

А.Ф. Матушак

**КУРС АНГЛИЙСКОГО ЯЗЫКА
ИЗУЧЕНИЕ ЯЗЫКОВЫХ ДИСЦИПЛИН
ВИРТУАЛЬНАЯ ОБРАЗОВАТЕЛЬНАЯ СРЕДА**

Учебно-практическое пособие

МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ

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университет»**

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В учебном пособии представлены материалы для работы на первом этапе обучения английскому языку по направлению подготовки 44.03.05 – Педагогическое образование (с двумя профилями подготовки). Материалы могут быть использованы в работе по дисциплинам «Практический курс английского языка», «Коммуникативный практикум по английскому языку», «Практика устной и письменной речи», «Практическая грамматика английского языка», «Иностранный язык».

Данное пособие может использоваться как в виртуальной образовательной среде при необходимости перехода на онлайн-обучение, так и в работе офлайн, а также для самостоятельной работы студентов на первом курсе бакалавриата.

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СОДЕРЖАНИЕ

Введение	4
Interlesson	5
Lesson 1	11
Lesson 2	29
Lesson 3	48
Lesson 4	58
Lesson 5	73
Lesson 6	89
Lesson 7	98
Lesson 8	111
Заключение	125
Библиографический список	126

ВВЕДЕНИЕ

Предлагаемое пособие включает дополнительный материал по программе обучения студентов первого курса лексической и грамматической сторонам речи в пределах основной тематики.

Пособие посильно для студентов, обучающихся онлайн в виртуальной образовательной среде. Оно может также использоваться для подготовки студентов, только начинающих изучение английского языка в вузе (изучавших в школе другой иностранный язык). Планируемые результаты обучения по данному пособию соответствуют требованиям ФГОС 3++, а также Профессионального стандарта педагога [13]. В рубрике «Необходимые знания» Профстандарта подчеркивается требование к знаниям студентов относительно содержания предмета. Пособие формирует знания базового уровня английского языка.

Профстандарт предполагает «проведение занятий в соответствии с целями основной общеобразовательной программы», что также требует от учителя владение умением общения на английском языке на основе лингвистических норм.

Данное пособие может быть использовано как основное, дополнительное, а также для самостоятельной работы по языковым предметам («Практический курс английского языка», «Коммуникативный практикум по английскому языку», «Практика устной и письменной речи», «Практическая грамматика английского языка», «Иностранный язык (английский)») на первом курсе.

Пособие может быть использовано для студентов, которые при выборе индивидуальной образовательной траектории планируют углубленно обучаться иностранному языку, получая связанные с ним дополнительные квалификации.

INTERLESSON

English Tenses in the Passive Voice

	Действительный залог (Active) Само подлежащее совершает действие	Страдательный залог (Passive) be + III форма Действие совершается над подлежащим
Indefinite	I ask He asks They ask He asked We asked they asked <i>Они спрашивают/ спрашивали/ будут спрашивать</i>	I am asked He is asked They are asked He was asked We were asked They will be asked Их спрашивают/ спрашивали/будут спрашивать
Continuous	I am asking He is asking They are asking He was asking They were asking They will be asking Они сейчас спрашивают/ тогда спрашивали/будут спрашивать завтра	I am being asked He is being asked They are being asked He was being asked They were being asked They (заменяется Pr. Indefinite) <i>Их сейчас спрашивают/ тогда спрашивали/ завтра будут спрашивать</i>
Perfect	He has asked They have asked He/they had asked He/they will have asked Они уже спросили/ они спросят	He has been asked They have been asked He/they had been asked He/they will have been asked <i>Их уже спросили/ спросят</i>

<p style="text-align: center;">By</p> <p style="text-align: center;">Перед одушевленным предметом, а также после глаголов типа: <i>damage, make, discover, write, etc.</i></p>	<p style="text-align: center;">With</p> <p style="text-align: center;">Указывает, какой предмет, орудие, инструмент использован для совершения действия.</p>
<p>This building was designed by Rossi.</p> <p>He was brought up by his aunt.</p> <p>The window was damaged by this stone.</p> <p>The theatre was destroyed by fire.</p>	<p>He was killed with a knife.</p> <p>It was drawn with a stick.</p> <p>The bag was cut with a razor.</p> <p>The stone is very soft. It can be cut with a knife.</p>

EXERCISES

1. Choose the correct form of the verb in brackets. Translate the sentences.

1. German (speaks, spoken, is spoken) in Germany.
2. This house (built, was built) in 1900.
3. We (spent, was spent) a wonderful holiday in mountains.
4. The window (broke, was broken) by the boys playing football.
5. This book (wrote, was written) by my father.
6. Everybody (had, was had) a very good time at the party.
7. Mary (was driving, was driven) very fast.
8. The museum (will close, will be closed) for three days.
9. Your tickets (will send, will be sent) to you next week.
10. Your room (cleans, is cleaned) every other day.

2. Change the sentences into the Passive Voice.

1. They sell bread in this shop. 2. They will translate this text next week. 3. Charles Dickens wrote this book in 1854. 4. We have read the whole text. 5. They will bring the books tomorrow. 6. Nobody has explained the rules to me. 7. They will have repaired the bicycle by tomorrow. 8. He will introduce me to his wife. 9. They were looking at the girl in astonishment. 10. Nobody will laugh at you.

3. Change the sentences into the Passive Voice.

1. Someone told us a very funny story yesterday. 2. The people gave him a hearty welcome. 3. They have offered my brother a very good job. 4. The secretary didn't tell me the exact time of my appointment. 5. They never tell me the family news. 6. The secretary will mail these letters tomorrow. 7. People drink a great deal of tea in England. 8. They sell medicine here. 9. They have finished furnishing the house. 10 You must obey the rules.

4. Put the verbs in brackets into Past Simple or Past Continuous Passive.

1. The student (to ask) to tell the story again. 2. Such mistakes (to make) by even the best students. 3. A modern tune (to play) when we came into the hall. 4. Every morning the workers (to tell) what they had to do. 5. The houses (to build) of stone, brick or wood. 6. At last the problem (to solve). 7. A new museum (to open). 8. A week ago two students of our group (to choose) for the International conference. 9. Last Monday he (to meet) at the railway station. 10. When I was young I (to teach) two languages.

5. Write the sentences in the Passive.

Model: my sister/ will operate on/ a distinguished surgeon

My sister will be operated on by a distinguished surgeon

- 1) a sound of violin/ hear/ in the hall
- 2) he / praise/his father/ for working hard
- 3) Bob/ take for/ his brother
- 4) I/will wake up/at 7 o'clock/by my mother
- 5) the envelope/find/on my desk
- 6) this book/buy/a week ago
- 7) the picture/paint/by a great artist
- 8) the window/break/the other day
- 9) this cup/break/by my little brother
- 10) your report/discuss/next week.

6. Put the verbs in brackets in the correct forms, active or passive.

HOW THE OTHER HALF LIVES

Lord Manners was a rich and famous banker. When he (to die), he (to give) a magnificent funeral which (to attend) by hundreds of famous people. The funeral was going to (to hold) in Westminster Abbey. Many ordinary people (to line) the streets to watch the procession. The wonderful black and gold carriage (to draw) by six black horses. The mourners (to follow) in silence. Lord Manners (to give) a royal farewell. Two tramps were among the crowd, they (to watch) the procession. As solemn music (to hear) in the distance, one of them turned to the other and (to whisper) in admiration: "Now, that's what I call really living!"

7. Make the sentences Passive and interrogative.

1. Nobody saw him yesterday. 2. He will give me this book next week. 3. You can find interesting information in this book. 4. The Danube divides Budapest into two parts. 5. Yuri Dolgoruky founded Moscow in 1147. 6. We call Zhukovsky the father of Russian aviation. 7. He spoke very highly of the doctor. 8. We all attended the lecture yesterday. 9. They did not invite me to the birthday party. 10. I must take the box to the station.

8. Translate into English.

1. Летом Колю отвезут на дачу. 2. В музее нам показали много прекрасных картин. 3. Его часто посылают на почту. 4. За ней послали вчера. 5. Их всегда приглашают на день рождения.

6. В прошлом году ее послали учиться в Кембридж. 7. Эту книгу часто спрашивают. 8. Об этом фильме будут много говорить. 9. Мою идею долго обсуждали. 10. Лектора слушали с большим интересом.

Assignments for Independent Work

1. Change the sentences into the Passive Voice.

1. May I return the book to you on Friday? 2. Must we translate this text into English? 3. You are to take this medicine three times a day before meals. 4. Must I do the exercise again? 5. You must remove all the books from your table. 6. The students of the University study different subjects. 7. They have done a great deal of work. 8. You will have to correct all your mistakes in the dictation at home. 9. He has finished the first chapter of his new novel and now is writing the second one. 10. Mrs. Thompson showed me into the room.

2. Give the corresponding active constructions. Use the words in bold type as the subject of the sentence.

1. The boxer was given some instructions (**the coach**).
2. St Petersburg was founded in 1703 (**Peter the Great**).
3. His new book will be finished next year (**he**).
4. They will be taken to the hotel straight from the station (**the organizers**).
5. Your hat and coat may be left in the cloakroom (**you**).
6. In summer the horses are often driven to the fields (**the boys**).
8. The houseplants are watered regularly (**they**).
9. She was given three nice towels as a birthday present (**her friends**).
10. The box must be taken to the station (**you**).

3. Put the verbs in brackets into Past Simple or Present Perfect Passive.

1. The letter (to deliver) just.
2. Have you (to attack) ever by dogs?
3. The doctor (to prescribe) her new medicine.
4. A lot of things (to scatter about).
5. She (to invite) to the party.
6. Some friends (to invite) to tea today.
7. The letter (to write) yet?
8. She (to find) my book on the bench.
9. A lot of interesting things (to tell) us.
10. The girl (to look for) everywhere.

4. Supply the missing forms of the verbs.

- 1) to ask, have asked, asking, being asked...
- 2) made, is made, be made, making...
- 3) spoken, have spoken, was speaking, speaks...
- 4) work, having been working, are working, worked...
- 5) invited, is invited, have been invited, invites...

LESSON 1

The First Lesson

WEATHER AND CLIMATE

Grammar. Passive Constructions with Intransitive (Objective) Verbs.

Русский язык	Английский язык
Об этой книге много говорят.	This book is much spoken about .
За доктором послали.	The doctor has been sent for .

Наиболее распространенные глаголы с предлогами:

hear of

laugh at

make fun of

look after

look at

rely on

send for

speak of/about

talk about

think of

pay attention to

take care of

- He has never been heard **of** since.
- He is often laughed **at**.
- He can't be relied **on**.

Phonetic drill

deer	air	care	cure	fire
here	pair	Mary	pure	mire
engineer	fair	parents	during	tired
our		work	were – war – woe	
sour		word	word – ward – wove	
flour		world	work – warn – woke	
worker		worm – warm – won't		

GRAMMAR EXERCISES

1. Change the following sentences into the Passive Voice.

1. The children laughed at the clumsy boy. 2. The nurse looked after the baby with great care. 3. The mother sent for the doctor. 4. The child looked for his toy everywhere. 5. When we came into the room we saw that nobody slept in the bed. 6. The boy did not listen to the teacher. 7. The doctor will operate on his mother in a week. 8. The girl thought about her brother all the time. 9. Nobody lived in that flat for a long time. 10. I knew that I could rely on him.

2. Translate into English using the Passive Voice.

1. Мою младшую сестру часто посылают в магазин. 2. За доктором всегда посылают, когда кто-то болен. 3. О театре Г.Г. Виктюка много говорили. 4. Друзья обдумали его предложение. 5. Мы всегда приглашаем их на день рождения. 6. Все внимательно слушали его лекцию. 7. Он искал свою собаку везде. 8. В прошлом году ее послали учиться в Оксфорд. 9. В библиотеке мне показали много интересных книг. 10. Мы не обратили внимания на его слова.

3. Translate the following questions into English.

1. О какой книге много говорят? 2. Поговорил ли кто-нибудь с этим человеком? 3. За доктором уже послали? 4. Почему все смеялись над мальчиком? 5. На него можно положиться?

6. Почему на его книгу не обратили внимание? 7. Почему за ребенком никто не присматривал? 8. О нем кто-нибудь слышал с тех пор? 9. Вы думаете, стоит (is worth + -ing) посмотреть на эту картину? 10. Ее предложение высмеяли все друзья.

Passive Constructions with Modal Verbs

Русский язык	Английский язык
Это необходимо перевести.	It must be translated.
Это можно перевести.	It can be translated.
О нем нужно позаботиться.	He must be taken care of .

4. Change the following sentences into the Passive Voice.

1. You must turn off the light when you leave the room. 2. She can translate this article, she knows English enough. 3. They must send for the doctor immediately. 4. You can rely on him in everything. 5. Mother is teaching her daughter to cook now. 6. The students must answer all the questions of the test. 7. She has not turned off the light yet. 8. The teachers spoke highly of the new student. 9. The teacher looked through and corrected the students' papers. 10. Everybody is looking for you, go home immediately.

5. Translate into English.

1. О ней очень хорошо отзываются. 2. Свет в квартире погас и послали за электромонтером. 3. Достоверна ли эта информация (можно ли на нее полагаться)? 4. В детском саду за детьми хорошо присматривают. 5. Не волнуйтесь: о мальчике позаботятся.

ТЕХТ I

Seasons, weather, climate

As a rule the climate depends on the geographical position of the country. The position of Great Britain gives it a temperate climate. Britain lies in the eastern part of the warm Atlantic, and it is surrounded by the sea. The sea makes the climate warmer in winter and cooler in summer.

The greater part of our country has a continental climate. Winters are cold and summers are hot. In Siberia there are places where frosts may reach 50 degrees below zero and even more. And in summer it may be very hot there.

The climate is not the same in all parts of the country, be it Britain or Russia.

TEXT II

Seasons of the Year

There are four seasons in the year. Spring, summer, autumn and winter. March, April and May are the spring months; June, July and August are the summer months; September, October and November are the autumn months; December, January and February are the winter months.

Spring

Spring is a very pleasant season. The weather is usually warm, but there are sometimes cold days in spring. Nature awakens in spring. There are buds on the trees and the wild flowers begin to peep forth. May is really one of the pleasantest periods of the year. The orchards are in blossom. Different kinds of fruit-trees flower at the same time. Forget-me-nots, lilies of the valley and violets make their appearance. The weather on May is rather quiet, but sometimes thunderstorms break out.

Summer

Many are the jokes about the English summer – “I was in England the whole summer, but it rained both days” is a typical example. In June the days are longest, and the sun is brightest. But it often happens that in June the weather is not so fine as it is in May. In July and August the weather is often fine and warm. There is also enough rain to keep the countryside fresh and green.

Autumn

In September summer yields to autumn.

The days become shorter and the nights longer. The leaves turn yellow and fall from the trees. Fruit and the grain crops have ripened and harvest time begins. Most birds go away to warmer countries. It often rains. The weather is nasty, a piecing wind is blowing. Sometimes it is foggy. The temperature runs below zero and at times it is bitterly cold.

Winter

Winter has come at last. It is the coldest season. Sometimes we have hard frosts. In December the days are shortest and the nights longest. Snow lies thick on the ground, on the bare branches of the trees, on the roofs of the houses. All the rivers and lakes are frozen; everything around looks so beautiful covered with ice and snow. People spend more time indoors, but when the weather is fine children and grown-ups go skiing and skating or sliding down the snow-covered hills.

Answer the questions.

1. How many seasons are there in a year? What are they?
2. Which season do you like best and why?
3. In what season of the year does nature return to life?
4. What are the spring months?
5. What are the summer months?
6. Which month is the hottest in your region?
7. What is the weather like in autumn?
8. What are the autumn months?
9. What are the winter months?
10. Do you often complain of the weather?

Read the dialogue then act it.

A: It's awful weather, isn't it?

B: Yes, it's exceptionally nasty.

A: I hate rain.

B: So do I. Yesterday was still worse. Rain in the morning, then some fog, and then rain, rain, all day long. I remember exactly the same October last year.

