have been invited out for the evening. You will be given a meal, but it will not be waiting for you as soon as you arrive. First there is a period of anticipation, when people sit around, talking, getting to know each other, sipping a preparatory drink. Assuming your hosts drink alcohol, you will be offered a drink. You may prefer a soft drink. You will eat nothing, except, possibly, a few tiny biscuits. Don’t expect much to drink at this stage: you may be offered a second drink but very rarely more, and you will have to reconcile yourself to it. You may find yourself talking for half an hour or even an hour.

Meals will certainly have two courses, and if the occasion is fairly formal, quite probably three courses: a ‘first course’/‘starter’ which will be light and probably cold, or a soup; a ‘main course’ which will be meat or fish and vegetables, unless your hosts are vegetarians, and a sweet course – a pudding or cheese or fruit. There will probably be bread around, but don’t expect to eat half of the loaf.

Your hosts will have prepared and cooked meals and they will normally expect to serve it. If you are asked to ‘help yourself’, then do so, but very often the hostess will serve out food onto plates and pass it round. Traditionally, when everyone has finished the first helping, you will be asked if you would like a second one. This may mean waiting while someone else slowly empties his or her plate, but it is polite to wait rather than to serve yourself to a second helping. Your hosts’ job is to make sure that everyone is served fairly. And don’t heap potatoes or rice or whatever onto your neighbour’s plate unless you are asked to. Most people in Britain make an effort to finish what they are given. Leaving food is considered wasteful. Food is precious. If you are not feeling hungry, ask for a small helping.

At the meal you will be offered either wine or beer, though you can of course stick to water. English drink is for the pleasure of tasting wine or beer with food over a long period. Your host will pour the wine or beer. Do not help yourself to wine or beer unless asked to do so. After the meal

(and by all means offer to help clear up, but accept your hosts' word if they say, 'No, thank you') you may move to another room, to drink coffee or tea and continue talking. You may (or may not) be offered another drink, perhaps more beer, or spirits or a sweet liqueur. Again, your hosts will pour this and you are not expected to finish the bottle.

Parties are different. Even at parties, however, unless they are very young, guests expect to drink quite a bit but not to get drunk. Spreading the drink out is part of the pattern. It is customary for friends going to a pub to buy drinks for each other. As a guest you will probably not be expected to buy drinks at all, but if you do want a second drink and no one seems to be offering, you should ask at least one other person from the group who has finished his or her drink, 'What would you like?' Solitary buying if you are with friends is unfriendly. The standard English pub drinks are beer or lager, and you can sip your beer over a long, long period. Spirits: whisky, brandy, 'gin and tonic' are expensive, so make sure your hosts have that kind of money. It is not fair to ask for expensive drinks from students or people who are hard up. Like young people all over the world, they have their own codes for being generous without getting into debt and you should respect those codes. Being short of money in a market economy is very serious because everything depends on money. On the other hand, middle-aged business or professional people will probably be happy to buy you a whiskey or a gin.

### **Tasks**

1. Read the text for detailed understanding. Translate the following passages of the text: 2, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:
  - 1) an English person;
  - 2) a Russian guest;
  - 3) an American who came to Britain.

## **Part 2**

### **Food and drink in the US**

What is 'American' food? The answer is that it is part Italian, part British, part German, part Mexican, part Chinese. When people from other countries came to live in the US, they brought different cooking traditions. Some of them opened restaurants and food stores, and today Americans enjoy food from all over the world.

Over the years, some foreign dishes changed a little. 'Tex-Mex' food is popular in Texas and other states in the Southwest. But it is not quite the same as the Mexican food you will find in Mexico. Doughnuts were originally from Holland. But doughnuts with a hole in the middle are American. In 1847 a young boy complained to his mother that her doughnuts were never cooked in the middle. He cut out the centers and his mother cooked them – and they were delicious!

Maybe the US is most famous for 'fast foods'. The first fast food restaurants served hamburgers, but now they serve other kinds of food as well. Many fast food restaurants have a drive-in section. Here you can order and pick up your food without even getting out of your car! Inside there is often a 'salad bar', where you can help yourself to as much salad as you want.

Americans eat out a lot, and when they go to a restaurant, they don't expect to be hungry afterwards. Most restaurants will put a lot of food on your plate – sometimes it can be too much. But if you can't finish it all, don't worry: the waiter will bring you a 'doggy bag' and you can take it home with you.

Busy people don't have a lot of time to cook at home, and so snack and convenience foods are becoming more popular. Most Americans now have a light breakfast instead of the traditional eggs, bacon, toast, hashbrown potatoes, orange juice, and coffee. But on weekends there is more time, and a large late breakfast or early lunch ('brunch') is often eaten with family or friends. And if guests come to lunch or dinner, the hosts will make something special. It might be Mexican enchiladas, Japanese sushi, or Italian lasagna – or it might be good old American steak.

Many people take a bottle of wine or some flowers when they are invited to dinner at someone's home. At a 'pot luck' dinner, all guests bring something to eat. You should ask your hosts what kind of food they would like you to bring. Usually it is a salad, vegetable or a dessert. When you are invited to dinner, it is usual to arrive ten or fifteen minutes late. It gives the hosts time to finish their preparations.

### Tasks

1. Read the text for detailed understanding. Translate the following passages of the text: 1-2, 4-5.
2. Give the summary of the text.
3. Retell the text as if you were:
  - 1) an owner of the fast-food restaurant;
  - 2) a Russian student in America;
  - 3) a British student in America.

### Dialog A

Anne is a schoolgirl; James is a schoolboy; Mr Jones is a businessman; and Miss Eccles is a cook.

**Anne:** I never want any breakfast. Just a cup of tea and a piece of toast...

**James:** I don't eat much either. Just some cornflakes, and an egg, and coffee, and toast and marmalade.

**Anne:** I call that a huge breakfast!

**James:** No, it isn't! Anyhow, I haven't time for any more during the week when I have to get to school.

**Mr Jones:** Well, what do you have at the weekend, James?

**James:** Oh, on Sundays it's different. I have orange juice, then porridge, with sugar and cream, and bacon and sausages — and scrambled eggs, of course — and coffee and toast and honey.

**Anne:** What do you have, Mr Jones?

**Mr Jones:** Oh! I never change, I always have the same; bacon and eggs. And coffee, of course.

**Miss Eccles:** But you don't have to cook it yourself, do you?

**Mr Jones:** Well, no. My wife cooks the breakfast. She cooks the most perfect bacon and eggs in the world! I can smell them cooking, while I'm shaving. I just couldn't start the day in any other way!

**Miss Eccles:** You're lucky. I have to cook other people's breakfasts. I never eat any myself. Just half a grapefruit and a cup of tea for me.

**Anne:** You're like me. I can't think how people eat those great huge meals at eight o'clock in the morning!

**Mr Jones:** You see, James, women always want to keep fit. They're afraid of getting fat...

**Miss Eccles:** There's just one thing: sometimes, when I'm on holiday, I have a special treat...

**Mr Jones:** And what's that?

**Miss Eccles:** A lovely, fat, juicy kipper!

**James:** Oh, I'd forgotten about kippers! They're the best of all!

### Tasks:

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

### Dialog B

Ann and Fred are newly-weds, Jane, a group mate of theirs, comes on a visit to them.

**Ann:** Good morning, Jane. Come in, please.

**Jane:** I hope Fred is at home?

**Ann:** Yes, he is. So nice of you to have come. We are about to have dinner. Will you dine with us?

**Jane:** With great pleasure.

**Ann:** That's fine. I'm off to lay the table. Excuse me, please.

**Jane:** By all means.

(At table)

**Jane :** It's good to be in a company like this, I admit.

**Ann:** Let me help you to some salad, Jane.

**Jane:** Please, do. It looks so inviting. That's quite enough, thank you.

**Ann:** Some soup, Jane?

**Jane:** Why, yes. I think I could manage a plateful.

**Ann:** How do you find the salad?

**Jane:** Awfully nice. I have never tasted such a lovely salad; will you tell me how you make it?

**Ann:** I'm glad you've enjoyed it and it's very nice of you to say so. It is quite easy to make. I'll write down the ingredients and the directions for mixing.

**Jane:** Thank you very much. Don't you think it's lovely, Fred?

**Fred:** Yes, it is, indeed. Kindly pass me the salt, Ann, will you?

**Ann:** Here you are. Some more bread, Fred?

**Fred:** Yes, please. What comes next, Annie?

**Ann:** Chops with roast potatoes and vegetables.

**Fred:** And what follows that?

**Ann:** Wouldn't you like to make a guess?

**Fred:** Ice-cream, I suppose.

**Ann:** There you are wrong, Fred, it's coffee.

**Jane:** Coffee? It's just to my taste.

**Ann:** I am happy that I've suited your taste, Jane. Do you take milk in your coffee?

**Jane:** Yes, I like it milky.

**Fred:** Well, Jane, what about fruit?

**Jane:** I'd be delighted.

### Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

### Dialog C

**Mrs Smith:** Hello, Mrs Brown! How nice of you to drop in! I'm so glad to see you.

**Mrs Brown:** Hi, Mrs Smith! How are you?

**Mrs Smith:** Fine! Jane and I are just having a cup of tea. Do join us!

**Mrs Brown:** With great pleasure! I've been doing some shopping, and I am a bit thirsty. I'd enjoy a cup with you.

**Mrs Smith:** Jane, lay the table for Mrs Brown and bring some fresh buns and rolls from the pantry. I haven't any cake to offer you today, Mrs Brown, but I can treat you to a wide choice of jams, I've made this year.

**Mrs Brown:** Sounds absolutely fantastic! I'm especially fond of strawberry and black currant.

**Mrs Smith:** Me too. Jane prefers cherry. And we always have several jars of raspberry jam in the house in case of colds.

**Mrs Brown:** It's surely a good remedy.

**Mrs Smith:** Strong or weak tea, Mrs Brown?

**Mrs Brown:** Weak, please. What tasty buns you're having here! Are they from the baker's?

**Mrs Smith:** Jane did the baking today. She likes cooking a lot.

**Mrs Brown:** Would you mind telling me the recipe?

**Mrs Smith:** Most willingly. All you need is a few cups of flour, some shortening (fat), a little yeast, four egg-yolks, a glass of milk and sugar. You knead the dough stiff, and then cut it up into tiny buns. When the dough has risen, you bake the buns in a hot oven for 20-25minutes.

**Mrs Brown:** Oh, it's rather quick and not much trouble. Served with tea, they are delicious.

**Mrs Smith:** Help yourself to some more, Mrs Brown.

**Mrs Brown:** They're just wonderful with strawberry jam.

**Mrs Smith:** Have another, my dear! And won't you have another cup of tea?

**Mrs Brown:** Thank you.

## Tasks

1. Read the dialog for detailed understanding.
2. Retell the dialog, as if you are one of the participants.
3. Act out your own dialog on the analogy.

## Vocabulary

### 1. Food and drink

- |  |  |
|--|--|
| 1) hospitable – гостеприимный                    | 18) juice, juicy – сок, сочный                                   |
| 2) to invite – приглашать                        | 19) cream – сливки   |
| 3) anticipation – ожидание                       | 20) pastry – печенье, выпечка                                    |
| 4) wasteful – расточительный                     | 21) tinned fish – рыбные консервы                                |
| 5) precious – драгоценный                        | 22) kipper – копченая рыба                                       |
| 6) food – пища, съестные припасы                 | 23) fat, shortening – жир, добавляемый в тесто для рассыпчатости |
| 7) ham – ветчина                                 | 24) buns, rolls – булочки  |
| 8) meat – мясо                                   | 25) strawberry – клубника  |
| 9) egg – яйцо                                    | 26) black currant – черная смородина                             |
| 10) scrambled eggs – яичница                     | 27) raspberry jam – малиновое варенье                            |
| 11) honey – мёд                                  | 28) strong tea – крепкий чай                                     |
| 12) porridge – овсяная каша                      | 29) weak tea – слабый чай  |
| 13) cornflakes – кукурузные хлопья               | 30) yeast – дрожжи   |
| 14) buttered toast – подрумяненный хлеб с маслом | 31) soft drinks – прохладительные напитки                        |
| 15) potatoes – картофель                         | 32) spirits – спиртные напитки                                   |
| 16) sausage – колбаса                            | 33) strong drinks – крепкие напитки                              |
| 17) vegetables – овощи                           |  |

### 2. Meals

- |  |  |
|--|--|
| 1) meal – пища, прием пищи                               | 12) to spread the drink out – разносить/раздавать напитки  |
| 2) to sip a drink – потягивать (медленно пить) напиток   | 13) snack – легкая закуска (to have a snack – перекусить)  |
| 3) to eat out – обедать (ужинать) в ресторане (кафе,...) | 14) “pot luck” dinner – обед «в складчину» (когда все гости приносят салаты и/или сладкие блюда) |
| 4) tiny – крошечный                                      | 15) to clear up – убирать со стола   |
| 5) “first course”/“starter” – первое блюдо               | 16) to lay the table – накрывать на стол   |
| 6) “main course” – главное блюдо                         | 17) to serve the dishes – подавать блюда   |
| 7) “sweet course”/dessert – десерт                       | 18) tasty, delicious – вкусный   |
| 8) to heap – много накладывать                           | 19) to cook – готовить   |
| 9) to feel hungry – быть голодным                        | 20) to dine – обедать  |
| 10) to stick to – придерживаться чего-либо               |  |
| 11) to offer – предлагать                                |  |

- |   |   |
|---|---|
| 21) to get fat – полнеть  | (для блинов, оладьев и некоторых видов тортов)      |
| 22) to treat smb to smth – угощать кого-либо чем-либо   | 29) pantry – кладовая                               |
| 23) to taste – пробовать  | 30) hot oven – горячая духовка                      |
| 24) white coffee, black coffee – кофе с молоком, черный кофе  | 31) reasonable price – приемлемая цена              |
| 25) to be thirsty – испытывать жажду  | 32) to grate – натереть на терке, grater – терка    |
| 26) a good remedy – хорошее средство  | 33) to mince – молоть, mincer – мясорубка           |
| 27) to do the baking – печь   | 34) to chop – крошить/резать кусочками или кубиками |
| 28) dough – тесто (достаточно круто замешанное), to knead the stiff – круто замесить тесто, batter – жидкое тесто | 35) to slice – нарезать тонкими ломтиками           |

### Conversational formulas:

- Help yourself to – угощайтесь  
 It looks so inviting – выглядит так аппетитно  
 I could manage a plateful – я бы съел целую тарелку  
 It's just to my taste – это мне по вкусу  
 Pass me... – передайте...

### Reading Comprehension and Vocabulary Exercises

#### Exercise 1. Give the English for:

- 1) быть очень гостеприимным; 2) обедать в ресторане; 3) быть приглашенным на обед; 4) подать первое блюдо; 5) накладывать рис на тарелку; 6) разносить прохладительные напитки; 7) предложить дорогие спиртные напитки; 8) предпочитать пищу быстрого приготовления; 9) перекусить в кафе; 10) придерживаться диеты; 11) полнеть; 12) угодить вкусу сестры; 13) заказать кофе с молоком; 14) зайти куда-либо; 15) широкий выбор блюд; 16) мороженое на десерт; 17) угостить подругу печеньем; 18) убирать со стола; 19) готовить вкусные блюда; 20. накрывать на стол.

#### Exercise 2. Give the Russian for:

- 1) a period of anticipation; 2) to sip a preparatory drink; 3) to prefer soft drinks; 4) to serve yourself to a second helping; 5.) to be considered wasteful; 6) solitary buying of drinks; 7) to spread brandy out; 8) to have a drive-in section; 9) snack and convenience foods; 10) "pot luck" dinner; 11) a huge breakfast; 12) I am off to lay the table; 13) it looks so inviting; 14) I could manage a plateful; 15) it's just to my taste; 16) he is especially fond of strawberry; 17) to bring different cooking traditions; 18) to order delicious dishes.

#### Exercise 3. Answer the questions to the texts:

##### Part 2

1. Do the English often receive guests?
2. Are the patterns of English and Russian hospitality the same?
3. What is anticipation period? Do they drink much alcohol during this period?
4. How many courses do usually meals have? What are they?
5. Are there any traditions to serve a guest during a meal?
6. What are the patterns concerning food?
7. What drinks do they serve at the meal? What are the patterns concerning drinks?
8. What should you do when you finish eating by all means?
9. What are drinking patterns at parties?
10. What actions are considered unfriendly and unfair?
11. What are the standard English pub drinks?

## **Part 2**

1. What cooking traditions are there in the US?
2. What is the story of American doughnuts?
3. What is the US most famous for? How are these restaurants arranged?
4. Do Americans eat out a lot or rather have meals at home? Do they put little food on your plate in cafes and restaurants?
5. What can visitors ask for if they haven't finished their food?
6. Do busy people cook a lot at home?
7. Are there any changes in breakfast traditions?
8. Are an everyday meal and a meal on weekends different?
9. What is a "pot luck" dinner?

**Exercise 4.** *Ask questions to match the following answers. Think of all possible variants:*

1. A: ...?  
B: Yes, I'd like a grilled cheese sandwich and a small salad, please.
2. A: ...?  
B: If the hosts are vegetarians the "main course" will be vegetables.
3. A: ...?  
B. No. You will eat nothing, except, possibly, a few tiny biscuits.
4. A: ...?  
B: Usually the hosts' job is to make sure that everyone is served fairly.
5. A: ...?  
B: After meal we may drink some coffee or tea and continue talking.
6. A: ...?  
B: Yes. When people from other countries came to live in the US, they brought different cooking traditions.
7. A: ...?  
B: Pepsi, please.
8. A: ...?  
B: We have ice cream and pie for desert.
9. A: ...?  
B: That sounds good. I'll have a cup of the soup, please.
10. A: ...?  
B: There you can order and pick your food without getting out of your car.

**Exercise 5.** *Insert prepositions where necessary:*

1. ... dessert they took strawberry ice-cream.
2. In a cafe my boyfriend treated me...an ice-cream.
3. He helped himself... a large piece of apple-pie.
4. ...breakfast I prefer...buttered toasts and white coffee.
5. Yesterday my sister was invited... her girl-friend's home for an evening.
6. As far as I know Americans are famous... fast foods and they also eat... a lot.
7. The guests are coming soon. Will you help me to lay... the table?
8. Drop... .. the baker's and buy some bread.
9. These delicious biscuits are just... my taste.
10. I'm fond ... iced orange juice.
11. Sometimes when I'm ... holiday I have a special treat.
12. Will she dine ... us? No, she is always ... a diet, 'cause she's afraid ... getting fat.
13. Will you pass a half ... grapefruit and a cup ... tea ... Mr. John?
14. It's the perfect bacon ... the world!

15. Will you pass ... me the salt, please!
16. Next will be chops ... roast potatoes and vegetables.
17. Coffee ... milk? It's just ... my taste.
18. I am having a cup ... tea. Do join ... me.
19. Liz, will you bring some fresh bagels ... pantry?
20. My granny's made a wide variety ... jams this year, ...example raspberry jam ... case ... cold.

**Exercise 6.** *Paraphrase the sentences using the active vocabulary:*

1. Let's take a pudding and ice-cream for a sweet course.
2. My sister is keeping to a diet now. That's why she eats no cakes, chocolate, ice-cream.
3. Americans prefer having a meal at restaurants and in cafes.
4. There's always a wide choice of very tasty dishes on the menu at this restaurant.
5. I'm so hungry. Let's drop in the cafe and have a bite.
6. Tom and Nick are going to the canteen to have dinner.
7. Who's turn to take away the dirty dishes today?
8. When my friends and I come to the restaurant we choose the dishes that we like.
9. It's my mother's birthday today. I must help her prepare the table for supper.
10. You'd better drink your beer in small mouthfuls.
11. For dinner her Granny usually prepares the first and the main course.

**Exercise 7.** *Find the opposites:*

1. Nobody values food.
2. Help yourself to the apple-pie. – No, thank you. I feel contented.
3. This mushroom soup is tasteless.
4. At the meal you will be offered a strong drink.
5. My daughter always helps me to lay the table.
6. Most Americans have a huge breakfast on week-days.
7. I don't like this pudding.
8. You are getting thinner every minute.
9. As for me I prefer weak tea.
10. I don't want to drink anything.
11. The best thing about bagels is that they are huge.

**Exercise 8.** *Insert the words from the vocabulary of the Unit:*

1. The Russians are very .... They like to have people over and treat them with tasty dishes.
2. Whiskey, please! – Sorry, we don't serve ... here.
3. After the dinner we helped the hostess ....
4. I'm .... Can I have a glass of water?
5. Have you ... the meat for making veal cutlets?
6. Yesterday we were invited to ... dinner. All the guests including us brought some salads and deserts.
7. I'm not so hungry. Don't ... rice onto my plate, please!
8. ... the potatoes very thin and put them on a frying pan.
9. Don't leave food on your plate! Food is ....
10. We should quickly ... the table. Our guests will arrive in ten minutes.
11. If you eat so much pastry you'll ....
12. No substantial meal, please! I just want to ....
13. What are we having for the ... today? – Meat and potatoes.
14. Have you enjoyed the salad? – Yes, it's ....
15. Every dinner begins with an ... period.
16. We always ... steak with vegetables.
17. You should drink ... if you need a lot of vitamins.
18. You'd better ... your beer instead of drinking it quickly.
19. If you want white coffee put ... into it.



20. Do you feel contented? – Not actually. These biscuits were so ....
21. Dough rises if you put enough ... in it.
22. They invited us for lunch and ... us with lots of tasty things.
23. Salad is a typical ... at every substantial meal.
24. They have their own bee-garden. Their ... is very tasty.

**Exercise 9. Translate into English:**

1. Миссис Браун предложила своей подруге чашечку кофе с молоком.
2. Ты предпочитаешь крепкий чай?
3. Догадайтесь, что у нас сегодня на десерт? – Что-нибудь вкусное? – Именно, мороженое с вишневым вареньем и шоколадными крошками.
4. Вы уже пробовали салат из фруктов? Он очень вкусный.
5. Что ты любишь на завтрак? – Я предпочитаю начинать день с йогурта и фруктов.
6. Сейчас время обеда. Хорошо бы перекусить.
7. Ты любишь готовить? – По правде говоря, нет. Я люблю покупать готовые к употреблению продукты, которые достаточно просто подогреть в микроволновке.
8. Что ты будешь на обед? – Я бы съел пару отбивных или котлет.
9. Ну вот мы в столовой. Что ты будешь? – Дай посмотреть. Суп, ростбиф, салат и фрукты на десерт.
10. Как хорошо, мисс Браун, что вы зашли. Я так рада вас видеть. Мы с Джейн как раз собирались выпить по чашечке чая. Вы к нам присоединитесь?
11. Она сказала, что до того, как вышла замуж, она никогда не готовила так часто.
12. Перед тем, как поставить булочки в духовку, Джейн подождала, пока они поднялись.
13. Бабушка сказала, что может угостить нас черносмородиновым вареньем, 14. которое она сделала прошлым летом.
15. К полуночи все гости разошлись, и хозяйка убрала со стола.
16. Когда мы пришли в кафетерий, все булочки с изюмом были уже проданы.
17. Когда я пригласил ее пообедать в кафе, она сказала, что только что перекусила.
18. Он помолот мясо, покрошил капусту, натер морковь и тонко нарезал сыр.
19. Я сейчас на диете и поэтому съем только немного вареного мяса и овощей.
20. Ты уже приготовила тесто на блины? – Я не собираюсь сегодня печь блины. Я приготовила тесто на пельмени.
21. Я так хочу пить! Сегодня очень жарко.
22. Моя подруга – вегетарианка, и поэтому она обычно ест овощи, фрукты, молочные продукты и иногда рыбу.
23. Не могли бы вы передать мне соль, пожалуйста?
24. Угощайтесь сливовым пирогом и кофе.
25. Как насчет обеда, мама? – Он готов, ты можешь накрывать на стол.

**Communicative exercises**

**Exercise 1. Read the jokes and comment on them:**

1

**Husband** (angrily): What? No dinner ready! That's the limit! I'm going to a restaurant.

**Wife:** Couldn't you wait a few minutes?

**Husband:** Will it be ready then?

**Wife:** No, but then I'll be ready to come with you.

2

Do you know the story of a man having breakfast in an English hotel? The waiter gave it to him and then looking out of the window, said to the man, "It looks like rain, Sir". "Yes", said the man as he took a spoonful of soup, "and it tastes like rain too".

Do you know the story of a man having breakfast in an English hotel? He took a drink from his cup and then said to the waiter.

“Waiter, is this tea or coffee?”

The waiter said, “Can’t you tell the difference, Sir, by the taste?”

“No”, the man said. “I can’t”. “Well”, answered the waiter. “If you can’t tell the difference, what does it matter which it is?”

**Exercise 2.** *Complete and reproduce the dialog:*

**At the restaurant**

**B:**...?

**A:** It's a surprise. Here we are! They serve fantastic dishes of European cuisine here.

**B:**...?

**A:** Don't worry, they are quite reasonable.

**Receptionist:** ...?

**A:** Yes. We have a table reserved for 2 persons.

**Receptionist:** ...

**A:** Thank you. So, how do you find the place?

**B:** ....

**A:** I'm glad you enjoyed it. Let's see the menu. So, what shall we have?

**B:** ....

**A:** Good choice. And I'll have a three-course dinner. I'm awfully hungry.

**A:** Waiter! Iced orange juice and a glass of mineral water, please.

**Waiter:** ...?

**A:** ...?

**B:** Sweet Vermouth with rocks and a twist, please.

**Waiter:** ...?

**A:** I'll have whiskey with soda. Would you like any starters?

**B:** ....

**A:** And I'll have cucumber salad. Would you like any soup?

**B:** ....

**A:** And I'll have mushroom soup. What are the specials tonight?

**Waiter:** ....

**A:** Sounds fantastic! So, what will you take?

**B:** ....

**A:** The same for me.

**Exercise 3.** *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

1. There are no better cooks than women.
2. Anticipation period is boring.
3. Leaving food on your plate is wasteful.
4. If you're invited by a foreign friend to a bar don't be shy to order whatever drinks!
5. At dinner you should drink quickly. When your glass is empty you should help yourself to the drink.
6. Solitary buying of drinks is not a polite thing.
7. In Russian cafes and restaurants it is not normal to ask for a 'doggy bag'.
8. 'Pot-luck' dinner is becoming more widespread in Russia.
9. Every nation has its traditional food.
10. It is hard to name authentic American dish.
11. There are many dishes we can call genuine Russian.

**Exercise 4.** *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Favorite recipes.
2. Diets.
3. Fast food.
4. Healthy food.

**Exercise 5. Speak on:**

1. Recipe of your favorite dish.
2. Your week-day menu.
3. Possibilities of eating out.
4. Fast food and convenience food
5. Healthy nutrition

**Аудирование. Meals and cooking  
Text 1 (Jake)**

**Tasks:**

1. *Practice flaps, glottal sounds and words with vowel and consonant omission.*
2. *Study the questions.*
3. *Translate the key-words. Practice the pronunciation of the key-words.*
4. *Make suggestions about the content of the text not listening to it.*
5. *Listen to the text twice and answer the questions.*
6. *Retell the text as if you were:*

*Jake's wife;*

*Jake's daughter;*

*Jake's friend;*

*amateur cook;*

*professional cook.*

7. Make up dialogs between:

Jake and his wife;

the mother and daughter;

Jake's children;

Jake's friends;

cooks sharing recipes.

**Key-words**

- |                |                                     |
|----------------|-------------------------------------|
| 1)             |                                     |
| 2) a stir fry; | 9) to pour;                         |
| 3) recipe;     | 10) boil, boiling;                  |
| 4) rice;       | 11) to let smth. set for some time; |
| 5) colloidal;  | 12) Oriental;                       |
| 6) yuck;       | 13) dish;                           |
| 7) to toast;   | 14) taco;                           |
| 8) to stir;    |                                     |

**Questions**

1. Who does most of the cooking: Jake or his wife? Why?
2. What dish did the author make past week?
3. What recipe does the author give to us?
4. What problem can you face while preparing that dish?
5. What is the cooking procedure of that dish?
6. What are Jake's favorite dishes?

## Phonetic exercises

### Exercise 1. Flaps

as a **ma**tter of fact, **be**tter, I **ma**de a, **li**ttle, **bu**tter, water, you let it, **th**at I don't like, **ea**ting, spaghetti

### Exercise 2. Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)

collidicate (a)n(d), toast **it**, **it** becomes, white-looking, let **it**, set for, don't **t** like, great taco

### Exercise 3. Vowel and consonant omission

collidicate **and**, twenty, Oriental, every **kind** of food, **and** I can also make

## Text 2 (Steven)

### Tasks:

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:
  - Steven's wife;
  - Steven's Russian friend;
  - Steven's Japanese friend;
  - Steven's mother;dietitian.
7. Make up dialogs between:
  - Steven and his wife;
  - small Steven and his mother;
  - Steven and his Russian friend;
  - Steven and his Japanese friend;
  - Steven and his dietitian

### Key-words

- 1)
- 2) to get irritated;
- 3) to skip a meal;
- 4) variety;
- 5) cereal;
- 6) Cornflakes;
- 7) ham;
- 8) cheese;
- 9) course, the main course;
- 10) bowl;
- 11) to feel contented;
- 12) desert;
- 13) meat: chicken, beef, lamb, pork;
- 14) French fries

### Questions

1. Is Steven very particular about meals? How can you prove it?
2. What should be meal like according to Steven?
3. What is the problem with Japanese food?
4. What is a nice breakfast for Steven?
5. What is the best day for breakfast for Steven and why?
6. What is Steven's idea of good lunch?
7. What is Steven's idea of good dinner?
8. What is the arrangement of dinner on the plate?
9. What does Steven have at the end of each meal?

## Phonetic exercises

### Exercise 1. Flaps

that it's almost the same, that I didn't, would often

### Exercise 2. Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)

at breakfast time, at lunch time, without food, that kind of person, that doesn't fit my idea, what many people, that will make, different from, hot cakes, don't know, don't want, I've eaten, plate would be filled

### Exercise 3. Vowel and consonant omission

irritated and often angry, exactly, and that, just one, and meat

## Text 3 (Greg)

### Tasks:

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:
  - Greg's Russian friend;
  - Greg's mother;
  - a pub owner;
  - a curry house owner;
  - a person who hates pub food and enjoys spicy dishes.
7. Make up dialogs between:
  - Greg and his mother;
  - Greg and his friend;
  - Greg and a pub owner;
  - Greg and a curry house owner

### Key-words

- |   |                              |
|---|------------------------------|
| 1)  |                              |
| 2) to have fondness for;                                  | 12) substantial;             |
| 3) cuisine;   | 13) carrot per curry;        |
| 4) adore;   | 14) in ridiculous amounts;   |
| 5) zest;  | 15) to be addicted to smth.; |
| 6) flavor;  | 16) pounded deep-fried meat; |
| 7) salantra – кинза;                                      | 17) some inches thick;       |
| 8) beans;   | 18) grilled;                 |
| 9) plain and tasteless;                                   | 19) fried;                   |
| 10) a pint (зд. пинта пива);                              | 20) baked                    |
| 11) curry house – заведения, где готовят индийскую кухню; |                              |

### Questions

1. What national cuisine does Greg enjoy?
2. How does Greg characterize that cuisine?
3. What examples of his favorite dishes does he give?
4. Does Greg enjoy Indian food? Where has he tasted it?
5. When would Greg go to a pub? Do all people enjoy pub food? What about Greg?
6. When would Greg and his friends leave the pub? What would they do after that?