A: So do I. Two years ago, it was equally bad, wasn't it?

B: Yes, it was.

A: I was so busy this morning. That I had no time to read my newspaper. What's the weather forecast for today?

B: Today in U.K. mostly cold and rainy in the morning. Slight fog possible later on. Afternoon drizzle to be followed by night showers. Further outlook: Similar.

A: Thanks.

Read the poem. Learn it by heart.

January – cold and snowy;
February – filled with rain;
March – spring's coming, but it's blowy;
April – cuckoo's here again;
May – the hawthorn's shining white;
June – the rose's sweets unfold;
July – summer's at its height;
August – purple-clad and gold;
September – apple-scented air;
October – coloured leaves and sere;
November – fogs and trees grown bare;
December – darkest days are here.

by Malcolm Hamphrey

Read the text quickly and answer the questions.

The Climate of England

The climate of the British Isles is affected by the Gulf Stream, a warm current flowing from the Gulf of Mexico round the North of Europe. Summers are not so warm and winters are not so cold as in the rest of Europe.

Spring is the season when the nature returns to life. There are periods of sunshine broken by occasional showers.

It seldom gets unbearably hot in summer, but nevertheless the temperature may rise to ninety degrees in the shade (Fahrenheit, of course). The heat grows oppressive, the sky is suddenly overcast with low black clouds and distant peals of thunder indicate the approach of a thunderstorm. After the thunderstorm the air is remarkably fresh. The thunder has cleared the air. We are in for a spell of sunny weather again.

Autumn is the season of mist, of biting winds, of beautiful sunsets, and miserable chilly days when it drizzles. A spell of sunny weather in October is called an Indian Summer.

When there are eight degrees of frost in England, they say that it is freezing hard, and everyone complains of the cold.

On a frosty morning the country is covered with hoar-frost. The rivers and lakes are frozen over. The snow falls, but it does not last long.

The English often grumble about the weather but you should not pay too much attention to it.

Questions:

1. What is the climate of the British Isles affected by?
2. What is Gulf Stream?
3. When does the nature return to life?
4. Does it get very hot in summer?
5. What do distant peals of thunder indicate?
6. What is autumn like in England?
7. A spell of sunny weather in October is called an Indian Summer, isn't it?
8. When does everyone begin complaining of the cold?
9. Does the snow last long in England?
10. Who often grumbles about the weather?

TEXT III

The weather is a thing that is beyond me altogether. I never can understand it. The barometer is useless: it is as misleading as the newspaper forecast.

There was one hanging up in a hotel at Oxford at which I was staying last spring, and, when I got there, it was pointing to "set fair." It was simply pouring with rain outside, and had been all day; and I couldn't quite make matters out, I tapped the barometer, and it jumped up to "very dry". The Boots (the boy cleaning boots) stopped as he was passing and said he expected it meant to-morrow. I fancied that maybe it was thinking of the week before last, but Boots said, No, he thought not.

I tapped again the next morning, and it went up still higher, and the rain came down faster than ever. On Wednesday I went and hit it again, and the pointer went round towards "set fair," "very dry," and "much heat," until it was stopped by the peg, and couldn't go any further. It tried its best, but the instrument was built so that it couldn't prophesy fine weather any harder than it did without breaking itself.

It evidently wanted to go on, and prognosticate drought, and water famine, and sunstroke, and such things, but the peg prevented it, and it had to be content with pointing to the mere commonplace “very dry.”

Meanwhile the rain came down in a steady torrent and the lower part of the town was under water, owing to the river having overflowed.

The fine weather never came that summer. I expect that machine must have been referring to the following spring.

*(from Three Men in a Boat by Jerome K. Jerome.
Abridged)*

EXERCISES

I. Read the passages below and pick out the words and word combinations to help you describe different weather.

I. All that winter storms lashed the coast. Snow whirled around the houses, blotting out the sight of the fierce sea which growled savagely against the headland of Cahir Roe day and night. Not once during the bitter months did the snow melt on the mountains beyond Clonmullen. The wind tore at the ropes which tethered the thatched roofs, rotting and grass-grown from neglect. The northeast wind drove under the doors, roared in the chimneys; it hardened the earth until it was like a stone.

Spring came suddenly. After the weeks of fierce winds and wild seas, followed days of mild breezes and scampering sunshine.

(from Margaret Barrington. Village without Men)

II. It had been a day of heavy clouds with a gusty wind, and the short afternoon merged early into evening; while, in the spell of absolute silence,, the gusts seemed to have risen into squalls, and filled the carriage with constant little sounds.

(from J. Storer Clouston. The Envelope)

III. I remember a holiday of mine being completely ruined one late autumn by our paying attention to the weather report in the local newspaper. "heavy showers, with thunderstorms, may be expected to-day," it would say on Monday, and so we would give up our picnic, and stop indoors all day, waiting for the rain. And people would pass the house, going off... as jolly and merry as could be, the sun shining out, and not a cloud to be seen.

By twelve o'clock, with the sun pouring into the room, the heat became quite oppressive, and we wondered when those heavy showers and occasional thunderstorms were going to begin...

But not a drop ever fell, and it finished a grand day, and a lovely night after it.

(from Three Men in a Boat by Jerome K. Jerome. Abridged)

2. Give Russian equivalents of the following:

Geographical position, temperate climate, continental climate, frost, hoar-frost, frozen, below zero, drizzle, thunderstorm, harvest, orchard, forget-me-not, lily of the valley, violet, heavy showers, oppressive heat, not a drop ever fell, a grand day, winter storms, snow whirled around the houses, mild breezes, gusty wind.

3. Fill in prepositions:

It was almost time ... winter to come. The little birds had all gone away, for they were afraid ... the cold. There was no green grass ... the fields, and there were no pretty flowers ... the gardens. Many ... the trees had dropped all their leaves. Cold winter, ... its snow and ice, was coming.

...the foot ... an old oak tree some sweet violets were still ... blossom. "Dear old oak," said they, "winter is coming, we are afraid that we shall die ... the cold." "Do not be afraid, little ones" said the oak. "Close your yellow eyes ... sleep and trust me. You have made me glad many a time ... your sweetness. Now I will take care that the winter shall do you no harm."

So, the violets closed their pretty eyes and went to sleep; they knew that they could trust the kind old oak. And the great tree softly dropped red leaves ... them, until they were all covered over.

The cold winter came... its snow and ice, but it could not harm the little violets. Safe under the friendly leaves ... the old oak they slept until the warm rains ... spring came and waked them again.

4. Insert articles.

A: What sort of weather are we going to have?

B: It doesn't look very promising at present, but you never know! Perhaps ... sun will come out presently.

A: Well, I hope so. ...clouds are pretty high, anyhow, and I think I can see ... patch of ... blue sky.

B: Look, ...sun is struggling to come out.

A: Once it is out, it will be much warmer. At present ... air is on the chilly side.

B: I think It's going to turn out fine, after all.

A: What does ... barometer say?

B: I tapped it just now and it was rising. It was falling most yesterday and I thought we were in for ... spell of wet weather.

A: Well, we've had our share of bad weather and could do with ... heat-wave for ... bit.

5. Choose the right word.

cold - cool - chilly

1. The air is ... when it is pleasantly cold. 2. It is very ... there, so you ought to take some warm clothing along. 3. Thank God, a ... breeze blew up.

rain - drizzle - shower

2. We were caught in the 2. Autumn is here with its slush and 3. That ... won't last long. 4. Fine small rain is

3.

damp - wet - moist

1. In St Petersburg many winter days are unpleasant because the air instead of being dry and brisk is 2. It is raining cats and dogs, it is beastly 3. The climate of the British Isles which are surrounded by the ocean is ... and more equable than that of Central Europe.

wind – hurricane – breeze

1. Did you ever see a? I saw one in the South. You can't imagine the horrible noise the wind makes with its howling, wailing, shrieking. 2. The ... is rising. Hold on to your hat, it will fly off. 3. The little gentle ... comes from the sea. I love to have it blow in my face.

close – hot – sultry

1. It is very ... today, I can hardly breathe. 2. The heat is so oppressive; how ... the weather has become. 3. It is too ... near the stove. 4. An English summer: three ... days and a thunderstorm. (prov.)

fog – mist

1. A white ..., almost like a fog, hung over the marsh. 2. Street accidents are frequent in the 3. They lost their way in the dense

6. Change the following sentences into tag-questions according to the model.

Model: *The climate of the British Isles is affected by the Gulf Stream, isn't it?*

1. Summers are not so warm as in the rest of Europe.
2. Spring is the season when the nature returns to life.
3. There are periods of sunshine.
4. The sky is suddenly overcast with low black clouds.
5. After the thunderstorm the air is remarkably fresh.

6. Autumn is the season of mists.
7. A spell of sunny weather in October is called Indian Summer.
8. On a frosty morning the country is covered with hoar-frost.
9. It is freezing hard.
10. The rivers and lakes are frozen over.

7. Translate into English.

1. О ней очень хорошо отзываются. 2. Свет в квартире погас и послали за электромонтером. 3. Можно положиться на эти цифры? 4. В детском саду за детьми хорошо присматривают. 5. Не волнуйтесь, о мальчике позаботятся. 6. Приближается гроза, окна нужно закрыть. 7. Идет сильный дождь ей нужно дать зонт. 8. На улице большие лужи у нее, должно быть, промокли ноги. 9. О пожилых людях необходимо заботиться. 10. Эту работу нужно выполнить к концу недели.

Assignments for Independent Work

1. What are the signs of autumn? Begin your answer with the following topic-sentence: *It's early autumn now...*

2. Use the verbs in brackets in the necessary tense.

When I (to look) out of the window that morning I (to see) that it (to rain) hard. I (to want) to take an umbrella but (to find out) that all the five umbrellas we (to have) were broken. So, I (to take) them all to the umbrella maker and (to promised) to pick them up on my way home. When I (to have) lunch at a café a young woman (to come) in and (to sit) down at the same table with me. When I (to finish) my lunch

I absent-mindedly (to take) her umbrella and (to go) to the door. She (to stop) me and (to say) that I (to take) her umbrella. I (to return) the umbrella and (to apologize). In the evening I (to go) to the umbrella maker, (to take) my five umbrellas and (to get) on the tram to go home. The woman I (to meet) in the café also (to ride) in the same tram. When she (to see) me with my five umbrellas she (to smile) and (to say), "You (to have) a successful day today."

3. Render in English:

Ветер мел пыль вдоль пустой улицы, поднимал маленькие вихри, низко нагибал кусты старой сирени.

Из свинцового брюха тучи вдруг сверкнула белая молния и вывалился гром. Гром бабахнул по воде, как пушка на Петропавловской крепости.

Они были примерно на полпути к дому, когда дождь догнал их. Он упал белой отвесной стеной, и сразу стало темно, как будто вместе с дождем на сад упала ночь.

По Т. Устиновой. Хроника гнусных времен

4. Translate the following examples of weather forecasts into Russian.

Winter: Cold. Sleet or snow showers.

Snow and drizzle.

Cloudy. Fog patches in South and East.

Cloudy. Some rain.

Cold, dry and bright.

Spring: Local rain; some bright periods.

Rain. Bright later.

Mostly dry; near average temperatures.

Dry and very warm.

Mainly dry, cool.

Summer: Bright periods and showers.

Dull and showery; brighter later.

Autumn: Rain at times.

Cold, northerly winds, with bright periods and scattered showers.

Some mist and fog at first; sunny later.

5. Translate into English.

1. Летом Колю отвезут на дачу. 2. В музее нам показали много прекрасных картин. 3. Ее часто посылают на почту. 4. За ней послали вчера. 5. Их всегда приглашают на день рождения. 6. В прошлом году ее послали учиться в Кембридж. 7. Эту книгу часто спрашивают. 8. Об этом фильме будут много говорить. 9. Мою идею долго обсуждали. 10. Лектора слушали с большим интересом.

6. Compose situations: "Indian Summer," "A Spring Day", "A Snowstorm"

1. Warm; a soft carpet of dying leaves; nature is slowly falling asleep; still green; yellow; quite red; soft breeze, stir the air; the sky seems; yellow, red leaves; paths, parks, gardens.

2. Mild; the sunrays are bright; the air smells of the damp earth; the river is in flood; to look fresh; new and joyous; the young buds on (of) the trees; it clears up; a shower comes down; the birds twitter and bathe in the puddles; a rainbow; the icy sheet on the rivers cracks; in blossom.

3. The sky is pale grey; it continues freezing; snowy; to blow; as hard as it can; a piecing wind; chilly; to snow heavily; severe frost; low clouds; it keeps on snowing; great flakes; the snow lies deep; what nasty weather; bitterly cold.

7. Situations for dialogues:

1. On a rainy day you and a friend of yours are looking out of the window.
2. It is a sunny day at the beginning of September. You are in the forest.

LESSON 2

The Second Lesson

GEOGRAPHY

- Patterns: **1. Cannot help doing something**
2. To look forward to doing something
3. To be worth doing something

And still when travelling through the Urals you cannot help admiring its mountains, woods, rivers and lakes.

I'm looking forward to going to New York next month.

The collection of the Russian museum is really worth seeing.

EXERCISES

1. Translate into Russian.

1. A visitor in England cannot help appreciating the scenic contrasts which are often within easy reach of the great centers. 2. The fascinating moods of British weather are also worth mentioning. 3. I'm looking forward to going to London and visiting its numerous museums and galleries. 4. When I think of London I can't help remembering its "pea soup fog" which is mentioned in novels describing Victorian London. 5. I'm impatiently looking forward to visiting The Lowlands of Scotland, the cradle of the Scottish nation.

2. Make up your own sentences with the active patterns (two on each pattern).

1. Open the brackets.

1. He looked forward (to meet) his parents. 2. This book is worth (to read). 3. She couldn't help (to like) his smile. 4. The matter is not worth (to speak of). 5. The tourists looked forward to (to see) pictures of famous artists in the gallery. 6. She couldn't help (to give) a cry of joy. 7. Your plan is worth (to put into practice). 8. The girl couldn't help (to smile) when she saw the funny puppy. 9. The children looked forward (to go) to the Puppet theatre. 10. His friends told him that the film wasn't worth (to see).

TEXT I

Great Britain

Great Britain, the largest island in Europe, consists of England, Scotland and Wales. It would be difficult to find an area of comparable size anywhere in the world which exhibits quite such marked contrasts as may be found within the very limited area of the British Isles. A journey of twenty-five miles in Britain will often afford as much variety of scenery as one can find in two hundred and fifty miles. Here one may find in miniature most of the scenes of Europe beautifully modeled by Nature. A mountain 21,000 feet high would be a horrible monster here, as wrong as a plain 400 miles long, a river as broad as the Mississippi.

A visitor with but a few days to spare cannot but appreciate the contrasts between the wild, almost inaccessible fiords or sea lochs of the northwest Highlands of Scotland, the Dutch like scenery of the drained fens of the Holland diversion of Lincolnshire, the rolling down land of Salisbury Plain and the desolate almost uninhabited moorland of Sutherland. These scenic contrasts are often within easy reach of the great centers.

The charm of Britain lies in no small measure in fascinating moods of British weather. The London pea soup fog is a creation rather of fiction than of fact: without it novels of Victorian London would lose much of their flavour.

About sixty million people now live on the British Isles. It is one of the most densely populated countries in the world; about 80 per cent of the population live in towns.

England is one of the most powerful countries in Europe. There are many big industrial cities here, such as Birmingham, Manchester, Liverpool, Cardiff, Sheffield and many others. London, its capital, is known to be one of the biggest commercial centers and ports in the world. More than eight million people live in London and its suburbs.

(from "The Beauty of England" by J.B. Priestley)

Answer the questions:

1. What does Great Britain consist of?
2. What scenery can you see within twenty-five miles?
3. What is beautifully modeled by Nature in Great Britain?
4. How are the scenic contrasts situated?
5. What is the charm of Britain?
6. Does the London pea soup fog really exist?
7. What is the population of the British Isles?
8. How many people live in towns?
9. What industrial cities do you know in England?
10. What is the population of London?
11. What industrial cities do you know in Britain?
12. What do you know about Victorian epoch?

TEXT II

Central London

London occupies vast areas on the north and south banks of the Thames, 40 miles from the mouth of the river. More accurately described as Greater London, it has a built-up area of about 720 square miles with a population of about 8000000, comprising the Administrative County of London, the County of Middlesex and part of the County Boroughs, urban and rural districts, made up of all parishes of which any part is within 12 miles of Nelson's Column in Trafalgar Square.

Constituted in 1888, the Administrative County of London includes the City of London, the City of Westminster, extending from the Thames to Oxford Street and from Temple Bar to Kensington, and 27 Metropolitan Boroughs.

Central London can conveniently be divided in four sections: the City, the Port, the East End and the West End.

The City of London, the ancient "square mile" with a night population of some 5000 and a day population estimated over 400000 "all at work", is entered by more than a million people in twenty-four hours. With its exchanges and banks the City is the market place of London today, as it was in the past, though Cheapside, Eastcheap, Poultry and Vintry are now but street names.

The port of London is closely allied to the City. The docks were extended in 1926-1929 by a new entrance dock, a dry dock and a passenger landing-stage large enough for ocean-going steamers.

The East End is a squalid section of London. Here dwell the dock and riverside workers, and here also are large settlement of foreigners, engaged in small business such as clothing factories and retail shops.

A dense population hems in the City on the north side in Bethnal Green, Shoreditch, Islington and Holborn.

Developed along the Oxford road and the Strand road that linked the City to Westminster, the fashionable West End residential area of the rich lies about the parks in Mayfair, Belgravia, Kensington Brompton, with an extension southwards and northwards into parts of Chelsea and St. John's Wood.

Oxford Street, the principal traffic artery between the west and north-west of London and the City is only a mile long and below it runs the Central Line of the Underground.

(Encyclopaedia Britannica, 1959)

1. Find English equivalents of the following word combinations in the text:

Обширные территории, устье реки, городские и сельские районы, океанские пароходы, здесь проживают, место проживания богатых, главная транспортная артерия, под ней лежит центральная линия метро.

2. Read the text about London and answer the questions:

London is known to be one of the biggest cities of the world and it is also an important port. It is an ancient city, more than twenty centuries old. London stretches for 30 miles from north to south and for 30 miles from east to west.

It is situated on the banks of the river Thames, which divides the city into two large parts - the West End and the East End, that together with the City are its most important sections. The City is a small part of London, it occupies about one square mile in area, but it is the heart of finance and business of the whole Empire. There are many big banks and offices here and about half a million people work there during the day but at night it is almost deserted.

The West End is the part of London where the rich people live. The houses, streets and parks are the finest in the capital. The best theaters, cinemas, concert halls, large museums, hotels and big shops are to be found here. The most beautiful London park – Hyde Park is in this district too.

Most of the government buildings are in Westminster. The Westminster Palace is the seat of the British Parliament. Westminster Abbey was a monastery built in the 8th century. The kings and queens of England are crowned and buried there. Many famous people are also buried in the Abbey, among them Newton, Darwin, Chaucer, Dickens and Kipling. From Westminster Bridge one can get the best view of the Houses of Parliament stretching for about 1000 feet with Big Ben, the biggest bell ever cast in England. In the heart of London is one of the most beautiful squares – Trafalgar Square with Nelson’s Column in its center. In the vicinity of Trafalgar Square is Whitehall which is now a street of Government offices. Not far from it is Downing Street where at Number 10 for the last 200 years has been the residence of the Prime Minister of Great Britain.

It is also necessary to mention the British Museum which was founded in 1753. It has many departments covering a variety of subjects and one of the most interesting sections is the library, one of the richest in the world.

The East End is the poorest part of London. This part of London is unattractive in appearance but it is very important in the country’s economy. It includes the main dock area and is heavily industrialized.

1. Is London an ancient city? 2. How old is it? 3. Where is it situated? 4. What are the parts of London? 5. What is the City? 6. Do you know what Newton, Darwin, Chaucer, Dickens and Kipling are famous for? Say a few words about each of them. 7. The East End is the part of London where the rich people live, isn’t it?

8. Where are the finest theaters, concert halls and hotels to be found? 9. What is the most beautiful park in London? 10. Where are the most of the government buildings situated? 11. What is there in the middle of Trafalgar Square? 12. Is Whitehall a large hall white in colour? 13. Where is the residence of the Prime Minister? 14. Who is the prime Minister of England by the way? 15. When was the British Museum founded?

Assignments for Independent Work

3. Read the text and ask 8 questions on it.

The English are very particular about the words “a city” and “a town” and make a clear distinction between them. A city is a town which either has a city-charter (special right in self-government) given to it by the King, or is the seat of a bishop and has a cathedral. Thus, comparatively small places like Wells in Somerset are cities; and big industrial centers like Oldham in Yorkshire are towns. In the USA all large towns are called cities.

The City (pay attention to the capital letter) is that part of London which in the past had walls round it and is now the banking and commercial center of London.

TEXT III

Scotland

In its climate, its vegetation, its deeply indented west coast its general mountain and valley structure, Scotland resembles other regions of north-west Europe that look out towards the Atlantic.

Roughly the country falls into three main regions: that of the Border (i.e. the frontier with England) a pastoral area with low hills; that of the central Lowlands, the least picturesque region, containing most of its heavy industries and mineral and agricultural wealth, and the Highlands with their infertile soil, their waning population, their beautiful landscape and seascape – moor, mountain, fresh water running in torrents, lying in lochs – and their damp climate.

The Border Country. The Border's most typical landmarks are the ancient peels-single towers that kept watch over the safety of the Borders. They lie mostly in ruins now. The Border country is linked with the name of Walter Scott who loved its landscape and gave it to the world with wizard pen*.

The Lowlands. It is the cradle of the Scottish nation. It was the people of the Lowlands that in the 13th and 14th centuries won the struggle for Scotland's independence.

This area contains three-quarters of the whole population and all the towns of considerable size are situated in it. The largest of them are Glasgow and Edinburgh.

The Highlands of Scotland are among the oldest mountains in the world. The highest point is Ben Nevis (4,406 feet). Many of the deep V-shaped valleys between the hills are filled with lakes, called by their Gaelic names of lochs. The beautiful Loch Lomond with its 30-odd islands is the largest.

* the Wizard of the North was Walter Scott's nickname

Answer the questions:

1. What does Scotland resemble? 2. What are the main regions Scotland falls into? 3. What view do the ancient towers present now? 4. Whose name is the Border Country linked with? 5. What part of the country is called "the cradle

of the Scottish nation"? 6. How large is this area? 7. What are the largest towns of the Lowlands? 8. How can the Highlands of Scotland be characterized? 9. What do you know about Den Nevis? 10. What is the origin of the word "loch"? 11. What can you say about Loch Lomond? 12. What's Walter Scott's nickname?

TEXT IV

Edinburgh

Nearly 400 miles north of London stands Edinburgh – the old capital of Scotland. Edinburgh is a city of opposites – beautiful and ugly, culture-loving and philistine. In the Old Town you can see the worst slums in Europe, while in the New Town you will find classical churches, banks and buildings like Greek temples. The prettiest street is Princes Street.

The chief ornament of this street is the Scott monument commemorating the life and work of Sir Walter Scott, the first historical novelist of the English language. History is represented by the Castle, the Royal Mint and Holyrood Palace. The Art Gallery is an ancient building in classic style containing the country's historic art treasures.

Edinburgh is no longer the political capital of Scotland, nor is it the largest city in Scotland. It is surpassed by Glasgow which has a population of over one million. Edinburgh has been the home of men of letters and scientists for many centuries. In the 2nd half of the 18th century and the beginning of the 19th it was the center of a cultural renaissance.

In literature the Romantic Movement had one of its origins in the works of Byron and Walter Scott. The renaissance reached its height in the revolutionary songs and poems of the people's poet and national hero, Robert Burns.

Answer the questions:

1. Where is Edinburgh situated? 2. What kind of town is it? 3. What can you see in the Old Town? 4. Princes Street is the prettiest street in the town, isn't it? 5. Whose life is the Scott monument commemorating? 6. How is history represented in the town? 7. Is Edinburgh the political capital of Scotland? 8. What was it in the 2nd half of the 18th and the beginning of the 19th century? 9. What can you say about the works of Byron and Walter Scott? 10. When did the renaissance reach its height?

Find English equivalents of the following word combinations in the text:

Город контрастов, трущобы, классические церкви, греческий храм, главное украшение, первый автор исторических романов, родина писателей и ученых, центр культурного возрождения, достиг своей вершины, народный поэт и национальный герой.

TEXT V

My Home Country

Russia is my home country. It is probably the largest country in the world with a population of more than 160 million people. It occupies the northern part of Asia and the eastern part of Europe. Our state is one of the richest in water resources. It is washed by twelve seas. The largest river in the European part of the country is the Volga and the longest river in the Asian part is the Lena. Lake Baikal is the largest fresh-water lake in Asia and Europe and the deepest in the world.

Russia is also one of the richest countries in the world in natural resources. Oil, coal, iron, various minerals and precious stones are found in different parts of the country.

We have always been proud of leading in heavy industry, cosmic flights and in some other fields. Iron melting has been practiced in our country since ancient times. One can find any kind of military production; rifles, guns, pistols, planes, tanks are still being produced in our towns in great quantities.

I live in a region the immense wealth of which can hardly be over-estimated. This place is the Urals. Valuable ores and bauxites, gold and platinum, coal, oil, crystals and numerous precious stones are found here. If we could see the Urals in the 18th century we should see the beginning of the development of the heavy industry at Demidov's metallurgical plants. Nowadays the ferrous and non-ferrous metal industry, engineering and chemical industry have been developed here to such an extent so as to place this beautiful part of Russia on the verge of ecological catastrophe. During the first five-year plan periods over 200 new big industrial enterprises went into operation. But unfortunately, it told upon agriculture. If the big plants had not needed so many workers, the agriculture of the region would not have been almost completely ruined.

And still when traveling through the Urals one cannot help admiring its mountains, woods, rivers and lakes. Big and small towns are scattered over this large industrial region of the country.

The Urals is not the only beautiful and rich region of Russia. One cannot help mentioning Siberia, world-famous for its timber and furs, Yakutia, famous for its diamonds, the Far East known mostly for the Russian caviar and fish, and many other places.

Answer the questions:

1. What is your home country? 2. What is the population of Russia? 3. What are the water resources of Russia? 4. What military production is still being produced in our towns? 5. What kind of a region is the Urals? 6. What could you see in the Urals of the 18th century? 7. Why is the Urals on the verge of ecological catastrophe? 8. How many new big industrial enterprises went into operation during the first five-year plan periods? 9. What can you admire in the Urals? 10. What are other world-famous places in Russia?

TEXT VI

The United States

The United States of America is in general acceptance the name of the country composed by 50 states joined in a federal republic, and its citizens are universally known as "Americans".

On the North it is bordered by Canada. The eastern half of the northern boundary is naturally defined by the Gulf of Mexico, but in the West the nation is separated from Mexico by an oblique line following first the Rio Grande river and continuing afterward across the highlands to the Pacific Ocean.

The west-coast states are separated from the oriental nations of the Far East by 5000 to 6000 mi, but Hawaii which became the 50th state in 1959 is situated approximately midway. Alaska is separated from Russian Siberia by only about 50 mi of the Bering strait.

With every variation of surface, the United States possesses every variety of climate, from that of the tropics, to that of the Arctic regions. It is at the same time one of the hottest and one of the coldest countries; one of the wettest and one of the driest.

A fundamental feature of the U. S. constitutional system is the division of political authority between two levels of government – state and national. The constitution as originally enacted attempted to parcel out power in such a way as to allow the central government to deal effectively with problems that were national in scope with leaving the states free to handle matters that were of purely local concern.

The legislative power of the country is “vested in a Congress of the United States, which shall consist of a Senate and House of Representatives”.

The executive power “shall be vested in a President of the United States of America”. He shall hold his Office during the term of four years, together with the Vice-President, chosen for the same term.

Answer the questions:

1. How many states compose the United States of America? 2. What country is it bordered on the North by? 3. What is the eastern half of the northern boundary defined by? 4. What is the role of the Rio Grande river? 5. When did Hawaii become the 50th state? 6. How is Alaska separated from Russian Siberia? 7. What is the climate of the United States? 8. What can you say about the fundamental feature of the U. S. constitutional system? 9. What does the Congress of the United States, which consist of? 10. How long does the term of a President last?

TEXT VII

City of Washington

Most people are unaware that until 1800 the youthful United States had five “capitals” or meeting places of the Congress – Princeton, Annapolis, Trenton, New York and Philadelphia. For various reasons, none of these cities offered an ideal seat

of government for the new nation. Southern states protested that they were all too far north. Certain state laws hampered the Congress, business interests in these centers harassed the Congress with their special demands. After the Constitution was adopted, the establishment of a new city was considered.

The first president called it simply "The Federal City", and the name "Washington" did not come into general use until after his death. But Washington became the real capital of the United States only after the Civil War.

Washington's skyline is dominated by the Capitol and the Washington Monument. The city has many famous buildings and monuments - the Library of Congress, Jefferson Memorial, Lincoln Memorial, Grant Memorial, Tomb of the Unknown Soldier (Arlington Cemetery), Treasury Building and others.

The White House, the official residence of the President, is located in Pennsylvania Avenue in Washington. It is the earliest of all government buildings in the District of Columbia.

TOPICAL VOCABULARY

Scenery	inaccessible fiords
densely populated	population
a powerful country	county
county borough	urban and rural districts
southwards and northwards	the principal traffic artery
vegetation	deeply indented coast
a pastoral area	picturesque region
seascape	cradle of the Scottish nation
favourable geographical position	the Tartar invasion
to pay tribute to	fortifications.

Study the names of the countries, capitals, nationalities and languages in the table below.

Country	Capital	Nationality	Language
Australia	Canberra	Australian	English
Austria	Vienna	Austrian	German
Belgium	Brussels	Belgian	French/Flemish
Brazil	Brasilia	Brazilian	Portuguese
Bulgaria	Sofia	Bulgarian	Bulgarian
Canada	Ottawa	Canadian	English/French
China	Beijing	Chinese	Chinese
Cuba	Havana	Cuban	Spanish
Czechia	Prague	Czech	Czech
Denmark	Copenhagen	Danish (Dane)	Danish
Egypt	Cairo	Egyptian	Arabic
England	London	English	English
Finland	Helsinki	Finnish	Finnish
France	Paris	French	French
Germany	Berlin	German	German
Greece	Athens	Greek	Greek
Hungary	Budapest	Hungarian	Hungarian
India	New Delhi	Indian	Indian/English
Ireland	Dublin	Irish	Irish/English
Italy	Rome	Italian	Italian
Japan	Tokyo	Japanese	Japanese
Mexico	Mexico City	Mexican	Mexican

Netherlands	Amsterdam	Dutch	Dutch
Norway	Oslo	Norwegian	Norwegian
Poland	Warsaw	Polish	Polish
Portugal	Lisbon	Portuguese	Portuguese
Romania	Bucharest	Romanian	Romanian
Russia	Moscow	Russian	Russian
Spain	Madrid	Spanish	Spanish
Sweden	Stockholm	Swedish	Swedish
Switzerland	Bern	Swiss	Swiss
Thailand	Bangkok	Thai	Thai
Turkey	Ankara	Turkish	Turkish
The United States of America	Washington DC	American	English
Viet Nam	Hanoi	Vietnamese	Vietnamese

EXERCISES

1. Ask questions on the italicized parts of the sentences:

1. *Traffic* is very heavy in London. 2. The rule of the road in England is *to keep to the left*. 3. *All the Underground stations and trains* are overcrowded during the "*rushhours*". 4. Hyde Park is one of *the largest* parks in London. 5. Moscow was founded *in 1147*. 6. *At the beginning of the eighteenth century* Peter the Great moved the capital *to St. Petersburg*. 7. *The Lowlands* are the cradle of the Scottish nation. 8. The highest point of Highlands is *Ben Nevis*. 9. Scotland falls into *three* main regions: that of *the Boarder, the Lowlands and the Highlands*. 10. *The White House*, the official

residence of *the President*, is located in *Pennsylvania Avenue* in Washington. 11. *The old name* was returned to the city only in 1991. 12. *The Summer Garden* is the oldest and most fascinating park. 13. The city began with *the Peter and Paul Fortress* built to protect the *Neva banks* from Swedish invasion. 14. The centre of Saint Petersburg is *the Palace Square with the Winter Palace* built by *Rastrelli*. 15. *The main street* of the city is the Nevsky Prospect you can see *the Kazan Cathedral* with a remarkable colonnade.