7. What is Greg's preference for soft drinks?
8. What dish does Greg miss most of all in Russia? How to cook it correctly?

### Phonetic exercises

#### Exercise 1. Flaps

it is, it adds, but I, have a lot of, what anybody says, about English food, at eleven o'clock, go to a club, satisfying, potato, liter, I don't know, sleep it all off

**Exercise 2. Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)**

different cuisines, favorite ones, absolutely, that Mexicans, can not remember, it was, you've got what's called, go out with, don't believe, go to a club

**Exercise 3. Vowel and consonant omission**

fondness, mostly, friends, plain and tasteless, I don't know if it's, and I think, just sleep,

### Text 4 (Canadian)

#### Tasks:

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:
  - David's friend;
  - David's wife;
  - David's child;
  - a fan of picnics;
  - a professional cooks;
  - a dietitian.
7. Make up dialogs between:
  - David's friends;
  - David and his friend;
  - David's children;
  - David and his dietitian;
  - David's wife and her friend.

#### Key-words

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1)                            | 14) barbecued steak;             |
| 2) cereal;                    | 15) to marinate;                 |
| 3) jam;                       | 16) Worcester sauce = soy sauce; |
| 4) peanut butter;             | 17) at a medium heat;            |
| 5) frying pan;                | 18) flip smth. over;             |
| 6) garlic;                    | 19) mushrooms;                   |
| 7) onion;                     | 20) tossed salad;                |
| 8) sausage;                   | 21) dressing;                    |
| 9) to season, seasoning;      | 22) roll;                        |
| 10) to slice smth. very thin; | 23) Baguette                     |
| 11) to sear;                  |                                  |
| 12) fat;                      |                                  |
| 13) to be on a diet;          |                                  |

#### Questions

1. Does David like to cook? Who does he cook for?
2. What meal does David cook the best? What does he have for it?
3. Does David use much salt? Why?
4. How does he cook potatoes for breakfast?
5. Does David use butter with toasts? Why?
6. What is David's favorite dish? How should you cook it properly?
7. What goes together with his favorite dish?
8. What drink does David prefer with his favorite dish?
9. What does he like for desert?

### Phonetic exercises

#### Exercise 1. Flaps

quite a bit, parties, what I cook, butter, but I prefer, a little bit of butter, what else, potato, put it in, we don't eat, fat on a diet, better, marinade it for, sit in that juice, let it, flip it over,

**Exercise 2. Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)**

quite a bit, at my house, not very much, food we eat, red pepper, hot pan, turns out very well, along with that, that much, we don't eat, that will be, important, marinade it for, let that, for at least, at which point

**Exercise 3. Vowel and consonant omission**

and have, and garlic, perhaps some, important, some of the things, in most of the meals

### 444 Модуль 6. Great Britain.

445 **Практические занятия - 8 час**

446 **Самостоятельная работа – 16 час.**

#### 447 Литература:

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449 **Great Britain.**

450 **Texts:**

451 Part 1. "Attitudes to nowadays' Britain" p. 89-91. Tasks: 1,2,3 p. 92.

452 Part 2. "Peculiarities of British Life." p. 92-95. Tasks: 1,2,3 p. 95.

453 **Vocabulary exercises 1– 8 p. 98-108**

454 **Communicative exercises 1-2 p. 108-109**

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**The sequence of tenses p. 91-97**

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**Постановка произношения с. 71-78 (Units 5-7)**

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**Аудирование Cities and towns p. 112-118 (texts 1-2)**

**Phonetic exercises p. 113, 115**

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#### 455 Интернет-ресурсы

456 Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

#### 457 Pre-reading questions:

458 1. What things do you associate with Britain? Why? 2. Is Britain a conservative country? In what way? 3. Can you describe an ordinary British person? What is his/ her appearance, character, behavior? 4. How many British traditions do you know? What are they?

#### 459 Attitudes to nowadays Britain

460 The British tend to be attributed with certain characteristics, which are supposedly typical. However societies change over time while their reputations lag behind. Many things which are often regarded as typically British derived from books, songs or plays that were written a long time ago and are no longer representative of modern life. One example is that most tourist brochures claim that Britain is the land of traditions: the annual ceremony of the state opening of Parliament, for instance, carefully follows customs which are centuries old. Likewise, the changing of the guard outside Buckingham Palace never changes.

461 However, in their private daily life, the British as individuals are probably less inclined to follow tradition. There are very few ancient customs that are followed by the majority of families on special occasions. The country has fewer local parades or processions with genuine folk roots than most other countries have. The English language has fewer sayings or proverbs that are in common everyday use than many other languages do. The British are too individualistic for these things. In addition, it should be noted that they are the most enthusiastic in video-watching people in the world – the very opposite of a traditional pastime!

462 Another example is the stereotyped image of London ‘city gent’ includes the wearing of a bowler hat. In fact, this type of hat has not been commonly worn for a long time. Food and drink provide other examples. The traditional ‘British’ (or ‘English’) breakfast is a large ‘fry-up’ preceded by cereal with milk and followed by toast, butter and marmalade, all washed down with lots of tea. In fact, only about 10 % of the people in Britain actually have this sort of breakfast. Two-thirds have cut out the fry-up and just have the cereal, tea and toast. The rest have even less. What the vast majority of British people have in the mornings is therefore much closer to what they call ‘continental’ breakfast. The image of the British as a nation of tea-drinkers is another stereotype which is somewhat out of date. It is true that it is still prepared in a distinctive way (strong and with milk), but more coffee than tea is now bought in the country’s shops.

463 Even when a British habit conforms to the stereotype, the wrong conclusions can be drawn from it. The supposed British love of queuing is an example. Yes, British people do form queues whenever they are waiting for something, but this does not mean that they enjoy it. In 1992, a survey found that the average wait to pay in a British supermarket was three minutes and twenty-three seconds. So, the British hate having to wait and have less patience than people in many other countries.

464 There is an opinion that Britain is a very conservative country. Mostly, it is true. The British have few living folk traditions and are too individualistic to have the same everyday habits as each other. However, this doesn’t mean that they like change. They don’t. They may not behave in traditional ways, but they like symbols of tradition and stability. They don’t consider it especially smart to live in a new house and, in fact, there is prestige in living in an obviously old one. They have a general sentimental attachment to older, supposedly safer, times. Their Christmas cards usually depict scenes from past centuries; they like their pubs to look old.



465 The British can be particularly and stubbornly conservative about anything which is perceived as a token of Britishness. In these matters, their conservatism can combine with their individualism; they are rather proud of being different. It is, for example, very difficult to imagine they will ever agree to change from driving on the left-hand side of the road to the right-hand side driving. Why should they change just to be like everyone else? Indeed, as far as they are concerned, not being like everyone else is a good reason not to change.

466 Development of European Union level which might cause a change in some everyday aspects of British life are usually greeted with suspicion and hostility. System of measurement is an example. The British government has been trying for years and years to promote the metric system and to get British people to use the same scales that are used nearly everywhere else in the world. But it has only limited success. British manufactures are obliged to give the weight of their tins and packets in kilos and grams. But everybody in Britain still shops in pounds and ounces. The weather forecasters on the TV use the Celsius scale of temperature. But nearly everybody still thinks in Fahrenheit.

467 The tourist view of Britain involves lots of formal ceremonies. Some people have drawn the conclusion from this that the British are rather formal in their general behavior. This is not true. There is a difference between observing formalities and being formal in everyday life. Attitudes towards clothes are a good indication of this difference. It all depends whether the person plays a public role or a private role. A male bank employee, for example, is expected to wear a suit with a tie, even if he cannot afford a very smart one. So are politicians. On the other hand, when people don't play a public role – when they are just themselves – there seem to be no rules at all. The British are probably more tolerant to 'strange' clothing than other people: you may find the same bank employee on his lunch break in hot weather, walking through the street with his tie round his waist and his collar unbuttoned. He is no longer 'at work' and for his employers to criticize him for his appearance would be seen as a gross breach of privacy. Generally the British are comparatively uninterested in clothes. They spend a lower proportion of their income on clothing than other Europeans. Many people buy second-hand clothes and are not at all embarrassed to admit this. If you are somewhere in a Mediterranean holiday area it is usually possible to identify British tourist – he or she is the one who looks so badly dressed.

468 The difference between formalities and formality is the key to what people from other countries sometimes experience as coldness among the British. The key is this: being friendly in Britain often involves showing that you are not bothering with the formalities. This means not addressing someone by his or her title, not dressing smartly when entertaining guests, not shaking hands when meeting and not saying 'please' when making a request. When they avoid doing these things with you, the British are not being unfriendly or disrespectful, they are implying that you are in the category 'friend', and so all the rules can be ignored. To address someone by his or her title or to say 'please' is to observe formalities and therefore to put a distance between the people involved.

469 It is probably true that the British, especially the English, are more reserved than the people of other countries. They find it comparatively difficult to indicate friendship by open displays or affection. It is not the conventional to kiss when meeting a friend. Instead, friendship is symbolized by behaving as casually as possible. If you are in the British person's house, and you are told to help yourself to something, your host is not being rude – he or she is showing that you are completely accepted and just like 'one of the family'. In the last decades of the 20<sup>th</sup> century, the general amount on informality has been increasing. Buffet-type meals, at which people do not sit down at a table to eat, are a common form of hospitality. At the same time, the traditional reserve has also been breaking down. More groups in society now kiss when meeting each other (but still never man and man!).

#### 470 Tasks

471 1. Read the text for detailed understanding. Translate the 8<sup>th</sup> paragraph of the text. 2. Give the summary of the text. 3. Retell the text as if you were: 1) Young citizen of Britain; 2) Conservative citizen of Britain; 3) Foreign tourist.

472 **Pre-reading questions:**

473 1. What names of Britain do you know? 2. What nationalities inhabit Great Britain? 3. What is the geographical position of Britain? 4. What is the UK made of? 5. What is the climate of GB?

474 6. What type of government does it have? 7. What are the major political parties in GB?

8. Is it an industrial country? What does it produce? 9. What do British people prefer to do in their spare time? 10. What sports do British people like to play most of all? 11. What is the most popular hobby in the UK?

475 *The economy*

476 The economic system in Britain is a mixture of private and public enterprise. From 1945 until 1980 the general trend was for the state to have more and more control. Various industries became nationalized, especially those concerned with the production of energy. So too did the various forms of transport and communication services. From 1980 the trend changed. A major part of the philosophy of the government was to let 'market forces' rule and to turn state-owned companies into companies owned by individuals. As a result, nowadays private enterprises prevail public ones, so there are more shareholders in the country than members of unions.

477 There is a statement: "The one thing the English will never forgive the Germans for is working too hard." Of course, it's not literally true, but it reflects a certain lack of enthusiasm for work in general. Perhaps it is the reason why the working day, in comparison with most countries, starts rather late (usually at 8 o'clock for manual workers and around 9 for non-manual ones). However measured by the number of hours worked in a week, the British reputation for not working hard enough appears to be false. The normal lunch break is an hour or less, and most people continue working until 5 or later. Many people often work several hours overtime a week. Moreover the normal retiring age for most people is 65 (60 for some, including a greater proportion for women).

478 There exists an interesting irony with regard to the two sexes. The decline of heavy industry means fewer jobs in stereotypical 'men's work', while the rise in service occupations means an increase of stereotypical 'women's work'. In 1970 around 65% of all those in work in Britain were men. In 1993 men made up only 51% of the workforce. When the law against sex discrimination in employment was passed in 1975, it was intended to protect women. However, in 1994 nearly half of the complaints came from men. That year there were two-and-a-half times as many unemployed men as there were unemployed women. Many men looked for employment as nurses, child carers, shop assistants and secretaries.

479 Although it's illegal for women to be paid less than men for the same job, the average full-time male employee earns about 50% more than the average female worker.

480 Vocabulary

**481**

- 482 1) to be attributed with – характеризоваться, определяться
- 483 2) to lag behind – отставать, запаздывать
- 484 3) to regard as – считать
- 485 4) to derive smth. from smth. -- получать/извлекать что-либо от/из чего-либо, to derive profit – извлекать прибыль, to be derived from – происходить;
- 486 5) annual – ежегодный, ~ceremony – ежегодная церемония
- 487 6) likewise – также, более того, подобно
- 488 7) to be inclined to – быть расположенным к
- 489 8) to follow – следовать, идти за, придерживаться
- 490 9) the majority – большинство, Ant. – minority – меньшинство
- 491 10) genuine – истинный, подлинный, настоящий
- 492 11) to be individualistic for – иметь индивидуальное отношение (подход) к
- 493 12) pastime – времяпрепровождение
- 494 13) bowler hat – шляпа-котелок
- 495 14) to be preceded by – предшествовать, идти перед
- 496 15) to wash down – запивать
- 497 16) to cut out – исключать
- 498 17) to be out of date – устареть
- 499 18) to draw the conclusion from – сделать вывод из
- 500 19) to conform to/with – согласоваться/соответствовать/подчиняться
- 501 20) a queue – очередь, Am. – line, to queue up – стоять в ~, Am. – to line up
- 502 21) patience/tolerance – терпимость/терпеливость, patient/tolerant – терпимый
- 503 22) to have an attachment to – иметь привязанность к
- 504 23) to depict – изображать, Syn. – to portray
- 505 24) stubborn – упрямый, неподатливый, упорный
- 506 25) token – признак/знак/символ
- 507 26) suspicious – подозрительный, suspicion – подозрение
- 508 27) hostility – враждебность, hostile – враждебный
- 509 28) system of measurement – система измерения
- 510 29) to promote – выдвигать/продвигать/повышать в чине, promotion – продвижение по службе, to get a promotion – получить повышение
- 511 30) attitudes towards – отношение к ...
- 512 31) afford – позволять (по средствам)
- 513 32) a good indication – хороший знак
- 514 33) to criticize smb for – критиковать кого-то за ...
- 515 34) income – доход(ы), to spend ~ on – тратить доход(ы) на ...
- 516 35) to be embarrassed – быть смущенным, приведенным в замешательство
- 517 36) to shake hands – пожимать руку
- 518 37) to make a request – просить
- 519 38) to put a distance between smb – устанавливать дистанцию
- 520 39) reserved – сдержанный, необщительный
- 521 40) affection – привязанность, любовь
- 522 41) conventional – обычный, общепринятый
- 523 42) casual – случайный/нерегулярный/неформальный, to wear ~ clothes – носить/одеваться в повседневную одежду, casually – неформально
- 524 43) to break down – разваливаться, рассыпаться
- 525
- 526 Reading Comprehension and Vocabulary Exercises

527 **Exercise 1.** Give the English for:

528 1) не являться отражением современной жизни; 2) по особым случаям; 3) кроме того; 4) традиционное времяпровождение; 5) запить большим количеством чая; 6) готовить что-либо особым способом; 7) считать что-либо особенно модным; 8) характерная черта/признак Британии; 9) правостороннее движение; 10) иметь ограниченный успех; 11) играть общественную роль; 12) зона отдыха в средиземном море; 13) быть плохо одетым; 14) «британская холодность»; 15) обращаться к кому-то по званию

529 **Exercise 2.** Give the Russian for:

530 1) private life; 2) 'city gent'; 3) 'fry-up'; 4) a nation of tea-drinkers; 5) they don't consider it especially smart; 6) an employee is expected to wear a suit; 7) in these matters; 8) European Union; 9) observing formalities and being formal; 10) a gross breach of privacy; 11) you are not bothering with formalities; 12) to indicate friendship by open displays of affection; 13) by behaving as casually as possible; 14) buffet-type meal

531 **Exercise 3.** Answer the questions:

532 1. Where are British typical features usually derived from? Do they correspond with British modern reality? 2. Which traditional ceremonies are mentioned in tourist brochures? 3. Do the British follow tradition in their daily life? What facts prove it? 4. Are there any changes in the English language? How are they explained? 5. What are the British the most enthusiastic about? Is it the same with other people in the world? 6. What is the stereotyped image of London 'city gent'? Is it true to fact? 7. What is the idea of traditional English breakfast? What do many people have instead? 8. What is the situation with queues in Britain? What is British people's attitude to queuing up? 9. Do the British have many living folk traditions? Are their habits the same? Why? 10. Do the British prefer living in new houses? Do they prefer modern-looking pubs?