2. Insert prepositions or adverbs where necessary:

1. They entered ... the City. Tom was surprised ... the traffic ... the streets. 2. The bus is crowded ... people. Let's get ... the tram. 3. They were driving ... the northern side ... the square looking Nelson's statue. 4. Bus № 15 will take you right ... the Museum. 5. You must get this stop. The museum is ... the left. 6. They moved up ... the front seats ... the driver. 7. Rotten Row runs ... the side ... Hyde Park. 8. The East End is unattractive ... appearance but very important ... the country's commerce. 9. The National Gallery has one ... the finest collections ... pictures ... the world. 10. The other day I decided to go ... the Maly Theatre.

3. Insert articles where necessary:

There is more water than land on our planet. ... largest and deepest ocean in ... world is ... Pacific than comes ... Atlantic. ... Indian ocean is only a little smaller. ... smallest ocean is ... Arctic. ... longest river in ... world is ... Mississippi, ... largest sea is ... Mediterranean, ... deepest lake is ... Lake Baikal.

Large masses of ... land are called ... continents. They are ... Europe and Asia, ... North and ... South America, Australia and ... Antarctica.

There are mountain chains in many parts of ... world. Some of them such as ... Urals are old, others like ... Caucasus are much younger. ... highest mountain chain which is called ... Himalayas is situated in ... Asia.

4. Compose sentences on the pattern using the word-combinations below.

Pattern: *Cannot help doing ...*

to admire the building of Moscow University; to laugh at his jokes; to cry when she heard the sad news; to smile at the young man.

Assignments for Independent Work

1. Use the verbs in brackets in the necessary tense.

A traveler, wet with rain and feeling cold, (to arrive) at a country inn which (to be) so full of people, that he could not get near the fire. He (to say) to the landlord: "Take some oysters to my horse!" "To your horse?" (to exclaim) the landlord, "your horse (not to eat) them". "Do as I ask you," (to answer) the traveler. All the people (to run) out to the stable to see the horse eat oysters. The traveler (to sit) down comfortably by the fire and (to warm) himself. When the landlord (to return) he (to say) to the traveler: "I (to be) sure that your horse (not to eat) the oysters". The traveler replied: "I (to eat) them myself".

2. Translate into English.

1. Территория России так велика, что климат в разных ее частях совершенно различный. 2. В Петербурге, благодаря близости Балтийского моря, климат мягкий и влажный. 3. Климат Москвы отличается от климата

Петербурга. 4 В Москве и Петербурге много всемирно известных музеев: Эрмитаж и Русский музей в северной столице; Третьяковская галерея, музей изящных искусств им. Пушкина в Москве.

3. Pick out words and word combinations from the texts above that might be used to describe the place you live in.

4. Suggested situations:

1. You are planning a visit to London. But you are short of money and can afford only a few days. Plan what you'd like to see there.

2. Describe to your friend your visit to Moscow.

3. Find in the Internet an interesting excursion about St. Petersburg and prepare to act as a guide in English.

5. What world famous museums do you know? Name them and say what you can see there.

6. What are the famous theatres and concert halls in Moscow, London and New York?

7. Present the following in the form of a dialogue.

1. A friend of yours came to your town on a short visit. Advise her/him where to go and what to see.

2. You stay at your friend's place in Moscow. Ask her to show you the most interesting sights of the capital.

LESSON 3

The Third Lesson

MOSCOW

Phonetic drill:

is the capital

is the seat

is the Kremlin

is the core

with the Kremlin

south side

was the first

eighteenth century

north side

with the Maly Theatre

with stadiums

for its

far and wide

higher education

are exhibited

there are

TEXT I

Moscow - the Capital of Russia

Moscow is the capital of Russia. Founded in 1147 by prince Yuri Dolgoruky, Moscow has become the largest political, administrative, economic and cultural center. Built as a fortress on the banks of the Moskva river, Moscow now presents a striking summary of ancient and modern Russia: there are narrow old streets and wide new avenues, modern blocks of flats and old residences, medieval churches and skyscrapers.

During the whole history of Russia Moscow occupied the leading place in the life of the Russian people. It is known for its highly developed industry, it is the seat of the Academy of Sciences, the home of more than a hundred colleges and about 270 institutes of higher education training about half a million students, of 150 museums, of several thousand libraries, and 85 theatres. Moscow has a wealth of historical and architectural monuments carefully preserved.

The heart of Moscow is the Kremlin, a walled area, a singular moment to Russian culture, now open to public. The highest towers of the Kremlin are crowned by five-pointed ruby stars, each of which weighs nearly a ton and can be seen far and wide.

The cathedrals, palaces, halls and buildings of the Kremlin are remarkable museums containing unique items associated with Russian history: collections of precious stones, gold and silver objects, coronation gowns, thrones and so on. Red Square, together with the Kremlin, is the core of the capital, the place of mass demonstrations, festivities and parades.

On the south side of the square is St. Basil's Cathedral with the monument to Minin and Pozharsky in front. On the north side of the square is the Historical Museum. It was the first museum that opened its doors for the visitors in 1883. Its collections are connected with the Russian history from ancient time to the end of the 19th century.

A wonderful collection of world-famous pictures by Repin, Levitan, Surikov and other Russian and contemporary artists are exhibited in the Tretyakov Gallery. The Pushkin Museum of Fine Arts possesses works of art by foreign masters.

The famous Bolshoi Theatre, crowned with a bronze sculptural group together with the Maly Theatre, the oldest and largest drama theatre in the country, form the theatrical center of the capital.

Moscow is beautiful. We admire its fine buildings, palaces, architectural monuments, beautiful green parks and squares. Those who have not been to Moscow for a long time are deeply impressed by the great changes that have taken place in the general appearance of the city. It has greatly increased in size. Many new districts have appeared in it lately.

The traffic system was also greatly improved. The Moscow underground is probably the best in the world.

With each new decade, Moscow changes its appearance. In the eighties – the Olympics with stadiums and Pepsi; in the 90s – advertising and kiosks; in the 2000s – the terrifying statues and shopping centers. In the last five years Moscow has undergone massive changes, but the most obvious developments concern parks, streets and general navigation in the capital. Due to these changes the city has got more air.

The center of Moscow has long ceased to have a certain aesthetics. It shuffled so many different epochs and ideologies that produces the impression of disharmony and chaos. It became normal to see a temple of the 18th century standing near a panel building of Khrushchev's era.

The population of Moscow has increased rapidly during the last decades. Now it is more than 12,5 million people. Thus, Moscow has become the most populated European city to leave aside Istanbul.

Topical vocabulary

capital	to found
fortress	to present
striking	ancient
modern	medieval
a skyscraper	a museum
a cathedral	unique
traffic	underground
a temple	century
population	decade

TEXT II

History of Moscow

As far back as the twelfth century Moscow was known as a small estate of Prince Yuri Dolgoruky; in 1156 it was walled, thus became a town, or rather a fortress on the bank of the Moskva river, then an important trade route. Its subsequent economic and political development was due largely to its favourable geographical position.

The city was razed in the thirteenth century during the Tartar invasion, and for many years paid tribute to the Tartar Khans, but toward the end of the fourteenth century it rose against these rulers, sometimes fighting, sometimes paying ransom. It gradually grew stronger and became the capital of the new state of Muscovy. As it was a military as well as administrative and economic center, its rulers continued to erect ramparts and fortifications.

By the end of the sixteenth century, during the reign of Boris Godunov, Moscow had three walls with towers and moats surrounding respectively the Kremlin, the Kitai-Gorod and the White City. It was also surrounded by earthworks 14 kms circumference, and guarded in the south, east and west by six fortified monasteries. From the Kremlin and the Red Square, then the center, streets radiated to the outskirts whence they continued as trade roads. The town itself was divided into 150 self-governed settlements or districts, *sotni* and *slobodi*, with irregularly scattered houses and narrow crooked streets and blind alleys. Foreigners who visited Moscow in the sixteenth and seventeenth centuries as trade representatives or to enter the service of the tsars, as architects or military or industrial advisers usually expressed their delight with the picturesqueness of the city but noted the dirty streets and wretched wooden houses that they found on closer inspection.

At the beginning of the eighteenth century Peter the Great moved the capital to St. Petersburg which was founded by him, but Moscow continued to grow as a trading city. It remained too, the favourite city of the Russian nobility who liked to spend their winter in their Moscow mansions. With the invasion of Napoleon in 1812, four-fifth of Moscow was destroyed by fire, but it was soon rebuilt and trade and industry developed again. The city was at its height by the middle of the nineteenth century.

Find English equivalents of the following word combinations in the text:

Небольшое поместье, обнесено стеной, важный торговый путь, последующее экономическое и политическое развитие, удобное географическое положение, платить дань, оборонительные сооружения, правление, укрепленные (вооруженные) монастыри, особняк, вторжение.

EXCERCISES

1. Answer the questions:

1. When and by whom was Moscow founded?
2. What does Moscow present now?
3. What is the place of Moscow in the life of the Russian people?
4. What is Moscow famous for?
5. The Kremlin is the heart of Moscow, isn't it?
6. What do the cathedrals, palaces, halls and buildings of the Kremlin contain?
7. Where is the core of the capital?
8. Do you know any theatres and galleries in Moscow?
9. What is the population of Moscow?
10. Have you ever been to Moscow?

2. Translate into English, choose as many words to go with these as possible.

Князь, древний, современные кварталы, старые особняки, средневековый, занимать ведущее место, собрание, современный художник, зарубежные мастера, самый старый и большой драматический театр, театральный центр, памятник архитектуры, транспорт, метро.

3. Complete the sentences with the following words:

capital, city, called, received, built, islands, avenues, squares, population, founded, named, falls, industrial, cultural, outstanding, world, beautiful

TEXT III

Saint Petersburg

Saint Petersburg with its population of nearly 6 million people is the second largest city in Russia and one of the most beautiful cities in the world. It was founded in 1703 by Peter the Great at the mouth of the River Neva at the Gulf of Finland on the Baltic Sea as the "Window on Europe". It was the capital of Russia from 1712 till 1918. The city changed its names several times. In 1914 its name was changed to Petrograd and in 1924 after V.I. Lenin's death – to Leningrad. The old name was returned to the city only in 1991.

Now Saint Petersburg is an industrial, cultural and scientific centre. There are over 80 museums, more than 20 theatres, a lot of picture galleries, universities, schools and parks. The Summer Garden is the oldest and most fascinating park. It is decorated with beautiful marble statues made by Italian sculptors and its cast iron grille is one of the wonderful sights of the city.

The city began with the Peter and Paul Fortress built to protect the Neva banks from Swedish invasion. Now it is a museum. The famous Swiss architect Trezzini erected the Peter and Paul Cathedral here and Russian tsars were buried in it.

The centre of Saint Petersburg is the Palace Square with the Winter Palace built by Rastrelli. Now the Winter Palace and four other buildings are occupied by the Hermitage, one of the oldest and largest museums in Russia. Another famous museum is the Russian Museum located in the Mikhailovsky Palace designed by Rossi. Here you will find paintings of Russian artists: Repin, Bryulov, Surikov, Serov and others.

The main street of the city is the Nevsky Prospect you can see the Kazan Cathedral with a remarkable colonnade.

Saint Petersburg is often called the Venice of the North because of its 65 rivers and canals. There are numerous bridges, one of the most beautiful is the Anichkov Bridge over the Fontanka River.

1. Find English equivalents of the following word combinations in the text:

Второй по величине, в устье реки Невы, Летний сад, мраморные статуи, чугунная решетка, Петропавловская крепость, Дворцовая площадь, Зимний дворец, Эрмитаж, Северная Венеция, Аничков мост.

2. Fill in the blanks with the correct word.

Saint Petersburg is the second largest ... in Russia. It was ... in 1703 by Peter the Great and until March 1918 it was the ... of Russia. From 1914 to 1924 it was ... Petrograd, then it was ... after Lenin – Leningrad, and only in 1991 it ... its original name.

The city is situated on 100 ... in the mouth of the Neva river where it ... into the Gulf of Finland. Its ... is about 4 million. This is a big ... and ... center and one of the most ... cities in the Its ..., ... and buildings, created by ... Russian and foreign architects, form picturesque views.

3. Fill in the blanks with the correct form of the verb in brackets.

1. If you came to Moscow you (to see) that it is the largest political, administrative, economic and cultural center. 2. If you had come to Moscow 200 years ago, you (to walk) along narrow old streets. 3. If you wanted to study in Moscow, you (to choose) between 80 colleges and institutes of higher education. 4. you (to go) to the Bolshoi Theatre, if you were in Moscow? 5. What collection of world famous pictures you (to see) if you visited the Tretyakov Gallery? 6. If you went to the Pushkin Museum of Fine Arts, what you (to find) there? 7. you (to be) deeply impressed by the great changes that have taken place in the city, if you had not been to Moscow for a long time? 8. What you (to see) if you were on the south side of Red Square? 9. What you (to find) if you were on the north side of Red Square? 10. What else you (to like) to see if you were in Moscow?

4. Insert articles where necessary.

S: What's the difference between ... capital and ... metropolis, please?

T: Let's have some examples. That's usually the best way to show ... meaning of ... words. What's London?

S: It's ... capital of ... Great Britain.

T: Quite right. ... capital is ... town where ... seat of ... government is. ... metropolis is ... most important town of ... country, which is usually, but not always, its capital.

S: Can we say that ... Moscow is ... metropolis of ... Russia?

T: Certainly. London is ... metropolis, too.

S: Is it correct to say that Washington is ... capital of ... USA and New York is its metropolis?

T: Quite correct.

5. Review modal verbs. Use the verbs *can, may, must* and their equivalents.

1. I think you ... go to Moscow if you have not yet been there. 2. To my mind there ... be no more beautiful place than Petergoff in summer. 3. If you came to Petergoff in summer you ... to see the most beautiful fountains. 4. You ... admire the pictures of Russian painters at the Tretyakov Gallery, but you will ... to go to the Pushkin Museum of Fine Arts to see the works of art by foreign masters. 5. You ... find it rather tiring to walk kilometers of museum halls. 6. We ... to go to the theatre but the leading actress fell ill and the performance was cancelled. 7. On the south side of the square we ... see St. Basil's Cathedral with the monument to Minin and Pozharsky in front. 8. On the north side of the square the Historical Museum ... be seen. 9. It ... be interesting to know that it was the first museum that opened its doors for the visitors in 1883. 10. In order to see the collections devoted to the Russian history from ancient times to the end of the 19th century you ... go to the Historical Museum in Moscow.

Assignments for Independent Work

1. Render in English:

Я – москвич! Сколь счастлив тот, кто может произнести это слово. Я – москвич!

Минувшее проходит предо мною...

На пестром фоне хорошо знакомого мне прошлого я вижу растущую не по дням, а по часам новую Москву. Она ширится, стремится вверх и вниз, в подземные глубины метро, сверкающие мрамором чудесных зал.

В «гранит одетая» Москва-река окаймлена теперь тенистыми бульварами.

Там, где недавно, еще на моей памяти, были болота, теперь – асфальтированные улицы, прямые, широкие. Исчезают нестройные ряды устарелых домишек, на их месте растут новые, огромные дворцы. Один за другим поднимаются первоклассные заводы. Недавние гнилые окраины слились с центром, а ближние деревни становятся участками столицы.

Москва уже на пути к тому, чтобы сделаться первым городом мира. Это на наших глазах.