533 **Exercise 4.** Paraphrase the sentences using the active vocabulary:

534 1. Many tourist brochures stick to stereotypes while describing life in the UK. 2. Is it considered a symbol of Britishness? 3. It's a party for friends where everybody behaves informally. 4. There are many people waiting for their turn at the ticket counter. 5. He never says 'please' when he asks for something. 6. The kiss is the way of showing your love to someone. 7. Video-watching habit is the very opposite of a traditional leisure activity in Britain. 8. British postcards usually portray scenes from past centuries. 9. Most tourists come to enjoy this ceremony that takes place every year. 10. The British never demonstrate aggressiveness to foreigners.

535 **Exercise 5.** Find the opposites:

536 1. Different changes in everyday aspects of British life are greeted with trust and peace. 2. Should I be dressed officially for this cheese-and-wine party? 3. They are progressing in hi-tech field. 4. Those are not originally British traditions. 5. The minority of Mary's friends trust her and share all their problems and secrets with her. 6. He was very proud of that fact. 7. We treat other religions with irritation. 8. He's got a lot of debts recently. 9. She is a very obedient person. 10. There is nobody at the cash-desk.

537 Communicative Exercises

538 **Exercise 1.** React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:

539 1. There are some things that can be considered as a token of Britishness. 2. All people are very conservative in food. 3. It is no good to give up national traditions. 4. Many people greet changes with suspicion and hostility. 5. Most people observe formalities but are informal in everyday life.

540 6. Criticizing people for casual clothes when they are not at work is a gross breach of privacy.

541 7. There is nothing embarrassing to buy clothes in second-hand. 8. The absence of constitution is very harmful for Britain. 9. Everybody is obliged to carry identification cards and driving licenses with them. 10. It is not correct to say that the monarch in Britain has no power.

542 **Exercise 2.** Act out dialogs discussing:

543 1. Stereotypes. 2. Countryside and gardening. 3. Love towards animals. 4. Political systems and problems. 5. Economic systems and problems.

**Аудирование. Cities and towns**  
**Text 1. Lexington (Chris)**

**Tasks**

1. *Practice flaps, glottal sounds and words with vowel and consonant omission.*
2. *Study the questions to the text.*
3. *Translate the key words. Practice the pronunciation of the key-words.*
4. *Make suggestions about the content of the text not listening to it.*
5. *Listen to the text twice and answer the questions.*
6. *Retell the text as if you were:*  
*the Mayor of Lexington;*  
*Chris's mother;*  
*Chris's father;*  
*Lexington's resident;*  
*a person who prefers small towns;*  
*a person who loves big cities.*
7. Make up dialogs between:  
a husband and wife choosing a city/town to live in;  
Chris's parents;  
Lexington residents;  
a local authority from a big city and a local authority from a small town;  
Chris and his parent.

**Key-words**

- |                          |  |
|--------------------------|--|
| 1)                       |  |
| 2) revolutionary war;    | 10) middle class, upper middle class, upper class; |
| 3) the first shots;      | 11) to be reassessed;                              |
| 4) to fire, be fired;    | 12) post office;                                   |
| 5) suburbs;              | 13) police department;                             |
| 6) benefits;             | 14) fire department;                               |
| 7) crime rate;           | 15) store;   |
| 8) crowded;              | 16) mall;  |
| 9) appealing = pleasant; |  |

**Questions**

1. Where was Chris born?
2. Where did he grow up and live the whole life?
3. How far are these two cities from each other?
4. What is Lexington famous for?
5. Where does Chris prefer to live? Why?
6. How many people lived in Lexington in 1998?
7. What people lived there when Chris's parents moved? Has anything changed?
8. When did Chris's parents move there?
9. How much did they pay for the house?
10. Have the prices for housing and land changed?
11. What can you see in this town?

**Phonetic exercises**

**Exercise 1. Flaps**

city, outside of, read about, way to live, not as crowded, middle, but it's an attractive town, pretty much, that anybody

**Exercise 2.** *Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)*

fired, of that war, read about (i)n, so that you, crime rate, to look at, at this point, at that time, not terribly, that was, they got for, that we live in, that you need, department, neighborhood

**Exercise 3.** *Vowel and consonant omission*

and then, two hundred and seven, seventy five, and one town, read about in, and I'm, wonderful, twenty five, hundred thousand, and land is, department, every kind of

### Text 2. Greenwood (Robert)

#### Tasks

1. *Practice flaps, glottal sounds and words with vowel and consonant omission.*
2. *Study the questions to the text.*
3. *Translate the key words. Practice the pronunciation of the key-words.*
4. *Make suggestions about the content of the text not listening to it.*
5. *Listen to the text twice and answer the questions.*
6. *Retell the text as if you were:*  
*ordinary citizen of Greenwood;*  
*Mayor of Greenwood;*  
*university professor of Economy;*  
*potential investor;*  
*American Federal government member;*
7. Make up dialogs between:  
 ordinary citizens discussing problems of low wages and housing;  
 members of the City Council discussing the situation in Greenwood;  
 representative of one of the Greenwood companies and potential investor;  
 business people of Greenwood discussing perspectives of their business;  
 a citizen of Greenwood and a citizen of you native town speaking about their native place

#### Key-words

- |     |                            |     |                         |
|-----|----------------------------|-----|-------------------------|
| 1)  |                            | 14) | to design;              |
| 2)  | county;                    | 15) | to employ, unemployment |
| 3)  | approximately;             |     | rate;                   |
| 4)  | council;                   | 16) | to locate;              |
| 5)  | rural, Ant. – urban;       | 17) | to cater to smb.;       |
| 6)  | reverse (n);               | 18) | runway capacity;        |
| 7)  | downtown, Ant. – suburbs;  | 19) | jet, passenger~;        |
| 8)  | fluent;                    | 20) | repairs (n);            |
| 9)  | to have international      | 21) | to get smth. down;      |
|     | appeal;                    | 22) | housing stock;          |
| 10) | to do business on the      | 23) | hi-tech;                |
|     | international/local scale; | 24) | to lag behind           |
| 11) | stove;                     |     |                         |
| 12) | refrigerator (frig);       |     |                         |
| 13) | range, home~,              |     |                         |
|     | commercial~;               |     |                         |

#### Questions

1. How big is the population of Greenwood, the county and the total population in that area? How big is the area?
2. Who runs the town?

3. Why is Greenwood the reverse of Blagoveschensk?
4. Are there any companies in Greenwood? How do they do business? Who are their partners?
5. What do these companies produce?
6. Are there any other organizations that employ people? How many people do they employ?
7. What is the employment situation in Greenwood? How do they try to solve the problem?
8. When was the airport developed? What is its runway capacity? What type of work do they do there?
9. What is the housing situation in Greenwood? Why did it develop?
10. What is the situation with hi-tech in Greenwood?

### Phonetic exercises

#### Exercise 1. Flaps

city, it is, about another, total, forty, what is here, out in the suburbs, that is, a lot of, refrigerators, hospital, medical, university, beautiful, little, get industry, sort of, cater, but it's, capacity, that are going to be, quality

**Exercise 2.** *Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)*

about forty, in that particular, about eleven, about eight, it has, about three, unemployment rate, very hard, airport, jet, investment back into

**Exercise 3.** *Vowel and consonant omission*

twenty, thousand people, county, approximately, and city, and most people, international, medical center, and require, investment

### 544 Модуль 7. The USA

545 **Практические занятия - 8 час.**

546 **Самостоятельная работа – 16 час.**

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549 **The USA**

550 **Texts:**

551 **Part 1. Government. Tasks: 1,2,3 p.112.**

552 **Part 2. Economy. Tasks: 1,2,3 p.113.**

553 **Part 3. American people. Tasks: 1,2,3 p.114.**

554 **Vocabulary exercises 1– 8 p.117-122**

555 **Communicative exercises 1-3. p.122 - 123**

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**Аудирование. Health service p. 34-44**

**Phonetic exercises p. 36, 37, 38, 39, 40, 41**

**Vocabulary exercises p. 42-44**

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#### 556 Интернет-ресурсы

557 Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX

#### 558 Pre-reading questions

559 1. Which continent does the US occupy? Are there any American lands located distantly from where most of the US territories are? What are these lands? 2. Which countries does the US border? 3. Describe land and water resources of the US. 4. What can you say about climate variations in the US? 5. Who was the first American president? What are the most famous presidents? 6. What are they famous for? Who is the current president? 7. How many states are there in the US? What are the states you have most frequently heard of? What are the cities you have most frequently heard of?

### 560 The United States of America

#### 561 Government

562 In 1776, the thirteen weak British colonies came together, stood up, and told that from now on they would be free and independent states. The British were neither impressed nor amused, and a bitter seven-year Revolutionary war followed. A new republic was founded, turning into reality the dreams and ideals of a few political philosophers. The former colonies, now “the United States of America,” first operated under an agreement called the articles of Confederation (1781). This loose agreement was not working well. The central, federal government was too weak, with too few powers for defense, trade and taxation. In 1787, delegates from the states met in Philadelphia and wrote a completely new document, the Constitution, which after much argument, debate, and compromise was finished in the same year and officially adopted in 1789.

563 The Constitution sets three separate branches, each one having powers (“checks and balances”) over the others. The ultimate power under the Constitution is not given to the President (the executive branch), or to the Congress (the legislative branch), or to the Supreme Court (the judicial branch).

564 The Constitution has been repeatedly amended to meet the changing needs of the nation. The first ten Constitutional Amendments are known as the Bill of Rights (1791). They are considered to be the fundamental rights of any American. Among these rights are the freedom of religion, speeches, and the press, the right of peaceful assembly, and the right to petition the government to correct wrongs. Other rights guarded the citizens against unreasonable searches, arrests, and seizures of property, and established a system of justice guaranteeing orderly legal procedures. All these are seen as the natural “inalienable” rights of every American.

565 American governmental system comprises federal, state, county, and local levels. One of the basic principles at all levels of American government is “one person, one vote.”

566 Congress is made up of the Senate and the House of Representatives. There are 100 Senators, two from each state. One third of the Senators are elected every two years for six-year terms of office. The House has 435 members elected every two years for two-year terms. They represent the population of “congressional districts” into which each state is divided. The number of representatives from each state is based upon its population. For instance, California with the largest population has 52 Representatives while Delaware has only one.

567 The President of the US is elected directly by voters (as Senators and Representatives) every four years to a four-year term of office with no more than two full terms allowed. In any case, the President’s policies (proposals and programs, treaties, declaring war etc) must be approved by the House of Representatives and the Senate before they are up and running. In domestic as well as foreign affairs the President can seldom count upon the automatic support of Congress. Therefore



he must be able to convince the Representatives and Senators of his point of view. He must bargain and compromise.

568 Within the executive branch, there are a number of executive departments (currently – of State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, and Veteran Affairs. The head of each department (called Secretary) is appointed by the President with the Senate's approval. None of these Secretaries can be serving in Congress or in other part of the government. They are Presidential assistants and advisers – “the President's Cabinet.”

569 There has always been a battle between federal and states' rights because of traditional American distrust of a too powerful central government. The US Constitution limits the federal government to only very specific powers (e.g. the FBI is limited to handling very few federal crimes, for instance kidnapping). The federal government sets laws concerning working conditions, transportation, wages, and working hours, environmental protection laws and equal employment laws (which are among the strictest in the world!).

570 Each state has its own state police and its own criminal laws, marriage and divorce laws, driving laws and licenses, drinking laws and voting procedures. Each city has its own police force. Neither the President nor the governor of the state has direct power over it. Other areas which are also concerns of cities, towns and villages are opening and closing hours for stores, street and road repairs, architectural laws, exercising censorship of books, newspapers, magazines and films, and other regulations. Most states and some cities have their own income taxes, laws on owning a gun, laws about drug use, capital punishment (36 states have death penalty while other 14 do not), abortion, and homosexuality.

#### 571 **Tasks**

572 1. Read and translate the text; 2. Give the summary of the text; 3. Retell the text as if you were: 1) a politician/representative; 2) the President of the US; 3) the Senator; 4) a member of “the President's Cabinet”.

### 573

#### 574 **Economy**

575 Today with only about 5 % of the world's population and 6 percent of its land area, the US produces around 25 percent of the world's industrial products, agricultural goods, and services retaining the largest share of the world market. Its gross national product (GNP) has more than tripled since the end of the Second World War. America remains the world leader in many areas, for instance, biochemical and genetic engineering, airspace research and development, communications, computer and information services, and similar high-technology (hi-tech) fields. In such areas American companies are faced with intense competition. Similarly, many countries now have their own silicon valleys, but the first and biggest computer research and production area is still Silicon Valley, near San Francisco, where some 4,000 hi-tech firms are located.

576 Having less than 2 percent of America's total population involved the US is also the world's leading agricultural nation. It is the biggest supplier of grains growing wheat, corn (maize), cotton, oats and sorghum. American farmers and ranchers account for 14 percent of the world dairy products, 17 % of meats, 27 % of vegetable fats and oils, and 53 % of soybeans.

577 America's economic vitality, spirit of enterprise and initiative, constant willingness to experiment and find new solutions to old problems have played an important role. American government has always encouraged citizens to vigorously pursue their economic interests.

578 More than half of all working Americans are in white-collar jobs. Over 15 million Americans own their own businesses and more than three times that number are part-owners of businesses and industries through stock. American blue-collar worker is among the highest paid in the world.