По Вл. Гиляровскому. Москва и москвичи

2. Answer the questions and continue speaking on the suggested topic.

Where would you go if you were on holiday now?

Would you go to Moscow? What would you like to see there?

3. What monuments can you see in Moscow? What do you know about them?

4. Name the most famous museums in Moscow. Which of them would you like to visit? What do you expect to see there?

5. Which of the Moscow's theatres or concert halls would you like to go to?

6. Discuss with your friend:

- your visit to the Tretyakov gallery;
- your tour of the Kremlin;
- what you'd like to see in St. Petersburg if you had a chance to go there;
- places of interest in your native town.

7. Suggested topics for oral and written reports:

1. Moscow Old and New.
2. The Moscow Underground.
3. The New Building of Moscow University.

Lesson 4

The Fourth Lesson

OUR UNIVERSITY

Phonetic drill:

I. new	ask	near	some	town	Moscow
few	past	fear	come	brown	window
dew	last	engineer	done	now	yellow
find	old	bread	small	future	dictation
kind	cold	lead	all	culture	examination
child	bold	dead	fall	nature	explanation
wind	fold	weather	tall	lecture	translation

II. that time	rapid development	with the history
The University's scientific	is the latest	set the time

III. Grammar drill: Review the Passive Voice.

1. Supply the missing part of the analytic form of the verb.

1. students asked at every lesson? 2. How many students ... asked by the teacher before the bell rang? 3. Who ... asked when the Dean came into the classroom? 4. How long ... the teacher ... asking you before the bell rang? 5. ... all the students asked yesterday? 6. What do you think, who ... asked first? 7. Everybody ...asked by this time tomorrow. 8. I ... asked very difficult questions today. 9. Who ... asked now? 10. A student may ... asked such questions at every lesson.

2. Insert the prepositions “by” or “with”.

1. The sky is covered ... clouds. 2. The letter was written ... my mother ... a pencil. 3. The child was covered ... a blanket ... his mother. 4. This text has been written ... me ... a very bad pen, that’s why you can’t read it. 5. The papers have been scattered on the floor ... the wind. 6. Trams are set in motion ... electricity. We heat stoves ... wood.

3. Change from the active into the passive.

1. The students finished the translation in time. 2. They will finish their work tomorrow. 3. My friend gave me a ticket to the concert. 4. I have just read the article. 5. The students of our group were still discussing the news when I returned into the classroom. 6. You must do the work in time. 7. The doctor recommended him a long rest. 8. They are constructing a new metro line now. 9. I have already paid for the book. 10. Teachers often refer to these lines of poetry.

TEXT I

The Moscow State University

The Moscow State University was founded by Lomonosov in 1755. Since that time the history of the development of Russian science and culture has been closely connected with the history of the University.

The rapid development of science in our country after the great October Socialist Revolution as well as the ever-increasing demand for specialists in all branches of national economy made it imperative to expand the activities of the University.

This led in 1948 to the decision of the Government to erect a new building on the Lenin Hills. On September 1, 1953 the new University opened its doors to thousands of students.

The main building of the new University, 32-storey high, houses three faculties: the Mechanics and Mathematics Faculty, the Geography Faculty and the Geology Faculty, as well as the main library, the Rector's offices, the Assembly Hall, a swimming-pool and dining-halls.

In the wings of the main building are located flats for the teaching staff and rooms for post-graduates and undergraduates. Only the humanity faculties are still in the old buildings in Marx Prospect. The Chemistry, Physics, Biology and Soil faculties are located in separate buildings.

The University's scientific equipment is the latest word in technology. The University has many eminent scientists on its staff and so the students have every opportunity to master their professions and to conduct research under the guidance of highly qualified instructors.

Answer the questions:

1. When was the Moscow State University founded?
2. By whom was it founded?
3. When did the Government decide to erect new buildings for the University?
4. When was this decision carried out?
5. Where was the new University building erected?
6. What faculties do the new University buildings house?
7. What faculties are still in the old buildings?
8. How many storeys has the main new building?
9. What is located in the main building?
10. Are the University laboratories supplied with up-to-date equipment?

TEXT II

My University

I am a first-year student of the South Ural State Humanitarian and Pedagogical University. I study at the Department of Primary School Teachers. Our University is large enough, it has nine departments, besides ours it has the Department of Physics, of Physical Training, of Natural Sciences, of Linguistics and also Historical, Philological, Information Technologies and Mathematics.

Our University is one of the oldest in our town. It was founded in 1934 as a Teacher Training Institute. Our oldest teachers in their recollections mention that it had experienced great difficulties during the war years.

If you know how our University works you can understand much about the system of higher education in our country for it reflects all its merits and shortcomings.

The academic year begins on the 1st of September and ends in June. It consists of two terms: the autumn term and the spring term. The autumn term ends in December, it lasts four months. The spring term lasts from the 9th of February till June. Each term ends with credits and examinations which take place in January and June.

The curriculum in our University takes three groups of subjects: social-political, general educational and specialized. It also includes optional and obligatory subjects.

Our classes begin at 8.30 and are over at half past three. Usually we have three or four periods: lectures, recitation classes, laboratory classes. On week-days we work hard. We have a rest on Sundays. Besides twice a year we have holidays: summer holidays are long and last about two months, winter holidays last only two weeks.

The University is situated in the center of the city. It is comprised of several buildings. There are a lot of lecture-rooms, laboratories, an observatory, a library, several reading-rooms and gymnasiums. The Rector's office is on the ground floor. Every department is headed by a Dean. The deputy dean helps him to deal with the students. The time-table may be found near the dean's office.

Answer the questions:

1. What subjects are taught at the Department of Primary School Teachers? 2. What is your favourite subject? 3. Which subject do you find most difficult? 4. What optional courses have you chosen? 5. Do you expect them to help you in your future work? 6. Do you find social-political and general educational subjects useful? Why? 7. Do you manage to find time for rest, sports and reading? 8. What is the last book you've read? 9. Do you often go to concerts and theatrical performances? 10. When did you do that last?

TEXT III

Universities in Great Britain

When people speak about higher education in Britain, they are generally thinking of university education. In fact, there is a considerable amount of post-school education, including part-time as well as full-time study, carried on in technical colleges, art colleges, teacher training colleges, institutes of adult education and so on.

The two oldest universities in England are Oxford and Cambridge which differ considerably from the "Modern Universities": London, Liverpool, Manchester, Leeds, etc. These universities appeared with the advance of industrialization in the nineteenth century when technicians and scientists became needed. The other universities did not produce them. The structure of the university in

Liverpool gave rise to the term “red brick university” as opposed to Cambridge and Oxford.

Every university is autonomous and responsible only to its governing body. The regulations differ from university to university. The new “red brick universities” are divided into various departments.

TEXT IV

Cambridge

Cambridge is world famous principally as a university city and undoubtedly owes much of its character and history to the development of the university and colleges during the past seven hundred years. Peter’s house, founded in 1284, was the first college, and now there are twenty-seven.

Cambridge is situated at a distance of seventy miles from London; the great part of the town lies on the left bank of the river Cam crossed by several bridges.

Cambridge is one of the loveliest towns in England. It is very green presenting to a visitor a series of beautiful groupings of architecture, trees, gardens, lawns and bridges.

The University, a center of education and learning, is closely connected with the life and thought of Great Britain. There is a close connection between the University and colleges, though they are quite separate in theory and practice. The organization of the university is extraordinarily complex. Each college is a completely autonomous body, governed by its own laws.

The college is a place where you live, no matter what profession you are trained for, so that students who study literature and those trained for physics may belong to one and the same college.

However, the fact is that you are to be a member of a college in order to be a member of the University. Every college is headed by a dean.

A college is a group of buildings forming a square with a green lawn in the center. According to an old tradition the students are not allowed to walk on the grass: only professors and head students may do it.

The University has the power to grant degrees, it defines courses of study, and organizes most of the formal teaching.

Each student studies at the University for 4 years, three terms a year. He is trained by a tutor; each tutor has 10-12 students reading under his guidance. At his first interview the tutor discovers how far advanced the pupil is already and tells him about the requirements for the examination which he will next have to take. He speaks to him about the course of reading to be begun at once, and tells him about the lectures which he must take.

Unlike school, most of the work here is not done in class but in the students' rooms or in one of the libraries, and each person arranges his time-table to suit himself leaving time for other activities apart from study.

This is how a student may spend his day. His working hours are from 9 a.m. to 1 p.m. At 9 o'clock he will see the tutor or go to the library, or to the lecture. From 2 p.m. to 5 p.m. he is engaged in sport and all kinds of exercise. From 5 p.m. to 7 p.m. he usually either works in the library or in the laboratory. 7 o'clock is the dinner hour when the undergraduates and Dons (members of the teaching staff) are gathered in the hall. Long tables line the hall and at one end there is a raised platform on which is a special table of the Dons, known as the High Table. It is a great honour to be invited to dine at the High Table - and the food is much better.

After dinner the students have club activities, debating societies, etc. By 10 o'clock the student must be in the college.

At about 10 o'clock the student sits down to work again and he works for about 2 hours.

The present facilities at Cambridge include theology and oriental studies, law, English language and literature, medieval and modern history, human letters, social studies, medicine, physics, chemistry, biology, geology, anthropology, agriculture and music. The term lasts 10 weeks.

Among the celebrities of the university was Sir Isaac Newton, professor of mathematics (1673 - 1702), whose influence was deep and permanent.

Higher Education in the USA

There is no national system of higher education in the United States. Instead, there are over 2,100 separate institutions ranging from two-year "junior" colleges to complex universities and from technical institutes to classical liberal arts colleges. These institutions may be small or large, rural or urban, private or public, religious or secular; highly selective or open to all.

Basically, however, American higher education developed its own pattern by the adaptation of two traditions: the collegiate tradition of England and the university tradition of the Continent.

The American college, although it is the outgrowth of the English colleges of Oxford and of Cambridge, has developed into an institution which has no counterpart in Europe.

The college course of study, at first three years in length, was soon extended to four years, and the classes are uniformly known as the freshman, the sophomore, the junior and the senior.

The traditional degree which crowns the college course is that of Bachelor of Arts (A.B.).

The opening of the John Hoprins University at Boston in 1876 began the present movement to organize carefully advanced study and research, requiring a college education of those who wish to enter upon it. The crowning honour of the University students is the degree of Doctor of Philosophy (Ph.D.). The minimum period of study accepted for the degree of Ph.D., is two years after obtaining the bachelor's degree, but in practice, three and even four years of study are found necessary. In addition to carrying on an investigation in the field of the main subject of study the candidate for the degree of Ph.D. is usually required to pass examinations on one or two subordinate subjects, to possess a reading knowledge of French and German (often of Latin as well) and to submit usually in printed form - the dissertation which embodies the results of his researches.

(from "Education in the USA" by A.G.Gilyanova)

D i a l o g u e s

I

Tom: Hello, Dick! Are you taking your exams?

Dick: I've already passed my last exam.

Tom: What did you get for mathematics?

Dick: I got a distinction. You passed your exams too, didn't you?

Tom: No, I didn't. I failed in physics.

Dick: What a pity! I'm so sorry for you! How did it happen?

Tom: It's difficult to explain. My memory failed me and I forgot the simplest things. I think it was the result of a sleepless night.

Dick: That's what I always used to tell you. Don't put off your work to the very last! It serves you right! What are you going to do now?

Tom: As soon as the examinations are over, I'll have to take my exam in physics for the second time. I've just been to the dean's office and the dean has already set the time.

Dick: I hope all will go well and you'll get a good mark this time. Good luck!

II

Tom: By the way, what are you studying? It's medicine, isn't it? Are you going to be a doctor?

John: As a matter of fact, I'm not. That was the idea when I came here, but my interest has always been in language learning and language teaching, and so I changed from medicine to modern languages. I'm in my last year now.

Tom: What do you want to do when you leave Oxford?

John: I'd like more than anything else to teach English to foreign students.

Tom: Well, I wish you luck.

Topical Vocabulary

development

culture

national economy

the teaching staff

an undergraduate

guidance

the academic year

credits and examinations

science

specialists

to erect

a post-graduate

equipment

department

term

optional

subject	a period
recitation classes	a lecture-room
a gymnasium	a dean
the deputy dean	a time-table
part-time study	full-time study
adult education	autonomous

EXERCISES

1. Ask questions to the italicized parts of the sentences:

At Oxford the instruction is mainly given by the college *tutors and lecturers*. All students are *members of a college* and of the university. They may attend any lecture *they like*.

The tutorial system in Oxford and Cambridge differs *from that of all the other English universities*. Every student has a tutor. (*disjunctive*) As soon as a student comes to Oxford he goes to see *his tutor*. The tutor *plans his work*, suggests the *books he should read* and sets work *for him to do*, for example an essay to write. *Each week* he goes to his tutor's rooms *with two or three other students*.

2. Insert articles or pronouns where necessary.

1. Academician Lomonosov was called ... father of ... Russian science. 2. Is ... Father at home? – No, he isn't in. 3. My friend was out. I had to speak to ... father. 4. May I trouble you for ... moment, ... Captain? 5. He is ... captain. 6. In your case I should address ... Doctor B. She is ... experienced doctor. 7. He is ... porter. 8. ...porter, will you help me with my luggage? 9. There is ... porter I've asked to help me with my luggage. 10. Let's look in on ... life of ... British undergraduate.

4. Translate into Russian.

Dear Daddy-Long-Legs,

You should see the way this college is studying! We've forgotten we ever had a vacation. Fifty-seven irregular verbs have I introduced into my brain in the past four days - I'm only hoping they'll stay till after examinations.

Yours, about to be
examined
Judy Abbott.
Sunday

Dearest Daddy-Long-Legs,

I have some awful, awful, awful news to tell you: I flunked mathematics and Latin prose. My reexamination comes the 7th hour next Tuesday, and I am going to pass or BUST.

I will write a respectable letter when it's over. Tonight I have a pressing engagement with the *Ablative Absolute*.

Yours - in evident haste,
J.A.

(from "Daddy-Long-Legs" by Jean Webster. Abridged)

4. Translate the words in brackets into English.

1. You will (придется) drive seventy miles from London to get to Cambridge.
2. You (можете) see that the great part of the town lies on the left bank of the river Cam crossed by several bridges.
3. You (должны) admit that the dominating factor in Cambridge is its world known University.
4. You (можете) study literature and live in the same college with a physicist.
5. According to the English tradition students (должны) to live in the college not study.
6. You (нужно) to be a member of a college in order to be a member of the University.
7. You (можете) see a green lawn in the

center of the college yard. 8. Only professors and head students (разрешено) to walk on the grass. 9. The University (может) grant degrees, and define courses of study. 10. Each tutor (может) have 10–12 students reading under his guidance.

5. Complete the sentences with the following words:

Year, vacation, was founded, trained, terms, is situated, oldest, last, dean, tradition.

Chelyabinsk Teacher Training University ___in the center of the city. It___ 80 years ago as a Teacher Training Institute. The ___departments of the University are historical, mathematical, philological. Each department is headed by a _____. The students are _____to teach all the subjects at school.

The academic _____begins on the 1st of September. It is an old ___to celebrate this day as “Day of Knowledge”. The academic year consists of two __. Each of them ... about four months.

The long _____is in July and August.

6. Match the columns so that you have a story.

<p>The academic year consists The autumn term ends in December The spring term lasts from Each term ends with The curriculum in our University They are: It also includes Our classes begin at 8.30 (eight thirty) Usually we have three or four periods On week days we work hard Besides twice a year we have holidays:</p>	<p>optional and obligatory subjects. lectures, recitation classes, laboratory classes. and are over at half past three. of two terms: the autumn term and the spring term term. in summer and in winter. it lasts four months. takes three groups of subjects. credits and examinations. the 9th of February till June. social-political, general-educational and specialized we have a rest on Sundays.</p>
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7. Read the dialogues again and retell them in Indirect Speech.

Assignments for Independent Work

1. Read the text and ask 15 questions on it.

...What I really had in mind was to do a little teaching... I had come eager to share all I know and feel; to imbue the young with a love for their language and literature; to instruct and to inspire. What happened in real life (when I asked why they were taking English, a boy said: "To help us in real life") was something else again, and even if I could describe it, you would think I am exaggerating.

But I am not.

In homeroom (that's the official class, where the kids report in the morning and in the afternoon for attendance and vital statistics) they went after me with all their ammunition: whistling, shouting, drumming on desks, clacking inkwell lids, playing catch with the board eraser – all this with an air of vacant innocence, while I stood there, pleading for attention, wary as a lion-tamer, my eyes on all 46 at once.

By the time I got to my subject classes, I began to stagger under an inundation of paper-mimeos, directives, circulars, letters, notices, forms, blanks, records. The staggering was especially difficult because I am what's known as a "floater" – I float from room to room. [...]

This morning, the students swarming on the street in front of the entrance parted to let me pass - [...]

I joined the other teachers on line at the time clock, ... I punched the time on my card and stuck it into the IN rack. I was *in*.

(from "Up the Down Staircase" by Bel Kaufman. Abridged)

2. Retell the text.

3. Translate into Russian.

There are usually four kinds of classes in American Universities. First, they teach many subjects in lecture courses. *Lecture classes* are often large. The professor speaks from notes or from a written lecture concerning the subject of the course. Lecture courses are valuable because the professors who teach them are specialists in their fields. The second kind of university class is *the Recitation class*. The third kind of class, *the Seminar class*, is for advanced students only. The fourth kind of university class is *the Laboratory class*. Laboratory classes are especially important in technical and scientific courses.

4. Suggested situations for dialogues:

1. The University you study at; whom it is named after and the year of foundation.
2. Interesting traditions of the University you study at.
3. You can't help feeling excited as you are going to take an examination in English.

5. What higher educational institutions do you know in Moscow? Say a few words about one of them.

6. What higher educational institutions are there in our town? What do you know about them?

7. Find out some material about Edinburgh, London or St. Petersburg Universities and make a 3 minutes report.

8. Make up a story "My University" using the material of the above texts and exercises.

LESSON 5

The Fifth Lesson

MEALS

Phonetic drill:

or in simpler houses
or a restaurant
or apricots
or in the evening
daughter is passing

for a change
for a chat
or a cake
either in the middle

breakfast time
bread and butter

buttered toast
is called dinner

fruit to follow
it dry

eating anything

Grammar drill:

Pattern 1

Would you like a drink?

Pattern 2

I'd like some more milk.

Pattern 3

You'd better take a cutlet.
I'd rather have some ice-cream.

1. Fill in the blanks with *will* or *would*.

1. ... you have some more sweets? 2. ...you like a drink of water? 3. ... you kindly pass me some slices of bread? 4. ... you read this passage to me? 5. ...you like to listen to this concert?

2. Say this in English.

1. Ты бы лучше сходила в театр, а не в кино. 2. Я бы хотела мороженого. 3. Хотите фруктов? 4. Вам бы лучше выбрать рыбу, а не мясо. 5. Вы хотите чай или кофе? – Я бы лучше выпила чаю.

3. Use the active expressions instead of blanks.

1. ... some more coffee? 2. ... have a glass of water. 3. ... some melon. 4. ... take this pear, it's very sweet and juicy. 5. May I have some more soup? - ... leave some place for the second course, it's very tasty.

TEXT I

Meals in an English Family

The usual meals in England are: breakfast, lunch, tea and dinner, or in simpler houses, breakfast, dinner, tea and supper. In England meal times are as follows: breakfast time is between 7 and 9 a.m., lunch time is between 12 and 2 p.m., dinner is between 7 and 10 p.m.

Breakfast is generally the bigger meal than you have on the Continent. Usual breakfast is porridge, bacon and eggs, marmalade with buttered toast and tea or coffee. For a change you can have a boiled egg, cold ham or perhaps fish. Breakfast is often a quick meal, because the father of the family has to get away to his work, children have to go to school, and the mother has her housework to do.

Englishmen usually have lunch at one o'clock p.m. The businessmen usually find it impossible to come home for lunch and so they go to a café or a restaurant where they usually find a mutton chop, or cold meat, or fish with potatoes, salad, then a pudding or fruit to follow. Some people like a glass of beer with lunch.

Afternoon tea you can hardly call a meal, but for some people it has become a tradition. At this time "everything stops for tea" in England. People often come in for a chat with their cup of tea. Some English families like to have the so called "high tea" which is quite a substantial meal. They have it between 5 and 6 o'clock. It usually consists of ham or tongue, tomatoes, salad or sausage with strong tea, bread and butter, then stewed fruit, or apricots with cream or a cake.

The main meal of the day is called dinner. Dinner is eaten either in the middle of the day or in the evening. The midday meal usually consists of two courses - a meat course with a lot of vegetables and a soup.

Breakfast

The Smiths are in their dining-room. There are five of them: Mr. Smith, the head of the family. Mrs. Smith, his wife, and their children: John, Ann and Kitty. They are having breakfast. Mrs. Smith is putting some cornflakes on the boy's plate. The elder daughter is passing the sugar to her father.

Mrs. Smith: Will you have sugar on your cornflakes, John?

John: Oh, no, Mum, thank you. I'd like some more milk instead.

Mr. Smith: Why aren't you eating anything, Kitty? You are so slow. Look, Ann is already finishing her cornflakes.

Kitty: I don't like cornflakes. I'm just thirsty. Give me some tea and cakes, Mum.

Mrs. Smith: Now, be a good girl, Kitty. Have some more cornflakes. We're going to have bacon and eggs, and then you'll get your tea with toast and marmalade.

Mr. Smith: Could you give me a little more cornflakes, dear?

Mrs. Smith: Just a moment. (*Mrs. Smith passes him his plate*) What about bacon and eggs? Will you have some?

Mr. Smith: Sure. And then a nice strong cup of tea. I'm afraid I must leave in a quarter of an hour or so.

At lunch

Mrs. Smith: Here is ham, cold beef and kippered herring. Which do you prefer?

Ann: A slice of cold beef, please.

Mrs. Smith: Would you like a drink, John?

John: No, thank you. I never drink anything for lunch.

Mrs. Smith: And you, Kitty? A cup of tea, perhaps?

Kitty: With pleasure.

Mrs. Smith: Would you like some milk with your tea?

Kitty: No, just middling tea, please.

Mrs. Smith: Ann, take some more pie, will you?

Ann: Well, perhaps just a little. It's delicious.

Dinner at Soames'

Dinner began in silence; the women facing one another, and the men.

In silence the soup was finished - excellent, if a little thick; and fish was brought. In silence it was handed.

The fish was taken away, a fine fresh sole from Dover. And Bilson brought champagne, a bottle swathed around the neck with white.

Soames said: "You'll find it dry."

Cutlets were handed, each pink-frilled around the legs. They were refused by June, and silence fell.

Soames said: "You'd better take a cutlet, June; there's nothing coming."

But June again refused, so they were borne away.

"Salad, sir?" Spring chicken was removed.

But Soames was speaking: "The asparagus is very poor. Bosinney, glass of sherry with your sweet? June, you're drinking nothing!"

June said: "You know I never do. Wine's such horrid stuff!"

An apple charlotte came upon a silver dish.

June said: Sugar, please, Bilson."

Sugar was handed her, and Soames remarked: "This charlotte's good!"

The charlotte was removed. Long silence followed.

Olives from France, with Russian caviar, were placed on little plates. And Soames remarked: "Why can't we have the Spanish?" But no one answered.

The olives were removed. Lifting her tumbler June demanded: "Give me some water, please" Water was given her. A silver tray was brought, with German plums. There was a lengthy pause. In perfect harmony all were eating them.

Egyptian cigarettes were handed in a silver box, and Turkish coffee followed in enameled cups.

Brandy was handed; it was pale and old.

Soames said: "Bosinney, better take some brandy."

Bosinney took a glass; they all arose.

(from "The Man of Property" by J. Galsworthy)

TEXT II

Towards eight o'clock, when dinner had been ready for half an hour, there was the sound of a taxi and Lomax arrived, full of apologies for his lateness.[...]

In the dining-room the table was covered by a lace-edged cloth, and lit by green wax candles with frilled paper shades. Previously, when I had visited Spence, there was usually a plain and simple meal, but now the dinner was pretentious with lots of courses and nothing much to eat. I did not mind, for although, an hour before, I was ravenously hungry, now my stomach had turned against food and I had no appetite at all.

(from "Shannon's Way" by A.J. Cronin)

Laying the table

Before having a meal, we must lay the table. First of all, we must spread the table-cloth and put napkins one for each person you have invited for the meal. For each person there is a large plate or dinner plate, with a soup plate on it. A small plate or bread plate is placed to the left of it. We must put the knife and the spoon on the right hand and the fork on the left of the plates. A salt-cellar, a pepper-box and mustard pots are usually put in the middle of the table. Wine glasses are only put on some occasion.

Topical vocabulary

breakfast, lunch, dinner, supper; (for the) first course, (for the) second course, dessert

a plate, a glass, a cup, a saucer, a tea-pot, a kettle, a fork, a spoon, a knife

bread, meat, fish, butter, eggs, cheese, sugar, sausage, bacon, herring
 potatoes, tomatoes, carrots, cabbage, cucumbers, beets, peas
 salt, pepper, mustard
 water, milk, tea, coffee, cocoa, beer, wine, fruit-juice, honey
 soup (clear soup, cabbage soup, pea soup), porridge, macaroni, salad (mixed
 salad), mashed potatoes, chops, cutlets, beefsteak, chicken, goose
 pudding, cake, sweets, pie, ice-cream, jam, jelly, stewed fruit
 apples, pears, plums, oranges, tangerines, grapes, bananas, berries, cherries,
 peaches, nuts
 to have (to eat, to drink), to dine, to cook, to fry, to boil, to taste, to prefer
 to lay the table, to sit down to table, to be (to sit) at table, to clear the table (to
 take away the dirty dishes), to be hungry, to be thirsty; Help yourself to (smth., some
 food); Have some more; No more, thank you!

Invitations to Meals

Ways of asking people to tea, lunch, etc.	Ways of answering
<p>You must come to see me while you are here. Come to tea, will you? Will you lunch with me tomorrow and go to a matinée? Could you and Kate have dinner with me? I say, let's go to one of those cafés in N. street?</p>	<p>I'd like to. Yes. Thank you. Five o'clock. I will. Where? We can't, dear. We are dining out today. Some other time, perhaps? Well, I don't mind.</p>

Expressions Used at Table

Way of asking to pass you something	Ways of answering
Pass me the bread, please. Will you pass me the bread, please? Will you kindly pass me the salt (pepper)?	Certainly.
Ways of treating people at table	Ways of answering
Can I pass you some vegetables? May I hand you the salad? It's dressed with lemon. Help yourself. Help yourself to roast-beef. Won't you help yourself to this ham? Now try (taste) some Welsh rabbit, will you? I suppose you take kippered herring, don't you? Do you take horse-radish (gravy) with meat? What shall I help you to now? Won't you help yourself to some more (more of this) marmalade? Take (have) another helping. Let me help you to some more of these sweets. Any more ice-cream? Have (take) some more (of that) ... You are a poor eater, I fear (I'm afraid) you've made a poor meal.	Do, please. Thank you, I'll take some. Just a little, please I'd like to have some. Thank you. Thanks. Thank you, with pleasure. Just a little bit, please. Only a small piece (a slice), please. It's very nice, indeed. Thank you. You are giving me far too much, half of it will do. Yes, please. I think, I'll trouble you for another slice of cold beef. It's my favourite dish. Thank you. I really think I'll take a little more (of it). Thank you, I could do with another helping. No, thank you. I don't care for sweets. I'd rather not. Thank you. No more, thank you. I've had quite enough. I've done very well, indeed, I've made an excellent meal.

TEXT III

Mrs. Page sat at the head of the table with her back to the fire. When she had wedged herself comfortably into her chair with a cushion she sighed in pleasant anticipation and tinkled the little cow-bell in front of her. A middle-aged servant with a pale, well-scrubbed face brought in the supper, stealing a glance at Andrew as she entered.

“Come along, Annie,” cried Mrs. Page, buttering a wedge of soft bread and stuffing it in her mouth. “This is Doctor Manson.”

Annie did not answer. She served Andrew in a contained silent fashion with a thin slice of cold boiled brisket. For Mrs. Page, however, there was a hot beef-steak and onions with a pint bottle of oatmeal stout. As she lifted the cover from the special dish and cut into the juicy meat, her teeth watering in expectation, she explained:

“I didn’t have much lunch, doctor. Besides, I got to watch my diet. It’s the blood. I have to take a drop of porter for the blood.”

Andrew chewed his stringy brisket and drank cold water determinedly.

(from “The Citadel” by A.J. Cronin)

Express your opinion.

1. Do you think that Mrs. Page and Andrew Manson were on the same footing?
2. What shows that Manson was in a lower position?
3. Dwell on the difference of their meals.

EXERCISES

1. Answer the following questions:

1. What time do you have breakfast? 2. What do you have for breakfast?
3. Will you describe your breakfast? 4. Where do you usually have dinner? 5.
What time do you usually have dinner? 6. What do you usually have for the
first course? 7. Do you prefer meat or fish for the second course? 8. What do
you have for dessert? 9. Why do you have dinner at home? 10. Who cooks
meals in your family? 11. Have you ever cooked a meal yourself? 12. Who lays
the table for a Sunday dinner? 13. Have you ever dined out? 14. Was it at your
friends' or at a restaurant? 15. How do you lay the table? 16. How many meals
a day do you have? 17. What dishes can you cook? 18. What are your favourite
dishes?

2. Answer the following questions using a suitable response from those given at the end of the exercise:

1. Meals in England are much the same as in other countries, aren't they?
2. Tea is very popular with the English, isn't it? 3. Will he stay to dinner? 4. You
keep a good house, don't you? 5. Has she laid the table yet? 6. They had plenty of
work to do, didn't they?

Responses: *It's kind of you to say so. So I've heard. I think so. I don't think so. I believe so. So I was told.*

3. Give one word for the following:

1. Oatmeal boiled in water or milk. 2. A collective noun for hens, ducks, geese, turkeys. 3. Slices of bread browned and crisped on each side by heat. 4. Two slices of buttered bread with meat, egg, cheese, etc. between them. 5. A small loaf for breakfast use.

4. Fill in the blanks with words and expressions from the texts:

1. Our dinner consisted of two 2. We had fruit for 3. Give us something more ... for supper. 4. Tea is very ... with the English. 5. They... good meals here. 6. She brought Oliver a ... of strong broth. 7. A roll is a small ... of bread. 8. At lunch I had sausage with ... potatoes and a ... of beer.

5. Fill in the blanks with articles or the indefinite pronoun *some* where necessary:

1. ...guests begin to arrive. ... dinner is announced. ...company sits down to ... table. With ...fish arrives ... welcome glass of ... white wine. 2. She puts ... tea-cosy over ... tea-pot. 3. May I have ... bread and ... butter, please? 4. I think I'll trouble you for ... slice of ... ham and ... spoonful of ... marmalade. 5. In a moment he brought her ... rolls, ... butter, ... jam and coffee. Then he brought ... jug of ... cream. ... cream was delicious.

6. Read the text and compare the meals described in it with that described in text 3.

Watkins and his wife came in, apologizing for being late and almost at once they sat down to supper.

It was a very different meal from that cold collation which had last brought them together. They had veal cooked in a casserole and potatoes mashed with butter, followed by a new rhubarb tart with cream, then cheese and coffee. Though plain, every dish was good and there was plenty of it. After the skimpy meals served to him by Blodwen (Mrs. Page) it was a great treat to Andrew to find hot appetizing food before him.

(from "The Citadel" by A.J. Cronin)

7. How would you say it in English?

Трактир (tavern) Лопашова был из древнейших.

Неизменными посетителями этого трактира были все московские сибиряки. Как-то, в восьмидесятых годах, съехались из Сибири золотопромышленники (owners of gold mines) самые крупные и обедали по-сибирски у Лопашова, а на меню стояло: «Обед в стане (camp) Ермака Тимофеевича», и в нем значились только две перемены (change): первое – закуска и второе – сибирские пельмени (Siberian meat dumplings).