#### 579 **Vocabulary**

580 1) weak – (Ant. – strong) слабый

581 2) agreement – ( to operate under ~, loose ~) договоренность, соглашение

- 582 3) to defend – защищать, defense – защита;
- 583 4) to tax – облагать налогом, taxes (n) - налоги, taxation - налогообложение
- 584 5) former – (Ant. – latter) бывший
- 585 6) to adopt (a document/the Constitution) – принять (документ, конституцию)
- 586 7) branch – ветвь, legislative ~ – законодательная, executive~ – исполнительная, judicial ~ – судебная;
- 587 8) “checks and balances” – система сдерживания и противовесов
- 588 9) ultimate – максимальный/последний/конечный
- 589 10) supreme – верховный, ~ Court, ~ Law
- 590 11) to amend – вносить поправку, amendment – поправка
- 591 12) to guard against smb./smth – защищать от, оберегать от
- 592 13) unreasonable searches – незаконный обыск
- 593 14) to seize, seizures of property – опись имущества
- 594 15) to establish a system of smth./rules and regulations etc. – установить систему правил, положений и т.д.
- 595 16) inalienable – неотъемлемый
- 596 17) to comprise – составлять, включать в себя
- 597 18) county – округ
- 598 19) vote (v, n) – голосовать/голос, voter – избиратель
- 599 20) term – срок/условие (напр. контракта)
- 600 21) instance, for instance – например
- 601 22) to propose – предлагать, proposal – предложение
- 602 23) treaty – соглашение, договор
- 603 24) to approve – (approval) одобрять
- 604 25) to be up and running – продолжать работать/функционировать
- 605 26) affairs – дела, domestic~ – внутренние дела, foreign~ – международные отношения
- 606 27) to convince – (Syn. – to assure, to persuade) убеждать/уверять
- 607 28) to bargain – (bargain (n)) заключить сделку/договориться/торговаться
- 608 29) to appoint – (appointment) назначать
- 609 30) to trust – (trust (n), distrust, trustful, trustworthy) доверять
- 610 31) to kidnap – (kidnapping) похищать
- 611 32) to handle a problem/a crime/ a case – рассматривать проблему и т. д.
- 612 33) to exercise censorship – применять цензуру
- 613 34) income tax – подоходный налог
- 614 35) capital punishment = death penalty – смертная казнь

### 615 Reading Comprehension and Vocabulary Exercises

616 **Exercise 1.** Give the Russian for the following:

617 Part 1

618 1) turning into reality the dreams and ideas; 2) the articles of Confederation; 3) after much argument, debate, and compromise; 4) ultimate power; 5) has been repeatedly amended; 6) the Bill of Rights; 7) to meet the changing needs; 8) fundamental rights; 9) freedom of religion, speeches, press, and peaceful assembly; 10) natural, “inalienable” rights; 11) the House of Representatives; 12) for six-year terms of office; 13) to declare war; 14) department of State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, Health and Human Services, Housing and Urban Development, Transportation, Energy, Education, and Veteran Affairs; 15) street and road repairs; 16) driving laws and licenses; 17) drinking laws; 18) laws on owning a gun

619 Part 2

620 1) has more than tripled; 2) genetic engineering; 3) airspace research and development; 4) computer and information services; 5) to be faced with intense competition; 6) hi-tech fields;

7) Silicon Valley; 8) farmers account for 14 % of; 9) spirit of enterprise; 10) to vigorously pursue economic interests; 11) part-owner; 12) white-collar jobs; 13) blue-collar worker

621 **Exercise 2.** Give the English for the following:

622 1) бывшие слабые колонии; 2) свободное и независимое государство; 3) направлять петицию правительству с требованием устранить ошибки; 4) система правосудия, гарантирующая должное соблюдение юридических процедур; 5) неотъемлемые права; 6) один человек – один голос; 7) избирательный участок при выборах членов конгресса; 8) избираться непосредственно теми, кто имеет право голоса; 9) министр иностранных дел, министр внутренних дел; 10) с одобрения Конгресса; 11) собрание акционеров; 12) совладелец; 13) считать кого-либо принадлежащим какой-либо группе; 14) в этом смысле; 15) быть по существу точным.

623 **Exercise 3.** Answer the questions:

624 1. When and why did the seven-year Revolution start? 2. What was the result of it? 3. When was the American Constitution adopted? 4. What does the Constitution set? 5. What was the name of the first ten Constitutional Amendments? What are they considered to be?

625 **Exercise 4.** Paraphrase the sentences using the active vocabulary:

626 1. People in democratic countries have a certain number of freedoms that can not be taken away.

627 2. This problem is very important for our government. 3. American farmers produce more than 20 per cent of the world's agricultural goods. 4. What is the name of American ex- president?

628 5. Hi-tech and other fields are vital for the US economy. 6. American Congress includes such executive branches as the Senate and the House of Representatives.

629 **Exercise 5.** Find opposite sentences:

630 1. The company has stopped functioning again. 2. It's unnecessary to know the history of your native place. 3. A lot of nationalities are separated within the US. 4. Hispanics, Indians and Afro-Americans are the main majorities in the USA. 5. It is a correct idea of the structure of Russian government. 6. He dissuaded them from the necessity of doing this. 7. He started smoking several years ago. 8. The workers of this enterprise are happy when their salaries are delayed.

631 9. The law having been discussed was rejected by the government. 10. A new senator was fired yesterday morning.

632 **Exercise 6.** Insert words from the active vocabulary:

633 1. It's impossible to ... this illness. 2. He works in Foreign ... Department. 3. What is your religious ...? 4. The President of the US is elected directly by ... every four years to a four-year ... of office. 5. They've made a ... on favorable terms. 6. What is your ...? – My grandparents come from Ireland. 7. The ... is responsible to make laws while the ... does everything to enforce them. 8. Mass media can not publish and say whatever they want because the government ... strictly. 9. The extreme penalty in this country is ... . 10. American producers ... all the world with modern computers and their inputs.

634 **Exercise 7.** Translate the following sentences into English:

635 1. На днях Конгресс внес поправку в закон об неотъемлемых правах граждан. 2. Соединенные штаты представляют собой многонациональное государство, состоящее большей частью из иммигрантов. 3. Сельское хозяйство – одна из наиболее развитых сфер экономики США. На её долю приходится около 25 % от всего производства страны. 4. Сегодня в их квартире были произведены незаконный обыск и опись всего имущества. 5. Последняя перепись населения показала, что в нашей стране имеется тенденция к урбанизации. 6. У вас есть какие-либо видимые причины к принятию таких мер? 7. Данный договор включает в себя несколько пунктов. 8. Менеджер был уволен из компании, так как преследовал только свои интересы. 9. Какую религию вы исповедуете? (Какова ваша религиозная принадлежность?) 10. История этого народа уходит корнями в далекое прошлое.

636 Communicative Exercises

637 **Exercise 1.** *React to the statements using the phrases of agreement and disagreement in the form of situations of 5-7 sentences:*

638 1. The division of powers into three branches is universal. 2. American people have a lot of rights and freedoms. 3. In democratic countries there are no unreasonable searches, arrests and seizures of property. 4. American states have much more power than Russian regions. 5. Two-Houses Parliament is characteristic both of the USA and Russia. 6. American and Russian presidents can count upon the automatic support of their parliaments. 7. The division of federal and local powers is very strict both in America and Russia. 8. The US is the leader of the world economy. 9. There are some typical features of American character that help survive intense competition.

639 **Exercise 2.** *Act out dialogs between an American and a Russian person discussing:*

640 1. American and Russian national characteristics. 2. Differences of the notions “nation” and “nationality”. 3. Federal and state/regional powers. 4. Political systems and problems. 5. Economic systems and problems.

### Аудирование Cities and towns Text 3 (Jake)

#### Tasks

1. *Practice flaps, glottal sounds and words with vowel and consonant omission.*
2. *Study the questions.*
3. *Translate the key words. Practice the pronunciation of the key words.*
4. *Make suggestions about the content of the text not listening to it.*
5. *Listen to the text twice and answer the questions.*
6. *Retell the text as if you were:*
  - a person, planning his/her vacation;*
  - a person, who has just come back from the tour across the US;*
  - a travel agent, advertising various gorgeous trips;*
  - a person dissatisfied with his/her trip*
7. *Make up dialogs between:*
  - a husband and a wife planning their vacation;*
  - a clerk of the travel agency and a client;*
  - two kinds, who don't like their parents' choice of the place for spending their vacation;*
  - a married couple wanting to change the climate zone*

#### Key-words

- |                         |                  |
|-------------------------|------------------|
| 1)                      |                  |
| 2) spot;                | 10) sea shells;  |
| 3) to move around smth; | 11) surface;     |
| 4) vacation;            | 12) gorgeous;    |
| 5) scenic attractions;  | 13) rugged;      |
| 6) Daytona;             | 14) picturesque; |
| 7) Miyamae;             | 15) sand dunes   |
| 8) the Golf side;       |                  |
| 9) abundance;           |                  |

#### Questions

1. What can a tourist visit in Washington D.C.?
2. Why is it easy to move around Washington?
3. What possibility can you have in the White House?
4. Which spot can you visit in Arizona? What is the climate there?
5. What is Florida famous for?

6. What is the climate on the Golf side?
7. Where is High Way One situated?
8. Alaska is boring for Jake isn't it?
9. What is Michigan famous for? What can you do there?

### Phonetic exercises

#### Exercise 1. Flaps

quite a few, get on, the White (H)ouse, I don't know, be able to, possibility, enjoyed our, beautiful, to visit if, water, right in, guide I, great interest

#### Exercise 2. Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)

would, should go, to visit, sight, at least, that you, meet Bill Clinton, or not, but, great vacation, desert, think, trip, picturesque

#### Exercise 3. Vowel and consonant omission

interesting, and history, around, want to go, and you, and all, probably, all of Washington, Grand Canyon, Painted Desert, scenery, wonderful

### Text 4 (Jake)

#### Tasks

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions to the text.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the texts twice and answer the questions.
6. Retell the texts as if you were:
  - a director of a hotel in Disney World;
  - a director of a hotel in Disney Land;
  - a travel agent;
  - a person admiring his/her trip;
  - a person dissatisfied with his/her trip;
7. Make up dialogs between:
  - children discussing parents' plans for summer vacation;
  - husband and wife planing the honey moon;
  - authorities discussing the development of tourism in the country;
  - people sharing their impressions about a trip;
  - a travel agent and a person planning a trip.

#### Key-words

- |   |                           |
|---|---------------------------|
| 1)  | 11) sand;                 |
| 2) wonderland;  | 12) scuba diving;         |
| 3) the Great lakes (the Superior, the Ontario, the Erie); | 13) aquatic surroundings; |
| 4) trailer;   | 14) theme park;           |
| 5) flexibility;   | 15) authentic;            |
| 6) expense;   | 16) sample (v);           |
| 7) to fit;  | 17) EPCOT center;         |
| 8) parking lot;   | 18) rent (v), car rental. |
| 9) ride (n, v);   |                           |
| 10) wave machine;   |                           |

#### Questions

1.

2. Why is tourism the largest industry in Michigan?
3. What is Jake's preferable way of traveling?
4. What is the biggest expense of traveling?
5. How much does it cost you to stay in a hotel and motel?
6. Do all travelers stay in hotels and motels?
7. Where do many American people go to in winter and why?
8. What is the difference of climate on the Golf side and the Atlantic side?
9. What are the differences between Disney World and Disney Land?
10. What is Disney World?
11. What is Typhoon Lagoon? What can you do there?
12. What is EPCOT center? What can you see there?
13. What vacation do most American families have?
14. What way of traveling would Jake prefer if it were not for the cost?
15. Is it very expensive to rent a car?

### Phonetic exercises

#### Exercise 1. Flaps

water, a lot of, activity, part of it, automobile, flexibility, forty, Florida, see it all, get out in, aquatic

#### Exercise 2. Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)

the Great lakes, lake, part of it, but, it can cost, state, Atlantic, but we do, a lot larger, different rides, about two, within the park, paid, it wasn't, would prefer

#### Exercise 3. Vowel and consonant omission

wonderland, the largest industry, depending, you want, seventy, winter, Atlantic, of course, amusement park, and you, center, represented, most businesses, it wasn't, rentals

### 641 *Модуль 8. Travelling*

642 **Практические занятия -12 час**

643 **Самостоятельная работа – 16 час.**

#### 644 **Литература:**

645 1. Let's speak English together [Текст]: учеб. пособие для студентов 1-2 курсов неязыковых спец. ун-тов / С. В. Андросова [и др.]. - Благовещенск : Изд-во Амур. гос. ун-та, 2007 (эл. вар. file://10.4.1.254/DigitalLibrary/AmurSU\_Edition/3046.pdf). - 138 с.

646 **Texts:**

647 Part 1. "Attitudes to nowadays' Britain" p. 89-91. Tasks: 1,2,3 p. 92.

648 Part 2. "Peculiarities of British Life." p. 92-95. Tasks: 1,2,3 p. 95.

649 **Vocabulary exercises 1– 8 p. 98-108**

650 **Communicative exercises 1-2 p. 108-109**

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**Аудирование. Travelling p. 98-101**

**Phonetic exercises p. 99, 101**

## Discussion p. 112

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## Transportation in the US

### *Waterways*

From the earliest days up until the railroad became dominant after the Civil War, travel by water was the favorite means of transportation for both passengers and freight. It is no accident that most of America's largest cities first grew around ocean harbors, along rivers, or later, by canals. "Downtown" once meant exactly that: down where the ground was the lowest, near the harbor docks or by the river where the first houses and buildings were constructed. The Americans had a great advantage when it came to boats and ships, whether for the inland waterways or the oceans. From 1820 until the Civil War, the United States was the leading maritime nation.

The greatest achievement of American merchant shipbuilding was the clipper. The first true clipper ships were built in the mid-1840s, these ships traveled very fast. The three decades before the Civil War saw the domination of merchant shipping by American clippers. But the era of the steamship soon put an end to this romantic period of fast and elegant wooden sailing ships. The first commercially successful steamboat in the world was Robert Fulton's *Clermont*, which appeared on the Hudson River in New York in 1807. Steamboats were an important means of transportation which helped to expand the frontier further and further west. Canals also did a great deal to open up the interior of America, to take settlers and immigrants to new areas, to carry their farm goods to city markets, to move freight at low cost, and to transport manufactured products and materials.

### *Railroads*

As early as 1833, a railroad in South Carolina and Georgia was running trains over a route of more than 200 km, the longest in the world at that time. Because of greater speed and directness, the railroad was beginning to win out over the steamboat. Trains could go where boats and ships could not. This was especially important west of the Mississippi, where there were fewer large rivers. The government supported many railroads by giving them land for building tracks and lending them money at a low rate of interest. Millions of immigrants reached the new territories with the help of the railroads. Later, trains transported the goods they produced. Fresh meat, fruits, and vegetables could be transported more quickly. As a consequence, food became less expensive in the urban areas. The materials needed for constructing railroads stimulated the iron and steel industries.

While the early decades of the 20<sup>th</sup> century were the "golden age" of the railroads in America, their significance for passenger service has declined since then. In 1971, Congress created Amtrak, the National Railroad Passenger Corporation, to provide a balanced transportation system by developing and improving intercity rail passenger service. Compared with railroad passenger transport in Germany, France or Britain, however, Amtrak is of relatively little importance. The Amtrak system works best and most profitably in densely populated areas where distances are short and getting to and from airports is convenient and expensive. On the longer distances, Amtrak has a hard time competing with the airplane. Freight trains, by contrast, are still very important, especially for the transportation of 'bulk goods' such as coal or grain. And, after many problems in the 1980s, the largest railroads are now much more competitive. In fact, when measured by tons carried per mile, the railroads transport 37 percent of all American freight compared with about 27 percent for

trucks (and 16 percent of freight on inland waterways). Trains are now both cheaper and more efficient than trucks.

### *The Car Culture*

America B. C. (Before the Car) was a much different place than it was after all those Fords and Chevys became available to millions of Americans. Soon the average “man next door”, and his teenage son and daughter as well as his wife, could afford a car. Figures show that the United States has developed an enormous modern transportation system, an extensive network of roads and highways which enables Americans to travel freely and comfortably wherever they want without having to give up their independence, consult timetables, or wait for connections. For example, the American interstate highway system – the non-stop, interconnected “motorways” – stretches for over 72,000 km. In the U. S. there are more cars and trucks and buses per person than anywhere else.

One could easily reach the conclusion that America is one big parking lot, clogged by cars and trucks, stinking of exhaust, covered by concrete, and marred by service stations. Such images, however, are highly misleading. Urban areas in the United States, towns and cities, large and small, only take up less than 2 percent of the country’s total land area. It is sometimes forgotten that in the U. S. today – a country over 30 times the size of Italy and over 40 times that of the United Kingdom – one third of the land is still covered by forests.

Public, state-supported mass transportation systems – buses, commuter trains, streetcars, subways – only make sense in economic and practical terms for those parts of the U. S. that are densely settled. For example, 53 percent of all New Yorkers use the mass transit, public transportation system. Cities such as Chicago, Boston, Washington D. C., Philadelphia, and San Francisco are also examples of cities where public transportation plays an important role. Experience has shown, however, that many people still prefer to go by car, and would continue to do so, even if public transportation were more readily available and less expensive.