Никаких больше блюд не было, а пельменей на двенадцать обедавших было приготовлено 2500 штук; и мясные, и рыбные, и фруктовые в розовом шампанском... И хлебали (gulp) их сибиряки деревянными ложками...

По Вл. Гиляровскому. Москва и москвичи

Assignments for Independent Work

1. Translate into English:

1. Накройте, пожалуйста, на стол. Постелите скатерть, положите ножи, вилки и салфетки. Не забудьте про графин с водой (a jug of water). Я пригласила на обед двух английских студентов. Англичане пьют воду за обедом. 2. Вы уже завтракали? - Нет еще. Я ужасно проголодался. - Я тоже. Зайдем в это кафе и перекусим. - Что мы закажем? Ростбиф с молодым картофелем? - Не возражаю. 3. Официант, пожалуйста, два кофе с молоком и два яйца всмятку. Сколько с нас? 4. У нас был отличный обед сегодня: салат, заправленный лимоном, маслом и горчицей, суп-пюре с гренками, отбивные с картофелем, а на сладкое - мороженое. 5. Положите себе еще пирога. Он очень вкусный. - Спасибо, я, пожалуй, возьму еще кусочек. 6. Будьте добры, передайте сливки. 7. Еще вина, кофе, апельсинового сока? - Нет, спасибо. Больше ничего не нужно. Я совершенно сыт. 8. Возьмите еще вот тех пирожных. - Нет, благодарю вас, я равнодушен к ним.

2. Suggested situations for dialogues:

1. You feel tired as you've been shopping the whole morning. Your friend takes you to her house and you have lunch together.

2. Walking along the Nevsky you make up your mind to treat yourself to an ice. You are pleased to meet an old friend of yours in the café and you have a little chat. At the last moment it appears you've lost your money. Your friend helps you out of the trouble.

3. Find English equivalents for the names of Russian food of the 19th century in the excerpts below.

Покамест ему подавали разные обычные в трактирах блюда, как-то: щи со слоеным пирожком, нарочно сберегаемым для проезжающих в течение нескольких недель, мозги с горошком, сосиски с капустой, пулярка жареная, огурец соленый и вечный слоеный сладкий пирожок.

* *

*

Чичиков оглянулся и увидел, что на столе стояли уже грибки, пирожки, скородумки, шанешки, пряглы, блины, лепешки со всякими припеками: припекой с лучком, припекой с маком, припекой с творогом, припекой со сняточками, и невесть чего не было.

– Пресный пирог с яйцом! – сказала хозяйка.

Чичиков придвинулся к пресному пирогу с яйцом и, съевши тут же с небольшим половину, похвалил его.

* *

*

...Эти господа никогда не возбуждали в нем зависти. Но господа средней руки, что на одной станции требуют ветчины, на другой поросенка, на третьей ломоть осетра или какую-нибудь запеканную колбасу с луком и потом как ни в чем не бывало садятся за стол в какое хочешь время, и стерляжья уха с налимами и молоками шипит и ворчит у них меж зубами, заедаемая расстегаем или кулебякой с сомовьим плёсом...

* *

*

- Поросенок есть? – с таким вопросом обратился Чичиков к стоявшей бабе.

- Есть.

- С хреном и со сметаною?

- С хреном и со сметаною.

- Давай его сюда.

* *

*

- А! Собакевича знаешь? – спросил он и тут же услышал, что старуха знает не только Собакевича, но и Манилова, и что Манилов будет поделикатней Собакевича: велит тотчас сварить курицу, спросит и телятинки; коли есть баранья печенка, то и бараньей печенки спросит, и всего только что попробует, а Собакевич одного чего-нибудь спросит, да уж зато все съест, даже и подбавки потребует за ту же цену.

(Н.В. Гоголь. Мертвые души)

4. Render in English the description of a dinner at professor Preobrazhensky's home.

На разрисованных райскими цветами тарелках с черной широкой каймой лежала тонкими ломтиками нарезанная семга, маринованные угри. На тяжелой доске кусок сыра со слезой, и в серебряной кадлушке, обложенной снегом, – икра. Меж тарелками несколько тоненьких рюмочек и три хрустальных графинчика с разноцветными водками... Филипп Филиппович

[Преображенский], заложив хвост тугой салфетки за воротничок, проповедовал:

- Еда.. - штука хитрая. Есть нужно уметь, а представьте себе - большинство людей вовсе есть не умеют. Нужно не только знать - что и как есть, но и когда и как... И что при этом говорить.

(М. Булгаков. Собачье сердце)

5. Read the story "The Luncheon" by Somerset Maugham and describe the meals that the heroes of the story ate at the restaurant.

6. Speak on the following situation.

- Last Sunday your mother asked you to lay the table as your parents expected some guests. Tell us how you did it.

- Your birthday is coming. You want to invite your friends and treat them to a festive dinner. Discuss the menu with your mother.

7. Speak on the topic:

- Meals in a Russian Family;

- A Festive Dinner in Our Family.

SHOPPING

Phonetic drill:

eating apples	went to
cooking apples	instant coffee
long ago	excellent Turkish
there are	good pipes
there is	and twenty
shopping if	pipe tobacco

TEXT I

Not very long ago when we wanted to buy something, we had to go to the shop where it was sold. In the shop window we could see what was sold in the shop.

Some people even today like to buy things and food in small shops. In such case sugar, tea, coffee, salt, pepper, ham, bacon and so on are sold at the grocer's. Bread is sold at the baker's, meat - at the butcher's. We'll have to go to the greengrocer's for vegetables and to the fruiterer's for fruit. Cakes and sweets are sold at the confectioner's.

When we want to buy clothes, we go to the men's and boys' or ladies' and girls' outfitter's.

We buy boots and shoes at the boot and shoe shop. We buy jewelry and silver and gold watches at the jeweler's. To buy tobacco and cigarettes we go to the tobacconist's. We buy books at the bookseller's.

The salesman or salesgirl stands behind the counter in these shops. The cashier sits at the cash desk. The customers go up to the counter.

At the cash desk we give the bill and the money to the cashier, who gives us a check and our change.

Some shops have many departments. We can buy nearly everything we need there. These are called department stores. As a rule, there are no salesmen or salesgirls there only cashiers. The customers choose the goods they want and pay at the cash desk. These are called self-service shops.

Nowadays there is a great variety of large shopping centers, supermarkets and hypermarkets where you can spend hours in different shops and buy everything you need.

Modern shops also offer delivery service so there is no need to go shopping if you have no time or wish to leave home.

TEXT II

Teacher: Now let's discuss what you bought on Saturday.

Miss A.: I shall be very glad to tell you what I did on Saturday. You remember that I bought some bacon, tea and so on; there was really a lot more. I have the bill here, so you can see exactly what I got at the grocer's. While I was there my sister went to the butcher's for a small joint of beef and half a leg of lamb (about 2 to 3 lb.) and then to the greengrocer's which is also a fruiterer's for 2 lb. of eating apples and 2 lb. of cooking apples; a dozen oranges, 1 lb. of mixed nuts, 2 lb. of beans, 8 lb. of potatoes and a good-sized cabbage.

I called round at the dairy to pay our bill for the milk (1 pint daily), the cream and the new-laid eggs (1 dozen). Then I went to the fish-monger's to get some herring for our supper.

We went together to the baker's and paid for the bread that we had had, two brown loaves, two white loaves and six rolls, and bought 1 lb. of fruit cake and half a

dozen small cakes (he's a confectioner as well as a baker) – and then went home, feeling rather tired.

Teacher: Now, Mr. B. suppose you tell us something about your last day off?

Mr. B.: Well, I went to a men's outfitter where I wanted to buy new gloves and ties, socks, handkerchiefs and shirts. The one I went to had also hats and collars.

Miss A.: What size do you take in hats, collars and gloves?

Mr. B.: Oh, the English sizes are not the same as most continental ones. I take size 7 in hats, 15,5 in collars, 8 in gloves and 8,5 in shoes. Another shop I went was the tobacconist. I always have the same kind of cigarette, a hand-made Virginia, though he has excellent Turkish and Egyptian cigarettes too, and he has all the popular kinds in packets of ten and twenty and boxes of fifty and a hundred. He has too a great choice of lighters, cigarette-holders and cigarette-cases. If you are a pipe-smoker you can get good pipes and pouches, and he has an excellent quality of pipe tobacco in 1 oz. packets and 2 oz. and 4 oz. tins.

Teacher: Very good. Now, Miss N. can you tell a little about your last shopping?

One day last week I went to have a look at a hat. I tried it on and liked it very much, so I bought it. I needed a new pair of shoes; my present one is rather worn, I saw a beautiful pair of walking shoes in snake skin, so I bought those as well.

My watch doesn't go very well just now; it has been gaining about ten minutes a day for some time, and every now and then it stops altogether for no reason at all, I took it to a watchmaker just off Bond Street so that he could examine it. He said it wanted cleaning, so I left it with him.

I called in the jeweler's to buy a birthday present for my sister. They showed me some lovely ear-rings, necklaces and bracelets but I finally decided on a very pretty brooch and that completed my shopping.

*(from C. Eckersley, "Essential English for Foreign Students.
Abridged)*

Dialogue

1.

Shop assistant: Good morning, Miss Bond!

Susan: Good morning, Mr. Davis! This is my friend Ann.

Shop assistant: Glad to meet you. Welcome to my shop. I hope you will like it here and be my customer.

Ann: I hope so, thank you.

Shop assistant: Now, what can I do for you?

Susan: A pound of butter, please, a dozen eggs, half a pound of sugar and a small tin of instant coffee.

Shop assistant: Anything else?

Susan: Yes, I'll have some juice, please. What juice have you got?

Shop assistant: We have pineapple juice, orange juice, mango juice and grapefruit juice.

Susan: Please, three bottles of pineapple juice and two bottles of grapefruit juice. How much is that?

Shop assistant: Two pounds.

2.

Ann: I'd like to try on one of these dresses.

Mary: That dress seems to be very nice and quite the latest style.

Ann: I like the style but I don't like the colour and after all I believe it's too expensive for me.

Shop- Assistant: What about this one? We have this model in several sizes and colours - pale green, dark brown, black... We have many colours to choose from. I'd recommend this brown one. This is a dress to match your hair and eyes. It is the latest style and I think it will suit you best.

Ann: Let me see the brown one in my size. Yes, that's better, but isn't the skirt too long for me? Can I have it shortened a little?

Shop-Assistant: Yes, we'll shorten that for you an inch or two and we'll have to take the waist in a little as well, but you can leave all that to us. The dress suits you very well.

Topical Vocabulary

to buy

sugar, tea, coffee, salt, pepper, ham, bacon

the baker's

greengrocer's

confectioner's

the boot and shoe shop

the bookseller's

the counter

a cash desk

shopping centers, supermarkets and hypermarkets

delivery service

a joint of beef

ties, socks, handkerchiefs and shirts

ear-rings, necklaces and bracelets

a customer

pineapple, orange, mango and grapefruit juice

expensive

a shop window

the grocer's

the butcher's

fruiterer's

girls' outfitter's

the jeweler's

a salesman or salesgirl

a cashier

the tobacconist's

a self-service shop

the bill

the fish-monger's

to take size 7 in hats

a brooch

instant coffee

the latest style

to match, to suit

EXERCISES

1. Put questions to the following sentences:

1. I called round at the dairy to pay my bill for the milk.
2. I shall go to the shop to have a look at new hats.

2. Fill in prepositions or adverbs where necessary:

Mr. Sallyer's bookshop is across the street ... my house. It is situated ... a tall modern building and is quite famous. It is always full ... people.

I often go ... there to look for new books. He has a lot ... different books ... his shelves. When I go ... Mr. Sallyer's shop I usually stay there ... a few hours.

... that day while I was looking ... the books I was watching Mr. Sallyer at work. I shall describe some ... his methods ... you.

A lady came ... the shop and asked ... a book. Mr. Sallyer showed "Gold Dreams" ... her and said, "The readers are fond ... this book".

Another lady entered ... the shop. She was ... black. Mr. Sallyer also gave her "Golden Dreams". "It is a beautiful book," he said, "... love, very simple but sad. My wife cried all the time reading it."

"Have any good reading ... vacation time?" asked the next customer. Mr. Sallyer recommended "Golden Dreams" once again. "The most humorous book ... the season," he said. "My wife laughed every minute reading it. It's her favourite book now."

It was four o'clock, time to go home. But when I was leaving ... the shop I asked Mr. Sallyer, "Do you like the book yourself?" "I have no time to read every book." "What about your wife?" "I am not married," answered Mr. Sallyer smiling.

(After Stephen Leacock)

3. Answer the questions:

1. What can you buy at the baker's? 2. What dairy products do you know?
3. What size do you take in gloves? 4. Where should you go if you want to buy face-cream, lipstick, etc.?
5. What should you do if your watch begins to gain? 6. Where must you go if you want to buy a tooth-brush and tooth-paste?

4. A. Read the text.

Towards the end of the
Christmas vacation.

Dear Daddy-Long-Legs,

Your five gold pieces were a surprise! I'm not used to receiving Christmas presents. But I like them just the same. Do you want to know what I bought with my money?

- I. A silver watch in a leather case to wear on my wrist and to get me to recitations on time*.
- II. Matthew Arnold's poems.
- III. A hot-water bottle.
- IV. A rug. (My tower is cold)
- V. Five hundred sheets of yellow manuscript paper. (I'm going to start being an author pretty soon.)
- VI. A dictionary of synonyms. (To enlarge the author's vocabulary.)
- VII. (I don't much like to confess this last item, but I will.) A pair of silk stockings.

And now, Daddy, never say I don't tell all!

Yours with love.

Judy.

(from "Daddy-Long-Legs" by Jean Webster. Abridged)

***on time** - **in time** оба выражения имеют значение “вовремя,” но выражение **on time** имеет оттенок значения “в запланированное время, ” “в точно указанный час, пунктуально”; выражение **in time** обозначает “в нужное время, к нужному моменту.”

B. Do you think Judy bought really necessary things with the money she had received as a Christmas present?

Assignments for Independent Work

1. Ask 10 questions to text 1.

2. Fill in the blanks:

We are going to a shop to do some First of all we shall go to the ... for a small joint of beef and a leg of Then we shall ... round at the ... to buy some butter and cream. After that we must go to the ... and buy a loaf of bread and six rolls. I'd also like to have a cake and some sweets for the evening tea, so we must go to the There is no need to go to the ... as we have some vegetables left over from yesterday.

3. Translate into English:

1. Мне бы хотелось купить ботинки для улицы. Помогите мне выбрать. Какой размер вы носите? – 36. Купите ботинки на размер больше, так как вам придется надевать теплые чулки. Примерьте эту пару. Я думаю, она Вам подойдет. – Да, эти ботинки мне подходят. Я возьму их. 2. Мой друг сказал, что он купил пальто и красивую шляпу к нему. 3. Очень трудно покупать что-то одному. Нужно примерить и посмотреть, хорошо ли сидит и к лицу ли эта вещь. 4. Я возьму эти ботинки, чтобы носить их в городе: они очень удобны. 5.

Давайте зайдем в этот большой магазин и посмотрим, что там есть нового к летнему сезону. 6 В этом магазине можно купить все: от ботинок до шляп.

4. Use the following in sentences of your own:

To do one's shopping; to have a look at; what size do you take in...?; to give an order for; at a butcher's; at a green grocery; well-tailored; well-cut clothes; what's the price of... ?; everyday wear; to fit; to suit; to try on; to alter.

5. Describe the clothes you are wearing now.

6. Make up dialogues on the following situations using the words from the texts:

1. Your sister's (brother's) birthday is approaching. You are choosing a present and discuss it with the shop assistant.

2. Winter is coming. You need a pair of new warm boots. That's why you came to the shoe shop.

3. You have no time to go shopping every day. You do it once a week on your day off. Now you are buying food for the week to follow. Mind you that some things are too expensive for you, you cannot afford it.