The most extensive and one of the least expensive means of transportation in America is the bus. Both city traffic and intercity transportation are largely provided by bus companies, public and private. Intercity and suburban bus companies operate between some 15,000 cities, towns, and villages. America’s intercity buses transport more than 350 million passengers every year, more than Amtrak and all airlines combined. This cheap way to cover long distances in the U. S. is used by many American and foreign travelers.

Americans started relatively early giving thought to the problems caused by cars. In the 1950s, some cities began to ban cars from their central shopping areas. So-called malls were built within cities, changing traffic-filled streets to areas reserved for pedestrians, landscaped with grass, flowers and trees. Many universities forbid students to have cars on campus, unless, of course, they are handicapped. Programs such as car-pooling or “share-the-ride” and “park-’n-ride” are also common approaches.

In most U. S. states the national speed limit of 55 mph (about 88 km/h) is in effect, but outside a several kilometer radius of larger cities, a speed limit of 65 mph (about 104 km/h) is allowed on major rural interstate highways. Some Americans, of course, always try to go just a little bit faster, but overall, most adhere to speed limits. This general acceptance is helped along by the police, who strictly enforce speed limits in and outside the cities. Studies show that there is less pollution at lower speeds, gas is saved, and, perhaps most importantly, there are fewer lives lost. Americans are sometimes surprised to learn that they have a reputation of being polite and courteous drivers. Much tougher drinking-and-driving laws in many states have meant that in some areas traffic deaths have dropped as much as 30 percent in one year. There are very strict laws, rigidly enforced, for protecting school children. Children have special crossing areas and school zones in which the



maximum speed limits for cars are usually from 5 to 15 mph (8 to 44 km/h). American courts have little sympathy for those who speed near school zones or pass school buses as children are getting out. Automatic fines of up to \$500 for first-time offenders are not uncommon.

### Tasks

1. Read the text for detailed understanding. Translate the following paragraphs of the text: 1, 2, 4, 7.
2. Give the summary of the text
3. Retell the text as if you were:
  - 1) a Russian tourist in America;
  - 2) an American who likes to travel;
  - 3) a driver;
  - 4) the head of the bus company.

### Vocabulary

- |   |   |                   |
|---|---|-------------------|
| 1)  |   |                   |
| 2) to become dominant – стать преобладающим   |   | перевозить товары |
| 3) means of transportation – транспортные средства  | 21) urban areas – городские территории  |                   |
| 4) to grow around – возникать возле   | 22) to stimulate the iron and steel industries – стимулировать развитие металлургической и сталелитейной промышленности         |                   |
| 5) harbor – гавань (порт)   | 23) to provide a balanced transportation system – обеспечивать сбалансированную систему транспорта                              |                   |
| 6) downtown – центр города  | 24) to improve intercity rail passenger service – улучшать услуги в сфере междугородних перевозок пассажиров по железной дороге |                   |
| 7) inland waterways – внутренние водные пути  | 25) to work profitably – работать прибыльно   |                   |
| 8) maritime nation – морская нация  | 26) densely populated (densely settled) areas – густонаселенные территории  |                   |
| 9) clipper – клипер   | 27) bulk goods – товары, перевозимые крупными партиями  |                   |
| 10) merchant shipping – торговый флот   | 28) competitive, efficient – конкурентоспособный, эффективный   |                   |
| 11) steamship – пароход   | 29) an extensive network of roads and highways – разветвленная система дорог и скоростных шоссе                                 |                   |
| 12) to expand the frontier – расширять границу  | 30) to consult timetables – сверяться с расписанием   |                   |
| 13) to open up the interior – открывать внутренние районы страны                                | 31) interconnected “motorways” – взаимосвязанные автострады   |                   |
| 14) freight – груз/товарный поезд, to move ~ at low cost – перевозить грузы по низкой стоимости | 32) parking lot – стоянка   |                   |
| 15) manufactured products – промышленные товары   | 33) clogged by cars – забитый (переполненный) машинами  |                   |
| 16) to run trains over a route of – направлять поезда по маршруту                               |   |                   |
| 17) to win out over – одерживать верх над   |   |                   |
| 18) to give smb. land for building tracks – давать землю для строительства железной дороги      |   |                   |
| 19) a low rate of interest – низкая процентная ставка   |   |                   |
| 20) to transport the goods –  |   |                   |

- 34) marred by service stations – испорченный обилием станций техобслуживания
- 35) take up – занимать
- 36) commuter trains – пригородные поезда
- 37) subway – метро
- 38) suburban bus companies – компании пригородного автобусного сообщения
- 39) to ban – запрещать
- 40) mall – торговый центр
- 41) traffic-filled streets – переполненные транспортом улицы
- 42) pedestrians – пешеходы
- 43) handicapped (Syn. disabled, physically challenged) – инвалиды
- 44) car-pool/car pooling – автомобильный пул (для поездок на работу): группа автовладельцев-соседей, живущих в пригороде, каждый из которых по очереди возит

- остальных на работу на своей машине.
- 45) adhere to speed limits – подчиняться ограничению скорости
- 46) enforce speed limits in and outside the cities – заставлять соблюдать ограничение скорости в городах и за их пределами
- 47) pollution, to pollute – загрязнение, загрязнять
- 48) tougher drinking-and-driving laws – более жесткие законы о вождении в нетрезвом виде
- 49) crossing areas – пешеходные переходы
- 50) speed (v, n) – превышать скорость, скорость
- 51) automatic fines – автоматические штрафы
- 52) first-time offenders – правонарушители, совершившие преступление впервые

### Reading Comprehension and Vocabulary Exercises

#### Exercise 1. Give the English for:

- 1) несчастливо; 2) строиться; 3) преимущество; 4) десятилетие; 5) быстрые и элегантные суда; 6) коммерчески успешный; 7) городские рынки; 8) железная дорога; 9) иметь преимущество над; 10) менее дорогой; 11) обычный парень, живущий по соседству; 12) позволить себе машину; 13) отказываться от независимости; 14) покрытая лесом; 15) государственная система транспорта; 16) в основном обеспечиваются автобусными компаниями; 17) дешевый способ преодолеть большое расстояние; 18) пешеходные зоны; 19) запрещать студентам пользоваться машинами на территории университета; 20) они имеют репутацию вежливых водителей; 21) американские суды; 22) стали доступны миллионам американцев; 23) думать о проблемах; 24) городской транспорт; 25) бензин экономится; 26) давать взаймы деньги.

#### Exercise 2. Give the Russian for:

- 1) up until; 2) the Civil War; 3) travel by water; 4) to move freight; 5) harbor docks; 6) when it came to; 7) the greatest achievement; 8) further and further west; 9) a great deal; 10) settlers and immigrants; 11) to produce goods; 12) as a consequence; 13) significance; 14) the National Railroad Passenger Corporation; 15) relatively little importance; 16) convenient and expensive; 17) has a hard time; 18) measured by tons carried per mile; 19) trucks; 20) an enormous modern transportation system; 21) wait for connections; 22) stretches for over; 23) reach the conclusion; 24) stinking of exhaust; 25) covered by concrete; 26) 30 times the size of Italy; 27) in economic and practical terms; 28) the most extensive; 29) central shopping areas; 30) landscaped with grass, flowers and trees; 31) common approaches; 32) major rural interstate highways; 33) this general acceptance is helped along by the police.

#### Exercise 3. Answer the questions to the texts:

- When was travel by water the favorite means of transportation for passengers and freight?
- What did “downtown” mean once?
- The US was the leading maritime nation, wasn't it? Why?

4. How successful was the US as far as shipbuilding and traveling by water?
5. What was good about clippers? Why did steamships put an end to the period of clippers?
6. How important are canals for America?
7. Why did the railroad begin to win out over the steamboat?
8. How did the government support many railroads?
9. What did the railroads stimulate?
10. The significance of the railroads has increased, hasn't it?
11. What was the purpose of creating Amtrak? How important is it compared to railroad passenger transport in Europe?
12. Where does the system of Amtrak work best?
13. In what sphere is railroad still very important? Why?
14. How available are cars in modern America?
15. What enables Americans to travel freely and comfortably?
16. What are the advantages of traveling by car?
17. How can you characterize American interstate highway system?
18. What is one of the misleading images of America connected with cars? What is the real situation there?
19. What does public mass transportation system include? Where does it make sense? What cities are given as examples? Do all people prefer public transport in such cities?
20. What is the most extensive means of transportation in the US? What transportation is provided by bus companies? What companies are involved?
21. Where do bus companies operate? How many passengers a year do they take?
22. What measures were taken to solve problems caused by cars in shopping areas?
23. What did universities do to help solve the problem? What other programs were suggested?
24. What are American laws concerning speed limits? Do American drivers often break these limits? Who helps enforce them in and outside the cities?
25. What are the positive results of speed limits?
26. What reputation do American drivers have?
27. Why have traffic deaths dropped?
28. How do laws protect children?
29. What is American courts' attitude to those who speed near school zones?

**Exercise 4.** Ask questions to match the following answers. Think of all possible variants:

1. A: ...?  
B: Yes, it did. It happened after the Civil War
2. A: ...?  
B: They grew around ocean harbors and along rivers.
3. A: ...?  
B: It was "Clermont".
4. A: ...?  
B: It happened because of greater speed and directness.
5. A: ...?  
B: Millions of immigrants reached the new territories.
6. A: ...?  
B: They gave land and lent money at low interest rate.
7. A: ...?  
B: It was done to provide a balanced transportation system.
8. A: ...?  
B: I think, for over 72, 000 km.
9. A: ...?  
B: Only in densely populated areas.
10. A: ...?

B: Car-pooling or “share-the-ride” and “park-’n-ride”.

11. A:...?

B: From central shopping areas, on university campus and in school zones.

**Exercise 5.** *Insert prepositions where necessary:*

1. Most ... America’s largest cities first grew ... ocean harbors and ... rivers.
2. The first commercially successful steamboat in the world appeared ... the Hudson . River ... New York.
3. Police strictly enforce speed limits ... and ... the cities.
4. This system works best and most profitably ... densely populated areas.
5. The Americans had a great advantage when it came ...boats and ships.
6. Many universities forbid ... students to have cars ... campus.
7. This railroad is running trains ... a route ... more than 200 km.
8. Most ... Americans adhere ...speed limits.
9. Compared ...railroad passenger transport ...other countries, this company is ... relatively little importance.
10. Fords and Chevys became available ... millions ... Americans.
11. This extensive network ... roads and highways enables ... Americans to travel freely and comfortably wherever they want.
12. The significance ... railroad ...passenger service has declined since the early decades of the 20-th century.
13. The materials needed ...constructing ...railroads stimulated many industries.
14. Many people think that America is one big parking lot, clogged ...cars and trucks, covered ... concrete.
15. Afterwards the railroad began to win ... ... the steamboat.
16. Urban areas in the United States take ... less than 2 percent ...the country’s total land area.
17. Experience has shown that many people still prefer to go ... car.

**Exercise 6.** *Paraphrase the sentences using the active vocabulary:*

1. How do they move cargo within this area?
2. Rural areas occupy the largest part of this country.
3. Local authorities officially disallowed cars in that area.
4. This area is open to cyclists and walking people.
5. They moved the borders forward at an unprecedented rate at the end of the 19-th century.
6. Trains transport goods inexpensively.
7. The company is efficient on the world market.
8. There is a special library entrance for disabled people.
9. Anti smoking laws are very strict in some countries.
10. The banks are paying little percentage of deposited money to depositors now.
11. One of the main role of the police is to make sure that driving laws are obeyed.
12. Most drivers obey driving and drinking laws.
13. A lot of freight is moved along rivers inside the country.
14. This company transports products in large quantities all over the country.
15. Steamers replaced clippers.
16. They never start driving faster near school zones.
17. You should look at the schedule to see when the last train leaves.
18. There are too many cars in the area.
19. My beautiful table was spoiled by cigarette burns.
20. You can leave your car in a specialized area.
21. Gas makes air dirty.

**Exercise 7.** *Find the opposites:*

1. Steamers lost to clippers.

2. You can find many plants and factories downtown.
3. Public transport makes economic sense only in rural areas.
4. Many drivers do not obey laws limiting speed.
5. There are few cars in the area.
6. The ship is in the ocean now.
7. She is a recidivist.
8. Bus is gradually losing its leading position in the US.
9. American government has always done a lot to make the lands beyond the border inaccessible.
10. They transport small amount of products.
11. There are few people living in this region.
12. It is an intercity train.
13. They suffered losses.
14. Cycling is permitted in this part of the city.
15. There are many roads for pedestrians.
16. That beautiful landscape was improved by the large amount of gas stations.
17. Many cities and towns were destroyed around harbors and along rivers.
18. This type of car is meant for healthy individuals.
19. Are there many drivers in the street?
20. They are a land nation.
21. That bus company operates in the suburbs.

**Exercise 8.** *Insert the words from the vocabulary:*

1. It is very expensive to drive to work every day for people living in the suburbs. That is why automobile owners organized ... to take turns in driving several neighbors to work.
2. If the authorities of American states want to decrease the amount of car accidents they must ... and ....
3. In order to move freely from one city/town to another it is necessary to ....
4. Using ... you can avoid traffic jams.
5. Where am I to leave the car? There is no ...!
6. The air is ... by large amount of cars.
7. ... helps move quickly and freely across the US.
8. Drivers who speed near school zones pay large....
9. There are ... that move people downtown from suburbs.
10. It is easy to pay on the loan because of ....
11. They are a great ...: their merchant shipping is one of the largest in the world.
12. If the government wants its people to move freely within the country it must ....
13. The demand on goods made of metal is growing. This fact ....

**Exercise 9.** *Translate into English:*

1. Пароход стал преобладающим транспортным средством в Америке после Гражданской войны.
2. Многие люди предпочитают делать покупки в торговых центрах.
3. Если вы нарушите правила дорожного движения, вам придется заплатить штраф.
4. Строительство железной дороги стимулировало развитие многих отраслей промышленности.
5. Пароходы способствовали расширению границ страны, доставляя иммигрантов в новые районы, а также перевозя грузы по низкой стоимости.
6. Эта система общественного транспорта работает прибыльно только в густонаселенных территориях.
7. Система дорог и скоростных шоссе позволяет путешествовать свободно туда, куда вы хотите.
8. Существует ошибочная точка зрения, что Америка – это огромная стоянка, переполненная машинами.

9. В этом университете студентам запрещено оставлять машины на территории кампуса.
10. Работа городского транспорта и междугородние перевозки обеспечиваются многими государственными и частными компаниями.
11. Товарные поезда очень важны для перевозки так называемых основных грузов, таких как уголь и зерно.
12. Во многих городах автомобильное движение запрещено на центральных улицах.
13. Удивительно, что американцы имеют репутацию вежливых водителей.
14. Мы должны принять более жесткие законы о вождении в нетрезвом виде для защиты школьников.
15. Недавно он был оштрафован за нарушение правил об ограничении скорости.

### Communicative Exercises

**Exercise 1.** *Agree or disagree developing the following sentences into monologues of 5-7 sentences:*

1. Wooden ships have no future.
2. There is no economic sense in developing public transport in small towns.
3. Trains are the most popular for moving passengers and freight in Russia.
4. It is more logical to develop motorways and highways than railroad in the US.
5. It is enough to make tough driving law in order to decrease the amount of car accidents.
6. It's easy to get a driving license.
7. All drivers in the world are polite and courteous.

**Exercise 2.** *Use the vocabulary of the Unit to act out dialogs discussing:*

1. Advantages and disadvantages of traveling by ship, train, bus, and car.
2. Driving laws in your country and abroad.
3. Public transport at home and abroad.
4. Railroad system at home and abroad.
5. The system of motorways and highways and services for drivers at home and abroad.
6. Environmental problems connected with transport and ways of solving them at home and abroad.

**Exercise 3.** *Speak on:*

1. Advantages and disadvantages of different ways of traveling.
2. Difference between American and Russian transportation system.
3. Past, present and future of your favorite means of transport.

## Аудирование. Travelling Texts 1, 2 (Russell and Amanda)

### Tasks

1. *Practice flaps, glottal sounds and words with vowel and consonant omission.*
2. *Study the questions to the texts.*
3. *Translate the key-words. Practice the pronunciation of the key-words.*
4. *Make suggestions about the content of the texts not listening to them.*
5. *Listen to the texts twice and answer the questions.*
6. *Retell the texts as if you were:*  
*Amanda's sister from Europe;*  
*Russell's parents from Mexico;*  
*Amanda's/Russell's friend;*  
*a Mexican travel agent;*  
*Minister of transportation.*
7. *Make up dialogs between:*  
*Russell's parents;*  
*Russell and his parent;*  
*Amanda's sister and her husband;*

Amanda and her sister;  
Russell and Amanda

### Key-words

- |    |                                     |     |  |
|----|-------------------------------------|-----|--|
| 1) |                                     | 8)  | to take a nap;                           |
| 2) | rest area;                          | 9)  | to have an option between smth and smth; |
| 3) | further distance;                   | 10) | earn money;                              |
| 4) | safe;                               | 11) | millioner;                               |
| 5) | to figure out to manage a big trip; |     |  |
| 6) | romantic;                           |     |  |
| 7) | relax;                              |     |  |

### Practice the pronunciation of the following geographic names:

Mexico, Spain, Europe, Italy, Belgium, St. Petersburg, Moscow, Baikal

### Questions

1. Does Russell like to travel? Has he had a chance to travel much?
2. Where did he travel to?
3. What way of traveling does he prefer in Mexico? Why?
4. What way of traveling does he prefer in Russia?
5. What way of traveling does he prefer in the US?
6. Does Amanda enjoy traveling?
7. Where did they travel to in Mexico? What kind of transportation did they use?
8. How do they travel in the US?
9. Describe their trip to Europe.
10. What are Amanda's favorite ways to travel?

### Phonetic exercises

#### Exercise 1. Flaps

lotof, the Uniteded States, a little, Italy, opportunity, Petersburg, comfortable, that I miss, reading, out of town, cities, figure out a way, graduated, get up

**Exercise 2. Glottal consonants** (differentiate between voiceless implosives, voiced implosives and glottal burst)

Vietnm, I had, a lot, took, favorite way, that means, what we could see, it was, but we, felt like it was safe, visited Europe,

**Exercise 3. Vowel and consonant omission**

and then, and even, surrounding, don't go, weekendd,

### Text 3 (Canadian)

#### Tasks

1. Practice flaps, glottal sounds and words with vowel and consonant omission.
2. Study the questions to the text.
3. Translate the key-words. Practice the pronunciation of the key-words.
4. Make suggestions about the content of the text not listening to it.
5. Listen to the text twice and answer the questions.
6. Retell the text as if you were:  
the speaker's daughter;  
the girl whose nanny the speaker used to be;  
the mother of the girl;  
the speaker's husband;  
the speaker's mother.

7. *Make up dialogs between:*  
*the speaker's children;*  
*the speaker and her husband;*  
*the speaker and her mother;*  
*the speaker and her child;*  
*the speaker's husband and the child.*

### Key-words

- |    |                            |                           |
|----|----------------------------|---------------------------|
| 1) |                            |                           |
| 2) | nanny;                     | cruise ship;              |
| 3) | furniture;                 | oil tanker;               |
| 4) | priority;                  | to have the travel bug;   |
| 5) | firefighter, firefighting; | the seed has been planted |

### Questions

1. *Where was the speaker born and how old was she when she arrived in Canada?*
2. *How long did she decide to travel?*
3. *What job did she get first? Where?*
4. *Where did the family travel first? How much time did they spend there? How did the travel?*
5. *Which places did the family visit after that? When did they go to those places?*
6. *What kind of family joke do they have?*
7. *What are the speaker's husband's professions?*
8. *Where was the speaker's husband before she got to Russia and where will he go when she comes back? Where are they going to meet?*
9. *Where are they going next year?*
10. *What is traveling for this family?*

### Phonetic exercises

#### Exercise 1. Flaps

had a, decided, got a job, a lot of, fire fighter, firefighting

**Exercise 2.** *Glottal consonants (differentiate between voiceless implosives, voiced implosives and glottal burst)*

like, that, what we all do, recently, get back

**Exercise 3.** *Vowel and consonant omission*  
 spent six, don't have, family and I

#### Practice the pronunciation of the following geographic names

Cape Town, Botswana, Morocco, Venice, Hawaii, Amsterdam, Saudi Arabia, West Indies, Fiji, the Cook Island

### 3 семестр

#### 651 Модуль 9. Applying for a job

652 **Практические занятия -14 час**

653 **Самостоятельная работа – 16 час.**

1. Аванесян, Ж. Г. Английский язык для экономистов: учеб. пособие для студентов экон. специальностей / Ж. Г. Аванесян – 3-е изд., стер. – М.: Омега-Л, – 2008. – 312 с.

#### Аудирование: Applying for a job p. 13

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### **The use of the subjunctive mode p. 122-130**

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### **654 Внеаудиторное чтение**

#### **655 Периодические издания**

656 1. Economist

#### **657 Интернет-ресурсы**

658 Широкое использование студентами и преподавателями поисковых систем RAMBLER, GOOGLE, YANDEX.

### **659**

#### **660 Модуль 10. Types of business. Company profile.**

#### **661 Практические занятия - 14 час.**

#### **662 Самостоятельная работа – 16 час.**

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#### **663 Text: Types of business p.24-26**

#### **664 Exercises 1 – 5 p. 28 – 30**

#### **665 Аудирование: Finding out about company profile p. 31-32 ex. 6-8**

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### **The use of the subjunctive mode. Making a wish p. 131-136**

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666 **Интернет-ресурсы**

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668 *Модуль 11. Planning the business.*

669 **Практические занятия - 14 час.**

670 **Самостоятельная работа – 16 час.**

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671 **Text: The financial objectives of the business p.144-146**

672 **Vocabulary p. 147-148**

673 **Exercises 1 – 5 p. 148 – 151**

674 **Аудирование: Planning the business. p. 151-154 ex. 6-10**

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677 *Модуль 12. Financing the business.*

678 **Практические занятия - 12 час.**

679 **Самостоятельная работа – 16 час.**

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680 **Text: The financial control of the business p.154-157**

681 **Vocabulary p. 157-158**

682 **Exercises 11-12 p. 158 – 159**

683 **Аудирование: Planning a new business (part 2) ex. 9-10 p. 153-154**

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#### 684 Интернет-ресурсы

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### 1 III. МЕТОДИЧЕСКИЕ УКАЗАНИЯ (РЕКОМЕНДАЦИИ)

Данное УМКД адресовано студентам 1-2 курса специальности «Экономика и управление на предприятии (в машиностроении)», овладевшим базовой грамматикой и лексикой английского языка.

Цель УМКД – сформировать у студентов навыки и умения различных видов чтения и говорения, развить способность извлекать и интерпретировать информацию, содержащуюся в оригинальных англоязычных текстах.

УМКД состоит из 12 модулей, выделенных по тематическому принципу. Каждый модуль включает базовый текст, обобщенно излагающий тему, дополнительный текст, обогащающий лексический запас студентов, диалоги, лексические упражнения, направленные на отработку и закрепление активной лексики, коммуникативные и речевые упражнения.

Большое внимание уделяется усвоению и прочному закреплению речевых образцов и лексического материала соответствующей темы путем многократного повторения речевых единиц в разнообразных упражнениях.

УМКД ориентировано на 340 часов (3 семестра) аудиторных и самостоятельных занятий.

Отличительной чертой УМКД является его «аутентичность» - т.е. неадаптированность текстового материала. Тексты взяты из англоязычной учебной и другой литературы, имеют лингвострановедческую направленность и способствуют расширению кругозора студентов. Многие тексты скомпилированы из двух и более источников. Все упражнения разработаны преподавателями кафедры иностранных языков в соответствии с коммуникативной направленностью курса.

УМКД соответствует главным программным требованиям.

Речевой материал имеет функционально-ситуативную основу и вводится в форме ситуативно обусловленных диалогов. Дополнительный речевой материал представлен в виде диалогов, функция которых состоит в обеспечении языковой вариативности выражений той или иной коммуникативной интенции.

Подготовка студентов по данной программе включает следующие аспекты:

### 1) Фонетика.

Закрепление и отработка фонетических навыков выполняется на материале различных территориальных вариантов английского языка (британского (BE), американского (AE)), которые, имея целый ряд общих черт, существенно различаются. Каждый из этих вариантов имеет общепринятые/ стандартные формы и целый ряд диалектов. На занятиях используется материал BE, AE и так называемый International English, на котором говорят образованные иностранцы не носители английского языка. Студенты в теории и на практике знакомятся с универсальными признаками и особенностями основных, получивших широкое распространение вариантов английского языка.

### 2) Грамматика.

Обучение грамматике английского языка осуществляется по следующей методике:

- а) изучение теоретического материала;
- б) отработка изученного грамматического материала в упражнениях;
- в) составление устных высказываний с использованием пройденного грамматического материала;
- г) работа в парах/группах по выполнению письменных и устных заданий с применением изученных правил грамматики.

### 3) Чтение.

Методика работы с текстом включает:

- а) ознакомление с лексическим материалом, которое включает в себя его фонетическую отработку и снятие трудностей, связанных с переводом на родной язык;
- б) обсуждение заголовка текста, упражнения на контекстуальную догадку;
- в) чтение текста;
- г) перевод текста;
- д) выполнение послетекстовых упражнений, направленных на активизацию словарного запаса (подбор синонимов/антонимов, подстановка лексических единиц, перевод предложений, содержащих новую лексику), овладение логико-семантическими основами работы с текстом (ответы на вопросы по тексту, нахождение основной идеи текста и т. д.), выработки динамического смыслового восприятия текста;
- е) ролевой пересказ текста;
- ж) обсуждение проблематики текста.

### 4) Говорение.

Совершенствование навыков устной речи осуществляется в таких формах работы как монолог, диалог, полилог, дискуссия, проектное задание, презентация, где студенты применяют приобретенные фонетические навыки, изученные лексические единицы и грамматические конструкции.

#### Полезные фразы для диалогов, полилогов, дискуссий

- |     |                                 |         |                                  |
|-----|---------------------------------|---------|----------------------------------|
| 1.  |                                 | 11.     | Just listen to me!               |
| 2.  | Being certain or not so certain | 12.     | You can't be serious!            |
| 1.  | I'm quite certain about this.   | 13.     | I'm not listening of any more of |
| 2.  | ..., and that's a fact.         | this.   |                                  |
| 3.  | There is no question about...   | 14.     | That's it.                       |
| 4.  | I know for sure that...         | 15.     | I've had enough!                 |
| 5.  | Absolutely.                     | 16.     | You must be joking!              |
| 6.  | Definitely.                     | 4.      | Being polite...& not so polite   |
| 7.  | I've got a feeling that...      | 17.     | Would you mind to be quiet for a |
| 8.  | I suppose it's probably...      | moment? |                                  |
| 9.  | I may be wrong but I think...   | 18.     | Perhaps you could consider this  |
| 3.  | Getting angry                   | point?  |                                  |
| 10. | I can't believe this!           |         |                                  |

19. I'm not sure that I can agree with you on that.
20. Listen!
21. Rubbish!
22. Shut up!
5. Interrupting
- Excuse me, can I just say smth about that?
- Yes, but wait a minute.
23. OK, but...
6. Avoiding interruption
24. OK. I've almost finished
25. Just let me finish.
26. Can I just finish this point?
27. Do you mind? You'll get your turn in a moment.
7. Explaining yourself
28. What I really mean is...
29. My point is that...
30. What I'm trying to say is...
8. Checking information
31. What exactly do you mean by...?
32. What exactly do you mean when you say...?
33. Could you explain that point?
34. Tell us a bit more about...
35. Can you give us an example of...?
9. Agreeing
36. I agree that...
37. You're right.
38. That's right.
39. You're absolutely right.
40. That's exactly what I think.
41. Yes, I feel the same about...
42. That's correct.
43. That's true.
44. I agree.
10. Disagreeing
45. It's simply not true that...
46. I'm sorry, I can agree with you about...
47. I don't think you're right about that...
48. Well, I don't see it that way
49. That's not true.
50. No, that's not right.
11. Referring to other speakers
51. As smb said just now...
52. But don't you think that...
53. I can't agree with...
54. Smb was right I think
12. Giving an opinion
55. My feeling is that...
56. In my opinion...
57. It seems to me that...
58. Personally, I think...
59. In general...
60. Generally speaking...
61. I don't think...
62. On the whole...
63. I feel that...
13. Asking an opinion
64. Does this seem Ok to you?
65. What's your opinion?
66. What do you think about...?
67. How do you feel about this?
68. What does anyone else think about this?
69. Do you agree with me that...?
14. Persuading
70. Surely you must agree that...
71. But think about it like this.
72. Let me put it another way.
73. Try to see it from... point of view.

### Полезные фразы для презентаций и проектов.

#### **Get the audience's attention and signal the beginning.**

*Right. Well. OK. Erm. Let's begin. Good. Fine. Great. Can we start?*

#### **Greet audience.**

*Hello ladies and gentlemen. Good morning members of the jury.*

#### **Introduce oneself, (name, position, and company)**

*Good afternoon ladies and gentlemen, let me introduce myself.*

*Good morning everyone, I'd like to start by introducing myself. My name is...*

*I've been working on the subject now for X years...*

*I've had wide experience in the field of ...*

*Good morning, my name is Lawrence Couderc. I am a student at the INT and I*

would like to talk to you today about some of my findings in a study I did on...

**Give title and introduce subject**

*I plan to speak about... Today I'm going to talk about... The subject of my presentation is... The theme of my talk is...*

**Why are you going to speak about it?**

*I have chosen to speak about this because...*

**To determine the knowledge and attitude of the audience:**

*Have you ever heard of...? You may already know... I feel sure that some of you...*

**To get the attention:**

*Have you ever heard of/seen X? You've probably seen countless times... You may have wondered...*

**Give your objectives (purpose, aim, goals)**

*My purpose in doing this paper is ... What I would like to do today is to explain... to illustrate... to give you the essential background information on... to outline... to have a look at...*

**Announce your outline.**

*I have divided my presentation (up) into Y parts. In the first part I give a few basic definitions. In the next section I will explain... In part three, I am going to show...*

*In the last part I would like/want to give a practical example...*

**Questions and comments from the audience.**

*I'd ask you to save your questions for the end. There will be plenty of time at the end of my speech for a discussion.*

**Make a transition between the introduction and the body**

*Now let us turn to point one. ... Let us now move on to the second part, which is, as I said earlier....*

**Listing information**

*There are three things we have to consider: one, two, and three. ... Now let us look at the first aspect which is... First of all, ... In the first place*

**Linking ideas, sections/making transitions**

*That's all I would like to say about... (subject of part A) and now let us turn to ....*

*Now that we've seen... let us turn to...*

**Outlining options.**

*There seem to be two possible ways of dealing with this...*

*A number of options present themselves at this point.... What exactly are the benefits? On the plus side we can add... This is not the only weakness of the plan...*

**To give an example:**

*Now let's take an example. An example of this can be found... To illustrate this...*

*Let's see this through an example. For example, For instance,*

**To rephrase:**

*Let me rephrase that, In other words Another way of saying the same thing is*

**To summarize:**

*To summarize ... To sum up ... Let me summarize by saying... So that concludes my overview... In conclusion... In short,*

**To refer to what you have said previously:**

*As I have already said earlier... As we saw in part one... To repeat what I've said already...*

**To refer to what an expert says:**

*I quote the words of... In the words of... According to... Here I'd like to quote...*

**To refer to common knowledge:**

*As you all may well know... It is generally accepted that... As you are probably aware (of)...*

**THE END OR CONCLUSION**

*I'd like to summarize/sum up.... At this stage I would like to run through/over the main points... So, as we have seen today.... As a result we suggest that...*

*In conclusion I would like to say that... I would like to finish by reminding everyone that... If there are any questions please feel free to ask.*

*Thank you very much for your attention and if there are any suggestions or Comments*

### **5) Аудирование.**

Обучение аудированию осуществляется с использованием спонтанных текстов носителей английского языка. На занятиях активно используется аудио и видео пособия, составленные преподавателями кафедры иностранных языков филологического факультета. В рамках коммуникативного подхода при обучении иностранному языку главной целью обучения аудированию становится достижение студентами понимания естественной речи носителя языка разных территориальных вариантов и диалектов. Восприятие и понимание спонтанной речи сопряжено с трудностями, главная из которых – участки с быстрым темпом произнесения, изобилующие различными модификациями гласных и согласных.

Методика работы над аудиотекстом представлена следующим образом:

1. Фонетическая отработка явления спонтанной речи: одноударных и плоттализованных согласных, случаев выпадения гласных, согласных и целых слогов. Слова и сочетания слов, содержащие указанные фонетические явления, размещены в упражнениях в порядке их следования в тексте.

2. Фонетическая отработка ключевых слов.

3. Прогнозирование содержания на основании вопросов к тексту и ключевых слов.

4. Двукратное прослушивание текста.

5. Ответы и вопросы с элементами обсуждения.

6. Ролевые пересказы.

7. Диалоги.

Для тестирования навыков аудирования предлагаются две формы:

1) письменный комментарий текста/письменный ролевой пересказ

2) многовыборный тест

После каждого блока предусмотрены упражнения на отработку лексики, выражения своего мнения в форме небольших ситуаций по рассматриваемым проблемам и участие в обсуждении за «круглым столом».

### **6) Письмо**

Обучение письму включает овладение навыками написания делового письма, написание эссе на предложенную тему, а также подготовку текстовой части презентации и проекта.

#### **Рекомендации по написанию делового письма**

Структура официального письма на английском языке может быть представлена следующим образом:

1. Адрес отправителя (sender's address).

2. Дата (date).

3. Адрес получателя (inside address).

4. Обращение (salutation).

5. Зачин, или первая фраза (opening sentence).

6. Текст письма (body of the letter).

7. Заключительная фраза (closing sentence).

8. Заключительная формула вежливости (complimentary close).

9. Подпись отправителя (signature).

10. Постскрипtum, т.е. приписка к оконченному письму (P.S. или Postscript).

Расположение на странице стандартного размера указанных выше частей письма можно представить в виде схемы.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

### **Рекомендации по написанию эссе**

Сочинение представляет собой академическую работу, поэтому вы должны следовать официальному стилю и избегать сокращений, принятых в разговорном английском языке.

Этот тип сочинения требует изложения вашего личного мнения, однако в некоторых моментах более уместными будут безличные обороты, такие как: *one may/might/should say that...*; *needless to say that...*; *it goes without saying that...* и т.д.

Очень важно правильно понять поставленный вопрос, который требует конкретного ответа, а не общих рассуждений. Ваша задача заключается в том, чтобы ответить на все части вопроса, не отвлекаясь при этом на обсуждение других, не имеющих отношения к поставленной проблеме аспектов.

Введение к сочинению (*introduction*) может состоять из трех-четырех (или более) предложений. Первое предложение обычно представляет собой какое-то общее высказывание по теме данного сочинения, например:

- *In recent times, there have been many discussions about smoking issue.*
- *A frequently recurring controversy in recent years has been that surrounding the use of nuclear energy to generate electricity.*
- *The use of nuclear energy to generate electricity has been the subject of much controversy.*
- *Recently, there has been (much) controversy about the use of nuclear energy to generate electricity.*

Примечание: *controversy about/over/surrounding...(C;U)*; спор, дискуссия, полемика, расхождение во мнении.

Второе (и, возможно, третье) предложение указывает на специфику данной проблемы. Последнее предложение заявляет о вашей позиции по отношению к этой проблеме, например:

*There are two approaches to the problem of private ownership of handguns. While some believe that it is an important personal right, others are opposed to gun ownership because of the problems guns may cause. In this essay, I will name some of the advantages and disadvantages of each approach and will argue in favor of prohibiting handgun possession.*

Таким образом, введение к сочинению представляет собой краткий план вашего изложения данного вопроса. (Такое введение уместно, когда вы имеете дело с сочинением, где представлены два контраргумента или два разных аспекта рассматриваемого вопроса - *a controversy essay/a two-sided argument essay*).

В заключении к сочинению (*conclusion*), где подводятся итоги всему сказанному, вы должны повторить основные пункты ваших рассуждений, выразив это другими словами (*restatement*). В этой части сочинения не должно быть каких-либо новых, требующих дальнейшего разъяснения мыслей.



Каждый абзац сочинения имеет свою подтему, которая указывается в его первом предложении (topic sentence), и эта подтема должна получить в данном абзаце свое логическое развитие и завершение (см. сочинение, приведенное ниже).

Чтобы сделать переход (transition) от одного пункта ваших рассуждений к другому связным и логичным, пользуйтесь вводными словами и выражениями, имеющими характер обобщения, подтверждения, сопоставления, противопоставления и т.д. Например: however, nonetheless (однако, тем не менее), despite the fact that... (несмотря на тот факт, что...), be that as it may (как бы то ни было) - words and phrases that indicate a contradiction of a point previously stated. Начиная со следующего урока, мы будем давать списки таких слов и выражений.

Самым распространённым типом сочинения на предложенную тему является такое сочинение, в котором нужно сопоставить две точки зрения и высказаться в пользу одной из них (a controversy essay/a two-sided argument essay). Поскольку вы имеете очень ограниченное время для составления подробного плана, мы рекомендуем составить лишь список аргументов "за" и "против" (arguments for and against или pros and cons; advantages and disadvantages - преимущества и недостатки). Один абзац вы можете посвятить описанию аргументов "за", второй - аргументам "против"; в третьем абзаце вы высказываете свою точку зрения. Вам остается добавить введение и заключение - и у вас получится самая простая (и самая типичная) структура сочинения на экзамене TOEFL. Существует и другой тип сочинения, в котором рассматриваемый вопрос не требует сопоставления разных точек зрения (a one-sided argument essay), например, когда просто нужно перечислить/описать причины какого-либо явления или выразить свои предпочтения. Прежде чем начать писать, внимательно прочитайте тему и определите тип сочинения, например:

"Some people believe that the Earth is being harmed (damaged) by human activity. Others feel that human activity makes the Earth a better place to live. What is your opinion? Use specific reasons and examples to support your answer." (A two-sided argument essay)

или

"Plants can provide food, shelter, clothing or medicine. What is one kind of plant that is important to you or the people in your country? Use specific reasons and details to explain your choice." (A one-sided argument essay)

Ни в коем случае не следуйте русской структуре предложения, которая может быть очень сложной и длинной ввиду наличия системы падежных окончаний. Лучше употреблять предложения более короткие, но понятные. Используйте только те конструкции, в которых вы уверены, и никакого дословного перевода с русского на английский! Не забывайте о структуре английского предложения - SPOM (Subject, Predicate, Object, Modifier - подлежащее, сказуемое, дополнение, обстоятельство). Несколько различных обстоятельств располагаются в следующем порядке: how, where, when (каким образом, где, когда), например: I talked to him very briefly at the party last night.

Обстоятельства времени (when) и места (where) также могут стоять в начале предложения, например: Last night, I talked to him very briefly.

In his article, the author deals with the problem of pollution.

Round the corner is the house where he was born.

### **SAMPLE ESSAY**

In some countries people are no longer allowed to smoke in many public places and office buildings. Do you think this is a good law or a bad law? Use specific reasons and examples to support your position.

It goes without saying that cigarette smoke is harmful to one's health. Many smokers are aware of this fact and yet continue smoking. That is their own problem. It is not fair, however, that non-smokers should be forced to breathe second-hand smoke. In fact, there are several strong arguments to support the position that smoking should be banned in all public places

First of all, every individual has an inviolable right to health and safety. It is unjust that simply visiting a public place could be hazardous to one's health. In this sense, the act of smoking in an enclosed space is not only inconsiderate toward non-smokers, but even criminal.

Smokers might claim that on the other hand, they have a right to smoke if they so wish, and nobody has the right to stop them. This argument does not hold water. The right to freedom of action is forfeited if the activity brings harm to others.

The ban on smoking in public places might also be supported by the fact that the inconvenience it causes smokers is very small. Those who feel the urge to light up can always step outside for a few minutes or smoke in a special area designated for smoking. They might even find their cigarette more pleasurable and satisfying if smoking it means taking a break from whatever they were doing and spending a few minutes relaxing outside.

In the end, restricting the space where smoking is permitted can only have positive results. The air in public places will always be clean and fresh and will pose no health hazards to anyone. When smokers find that they are forbidden to smoke in many places, they might begin smoking less and less and may even be encouraged to quit for good. Perhaps one day, the entire world will even be smoke free.

#### **Самостоятельная работа студента:**

1) индивидуальная работа студента, направленная на закрепление пройденного материала и освоение нового (чтение текстов, выполнение лексико-грамматических упражнений, подготовка к лексическим диктантам и тестам, викторинам, составление кроссвордов, написание эссе и т. д.);

2) индивидуальная работа студента под руководством преподавателя (работа над проектами, участие в различных городских, всероссийских и международных олимпиадах);

3) внеаудиторная работа, которая включает внеаудиторное чтение на бытовые и социальные темы (аутентичная литература).

Необходимые требования по содержанию, объему в часах по неделям, срокам и формам контроля за результатами самостоятельной работы студентов приведены в рабочей программе дисциплины (см. выше).

#### **1. КОНТРОЛЬ ЗНАНИЙ**

В рамках УМКД используется традиционная система контроля, которая включает в себя: текущий контроль, промежуточный контроль, а также итоговый контроль. К видам контроля относятся: устный опрос, письменные работы, контроль с помощью технических средств и информационных систем. К формам контроля относятся: собеседование, контрольная работа, эссе, реферат, тест, зачет и экзамен. Подробную информацию см. п.1 Рабочая программа дисциплины (с. ).

#### **V. ИНТЕРАКТИВНЫЕ ТЕХНОЛОГИИ И ИНОВАЦИОННЫЕ МЕТОДЫ ИСПОЛЬЗУЕМЫЕ В ОБРАЗОВАТЕЛЬНОМ ПРОЦЕССЕ**

Интерактивные технологии, применяемые в учебном процессе:

*Технология стимуляции реального общения на иностранном языке* – студенты должны уметь решать реальные коммуникативные задачи, которые возникают на уроке ИЯ в процессе реального общения «студент- преподаватель», «преподаватель- студент», «преподаватель-студенты», «студенты-студент», «студент- студенты» (поздороваться, попрощаться, поблагодарить за помощь (урок), поздравить с праздником, уточнить информацию и т.п.)

*Групповой и индивидуальный методы работы со студентами.* Групповой метод обеспечивает участие в работе каждого студента и предполагает вариативность участия в работе студентов с различной степенью речевой активности и инициативности. Индивидуальный метод заключается в раскрытии личностных возможностей обучающихся:

их качеств, уровня языковой подготовки, умения самостоятельно включаться в процесс общения, управлять ситуацией общения.

*Технология проблемного обучения и воспитания* – направлена на обеспечение целостного многоаспектного развития личностных качеств студентов; опирается на принцип научности, креативности, вариативности; усиливает мотивацию к познавательной деятельности, способствует глубокому пониманию.

*Информационно-компьютерные технологии* реализуются в дидактических схемах компьютерного обучения на основе диалога «обучаемый-компьютер» с помощью различного вида обучающих программ (информационных, тренинговых, контролирующих и др.)

*Технологии сотрудничества* – современный подход к обучению иностранному языку подчеркивает важность сотрудничества студентов и преподавателя и их взаимодействия как мотивирующего фактора.

*Тестовые технологии* направлены на определение не только ЗУНов, но и компетенции, т.е. предполагает не только выбор правильных вариантов ответа, а включает в себя творческие задания (анализ текста и т.п.) и могут проводиться на всех этапах обучения и служить для промежуточного и итогового контроля.

*Диалоговые технологии* - форма организации и метод обучения, основанный на диалогическом мышлении во взаимодействующих дидактических системах

*Дискуссия* – один из эффективных интерактивных методов познания и нахождения истины (дискуссия диспут, прогрессивная дискуссия, дискуссия – соревнование)

*Технология аудиторной дискуссии (круглого стола, конференции, собрания)* – коллективное обсуждение какого-либо вопроса, проблемы или сопоставления информации, идей, мнений предложений. Цели дискуссий – обучение, тренинг, диагностика, изменение установок, стимулирование творчества. *Темы дискуссий* – проблемы морали, семейных отношений, политики, науки техники и др.

*Игровые технологии* – дидактические системы применения различных игр, формирующих умения решать задачи выбора на основе альтернативных вариантов.

*Интеллектуальная игра* - средство, формирующее не только интеллектуальное развитие, но и коммуникативные умения, и навыки, личностные и профессиональные качества человека. Она разрешает трудности межличностного и межгруппового общения; создает благоприятный психологический, в ней разрешаются какие-либо жизненные проблемы, закрепляются свойства, качества, состояния, умения, навыки, способности, необходимые личности для выполнения социальных, творческих и профессиональных функций.

*Ролевая игра* - это речевая, игровая и учебная деятельности одновременно; самая точная модель общения, так как она подражает действительности в самых существенных чертах и в ней переплетается речевое и неречевое поведение партнеров. Ролевая игра способствует расширению сферы общения, предполагает предварительное усвоение языкового материала в тренировочных упражнениях и развитие навыков, которые позволят учащимся сосредоточиться на содержательной стороне высказывания.

*Контролируемые игры* на основе диалога или текста. В первом случае обучаемые знакомятся с базовым диалогом и отрабатывают его: обсуждают содержание диалога, прорабатывают нормы речевого этикета и необходимую лексику; составляют свой вариант диалога. Вторым видом контролируемой ролевой игры является игра на основе текста. В этом случае после знакомства с текстом предлагается студентам сыграть роль какого-нибудь персонажа из текста, а другим - взять у него интервью. Студенты - репортеры могут задавать не только те вопросы, ответы на которые есть в тексте, но и любые другие, проявив свою фантазию. Задача таких игр - достижение намеченных целей путем «погружения» в среду, приближенную к условиям реального функционирования рыночной экономики.

*Проектная технология обучения в условиях компетентностного подхода* - «позволяет формировать некоторые личностные качества, которые лишь развиваются в деятельности и

не усваиваются вербально». Предлагается использовать различные варианты индивидуальных и групповых проектов и путей их реализации. Готовясь к студенческой научной конференции и работая над межпредметными проектами, студенты овладевают технологией проектов в деятельности: определяют цели, задачи, гипотезу исследования, планируют этапы своей деятельности и обсуждение возможностей использования опыта в других ситуациях. В результате, проектная методика позволяет создать естественную среду для формирования компетентностей будущего специалиста.