7. Speak on the topic:

- It is late autumn. You need some winter things. Go to a big department store to buy what you need. Ask the saleswoman to help you.

- Your mother wants to go with you to help you choose some things for your summer vacation but you think she is too conservative. You ask your friend to go with you. Discuss with her every item of clothes you'd like to buy.

- What would you buy with the money you've got as a birthday present?

Lesson 7

The Seventh Lesson

THEATRE

Phonetic drill:

notwithstanding

tirade

odiousness

matinée

after each

twinkling eyes

auspicious

exquisite

miraculous

find themselves

at the end

their eyes

the National Anthem

dénouement

virtuosity

with the exception

exquisite timing

what do you mean?

TEXT I

Four hours later it was all over. The play went well from the beginning; the audience, notwithstanding the season, a fashionable one, were pleased after the holidays to find themselves once more in a playhouse, and were ready to be amused. It was an auspicious beginning for the theatrical season. There had been great applause after each act and at the end a dozen curtain calls; Julia took two by herself, and even she was startled by the warmth of her reception. She had made the little halting speech, prepared beforehand, which the occasion demanded. There had been a final call of the entire company and then the orchestra had struck up the National Anthem. Julia, pleased, excited and happy, went to her dressing-room. She had never felt more sure of herself. She had never acted with greater brilliance, variety and

resource. The play ended with a long tirade in which Julia, as the retired harlot, castigated the flippancy, the uselessness, the immorality of the idle set into which her marriage had brought her. It was two pages long and there was not another actress in England who could have held the attention of the audience while she delivered it. With her exquisite timing, with the modulation of her beautiful voice, with her command of the gamut of emotions, she had succeeded by a miracle of technique in making it a thrilling, almost spectacular climax to the play. A violent action could not have been more exciting no an unexpected dénouement more surprising. The whole cast had been excellent with the exception of Avice Crichton. Julia hummed in an undertone as she went into her dressing-room.

Michael followed her in almost at once.

"It looks like a winner all right." He threw his arms round her and kissed her. "By God, what a performance you gave."

"You weren't so bad yourself, dear."

"That's the sort of part I can play on my head," he answered carelessly, modest as usual about his own acting. "Did you hear them during your long speech? That ought to knock the critics."

"Oh, you know what they are. They'll give all their attention to the blasted play and then three lines at the end to me."

"You are the greatest actress in the world, darling, but by God, you're a bitch."

Julia opened her eyes very wide in an expression of the most naïve surprise.

"Michael, what do you mean?"

"Don't look so innocent. You know perfectly well. Do you think you can cod an old trooper like me?"

He was looking at her with twinkling eyes, and it was very difficult for her not to burst out laughing.

“I am as innocent as a babe unborn.”

“Come off it. If anyone ever killed a performance you killed Avicé’s. I couldn’t be angry with you; it was so beautifully done.”

Now Julia simply could not conceal the little smile that curled her lips. Praise is always grateful to the artist. Avicé’s one big scene was in the second act. It was with Julia, and Michael had rehearsed it so as to give it all to the girl. This was indeed what the play demanded and Julia, as always, had in rehearsals accepted his direction. To bring out the colour of her blue eyes and to emphasize her fair hair they had dressed Avicé in pale blue. To contrast with this Julia had chosen a dress of an agreeable yellow. This she had worn at the dress rehearsal. But she had ordered another dress at the same time, of sparkling silver, and to the surprise of Michael and the consternation of Avicé it was in this that she made her entrance in the second act. Its brilliance, the way it took the light, attracted the attention of the audience. Avicé’s blue looked drab by comparison. When they reached the important scene, they were to have together Julia produced, as a conjurer produces a rabbit from his hat, a large handkerchief of scarlet chiffon and with this she played. She waved it, she spread it out as though to look at it, she screwed it up, she wiped her brow with it, she delicately blew her nose. The audience fascinated could not take their eyes away from the red rag. And she moved up stage so that Avicé to speak to her had to turn her back on the audience, and when they were sitting on the sofa together she took her hand, in an impulsive way that seemed to the public exquisitely natural, and sitting well back herself forced Avicé to turn her profile to the house. Julia had noticed early in rehearsals that in profile Avicé had a sheep-like look. The author had given Avicé lines to say that had so much amused the cast at the first rehearsal that they had all burst out laughing. Before the audience had quite realized how funny they were Julia had cut in with her reply, and the audience anxious to hear it

suppressed their laughter. The scene which was devised to be extremely amusing took on a sardonic colour, and the character Avice played acquired a certain odiousness. Avice in her inexperience, not getting the laughs she had expected, was rattled; her voice grew hard and her gestures awkward. Julia took the scene away from her and played it with miraculous virtuosity. But her final stroke was accidental. Avice had a long speech to deliver, and Julia nervously screwed her red handkerchief into a ball; the action almost automatically suggested an expression; tears rolled down her cheeks. You felt the shame with which the girl's flippancy affected her, and you saw her pain because her poor little ideas of uprightness, her hankering for goodness, were so brutally mocked. The episode lasted no more than a minute, but in that minute, by those tears and by the anguish of her look, Julia laid bare the sordid misery of the woman's life. That was the end of Avice.

(from "Theatre" by W.S. Maugham)

TEXT II

The entrance exams at a Moscow school of drama were under way. Dozens of young men and girls had already presented themselves to the board of examiners by anything. So, when the last candidate finally stepped on to the stage, they were only too glad to let him go as quickly as possible.

Indeed, there was nothing particular about the young fellow. His manner was awkward, and the whole performance seemed very amateurish.

His face... Well, it might even have been called ugly if there weren't something slightly attractive about it. What was it? The smile, perhaps...

In any case he was nothing beyond the ordinary.

The principal of the school, who was chairman of the board of examiners, rose to stop the young man who was still reciting something.

The young man understood. "I've been turned down then, have I?" he said in a trembling voice. "Yes, I'm sorry to say you have," answered the principal, looking him straight in the face. "You see, it isn't enough to recite poems the way you do. An actor must act. In the proper sense of the word acting means turning into another person on the stage, which I'm afraid is beyond your ability.

Going home after the examination, the principal remembered the incident, and thought for just one moment that he had been cruel to the last candidate. But then, he always preferred to be frank with them...

The next evening, when the principal was about to finish work, a late visitor entered his private room.

It was an old woman wearing a funny old-fashioned hat. She was evidently short sighted. Her small eyes could hardly be seen through the thick glasses. The moment she stepped in, she declared that she wanted to talk to the principal in private, and sat down in an armchair without waiting for permission.

"I'm the aunt and the only relative of the boy whom you failed so cruelly yesterday," she began. "He was the last to take the exam," she added, seeing that her opening declaration was not sufficient to remind the principal of the young man in question. Then the old lady went on to say how long her nephew had been practicing the passage for the exam, how upset he was because of his failure, how she had always shared all his joys and sorrows, etc. "A hard case," the principal said to himself. He had already realized that the old woman was a remarkable bore, and thought that it had been very foolish of the secretary to let her in.

The first moment she stopped to take her breath, he took advantage of the situation and hurriedly began:

“You see, an actor must act. In the proper sense of the word acting means turning into another person, which I think is beyond...”

He didn't finish his sentence, for the “old lady” took off her hat together with the grey wig and the glasses, and through the cleverly put on makeup the principal could see the familiar boyish features which could not be called exactly ugly but were ordinary, quite ordinary...

D i a l o g u e s

1

A.: I say, Pete, what made you go to the theatre in the morning?

P.: Why, I like matinée performances very much.

A.: To my mind they're only for little kids, not for grown-ups. I'd like my little sister to go to the theatre in the morning to see *Swan Lake*.

P.: Go with her; I'm sure you'll enjoy the performance as much as I did.

2.

A.: Is that true that he recites Pushkin wonderfully?

B.: Yes, he does. And not only Pushkin but many other Russian and foreign authors. He seems to be one of the best reciters of our time.

A.: And what is his favourite work?

B.: *The Queen of Spades* by Pushkin. I think we'll get him to recite a bit tonight.

3.

Boris: Here are our tickets, Oleg. Three dress-circle.

Oleg: And here's Natasha! Good evening!

Natasha: How do you do?

Boris: Well, let's go in and take our seats.

Oleg: The orchestra are already tuning their instruments.

Natasha: Can you distinguish the various instruments, Boris?

Boris: Yes, the violin, the violoncello, the harp, the flute and the horn.

Oleg: I like strings much better than wind instruments.

Boris: The conductor is coming in.

Natasha: He is getting a lot of applause; he is very popular.

Boris: Now he is raising his baton.

Oleg: The overture is beginning.

4.

Robert: Well, how did you enjoy the play, Jane?

Jane: Oh, enormously! I thought the production was really brilliant, and so was the acting.

Robert: If N. hadn't been ill, it would have been even better. They say he's wonderful in the part of the inspector.

Jane: But his understudy was very good too, particularly in the last act. Of course, the plot was rather absurd...

Robert: It usually is in detective plays.

TOPICAL VOCABULARY

the audience	a playhouse
to be amused	the theatrical season
applause	a curtain call
the orchestra	the National Anthem
one's dressing-room	to hold the attention (of)
the modulation of the voice	the cast
rehearsal	the dress rehearsal
fascinated	amateurish
a matinée performance	a reciter
dress-circle	to tune the instruments
the violin, the violoncello, the harp	the flute, the horn
the conductor	to raise the baton
the overture	an understudy

EXERCISES

1. Use the right words:

Tickets; play; film; to book; amusing; pop singer; prefer; horror films; actor; boring; was over; show; enjoyed; musical; superb; opinion; make up my mind.

1. What ... is on at the local cinema? Let's book ... in advance. The ... is new and very 2. Elvis Presley is a famous American he had a lot of fans all over the world. 3. What kind of films do you ... ? - I like 4. What's your ... about the play? - Oh, I ... it from beginning to end. 5. Who is your favourite ... ? - Laurence Olivier. His acting is 6. Did you like the TV program yesterday? - No, it was so 7. "My Fair Lady" is a very popular 8. I can't ... where to go out tonight. - Let's go to the local club. 9. After the show ... we switched off the TV set. 10. I'd like ... two seats for tomorrow. 11. Can I still get tickets for tonight's ... ?

2. Insert prepositions where necessary.

The other day I decided to go ... the Maly Theatre. One ... my favourite plays, Chekhov's "The Seagull" was on. I asked my friend Michael to come ... me, and he accepted the invitation ... pleasure. We agreed to meet ... the entrance ... the theatre ... a quarter ... six sharp.

When I arrived ... the theatre I saw my friend waiting ... me ... the entrance. There were many people ... the box-office and so we had to stand in the queue to buy tickets. The only tickets we could get were ... the balcony.

We left our hats and coats ... the cloak-room and went upstairs. An attendant showed us ... our seats. As soon as we sat down my friend gave ... me his opera-glasses so that I could get a better view ... the stage. Then the curtain rose. The leading part was starred ... Irene Muravieva, a well-known actress who has been ... the stage ... years. She was ... her best that night. We enjoyed ... her acting immensely. The performance was a success. It produced an unforgettable impression ... us.

3. Let's discuss the following:

1. Are you an opera-lover?
2. What operas have you heard?
3. Do you often go to the theatre?
4. Which do you like better: opera, drama or ballet?
5. What is your favourite opera, (drama, ballet)?
6. What is the difference between a vocal concert and an opera?
7. Is there an opera company in our town?
8. Why is it so important that an opera singer should be a good actor?
9. What famous actors (actresses, singers, ballet dancers) do you know?
10. When did you visit the theatre last?
11. What was on?
12. Did you enjoy the performance? If not, why?

4. Answer the questions using the words in brackets.

1. Which of the Russia greatest writers called Shakespeare ‘our father, whose works all the playwrights must study and follow’? (Pushkin) 2. Who wrote the first biography of Shakespeare and when? (Row, in 1709) 3. Who helped Row to collect the information about Shakespeare? (The famous English actor Betterton) 4. Who translated *Hamlet* into the Russian language first? (Volchenkov in 1828) 5. Which of the great actors did Russian people call “Shakespeare’s enthusiastic friend?” (Mochalov) 6. Which of the Russian critics wrote the famous article *Mochalov Playing the Part of Hamlet*? (Belinsky) 7. What composer wrote a piece of music on the topic of the comedy *A Midsummer Night’s Dream*? (Mendelssohn) 8. What tragedy by Shakespeare did Tchaikovsky write a musical overture to? (*Romeo and Juliet*) 9. How many operas have composers created on the subject of *The Tempest*? (fourteen) 10. What Soviet composer created the ballet *Romeo and Juliet*? (Prokofyev)

5. Fill in articles if necessary.

Once ... poor flower girl, one of those whom one can so often run into in ... suburbs of London, quite by ... chance overheard ... conversation between ... two gentlemen. One of ... gentlemen was ... professor of phonetics. He was saying to ... other that he could teach ... uneducated people to speak good English.

... two men were having ... private talk, but ... girl, who was hidden in ... shadow of ... house nearby was so interested in what they were saying that she stepped forward, trying not to miss ... word.

... fact was that she had for ... long time been thinking of learning to speak correctly, and now she saw ... excellent chance for herself. If she improved her manner of speaking ... owners of ... big flower shops would not turn her down any longer. She asked ... two gentlemen to buy ... few flowers from her and tried to speak to them, but they didn't listen to her and soon went away.

Great was ... professor's surprise when ... next day ... girl came to his house and had ... courage to ask him to give her lessons. At first ... professor refused to teach her, saying it was no use even trying, but ... girl insisted and finally he gave in.

... first lessons however were rather discouraging: ... pupil's lips were stiff, ... endless exercises tired her, and ... results were poor; she failed to produce educated English sounds.

... professor was cross with his pupil and could not forgive himself for giving in to ... girl. After ... while, however, he discovered that she was clever. Soon she learned to give ... excellent imitation of his own pronunciation. She took ... great interest in her lessons. She never missed ... single chance of practicing ... sounds. In spite of all who met her never guessed ... difficulties she never lost courage or gave up hope. As ... result her English became so good that ... people that met her never guessed that she was not ... real lady. Neither her manner of speaking nor ... way she behaved gave her away,

... story of ... girl is to be found in one of Bernard Shaw's most popular plays, which has been produced successfully both in ... country of ... author and in many other countries of ... world.

(from N.A. Вонк, Учебник английского языка ч. II)

6. Fill in the blanks with one of the verbs. Be careful which form you use.

a) *To give in, to give up, to give away*

1. If the old man's words had not been so convincing, the boy (not) 2. In speaking to Miss Posie "Bill Summers" never mixed up any events or names, for he knew that one small mistake would 3. "How's Peter getting on with his music? I remember he used to be good at it." "Oh, I'm sorry to say he... it long ago." 4. Helen's hard to deal with, it's hardly any use trying to make her...

b) *to turn up, to turn down, to turn out*

1. "I spoke to David about going to the lecture, but he wouldn't listen." "Don't worry, he ... in time." 2. The poor boy feels so discouraged, the teacher ... nearly all his drawings. 3. "Have you seen my dairy? I am afraid I've lost it, and I can't remember my appointments without it." "Oh, it Don't worry." 4. It's no use worrying about the outcome of the competition. I'm sure everything ... all right.

Assignments for Independent Work

1. Make up dialogues of your own, using the words and word combinations given below:

1. Intending to go to the theatre: *to read a poster, to be on, to be worth, to praise, in my opinion, an excellent idea, to look up the time of, to see an announcement, to be in great demand, to choose, to prefer, to look forward to...*

2. Booking a ticket for the theatre: *a row, the stalls (the gallery, the pit, the balcony, a box), as a matter of fact, to prefer, these seats will do...*

3. Going to the theatre: *to wear, to look nice, to keep somebody waiting, hurry up, I'd rather..., to take a taxi, to be held up, nearly, needn't...*

4. Impressions of a play (film): *to be worth, expressive, cast, excellent, opinion, to look upon...as..., to do well, to be impressed, to find interesting, as a matter of fact, a plot, to be familiar, to look forward to...*

2. Remember your first visit to the Opera House. What was your first impression of the opera? Compare it with the similar episode from the film "Pretty Woman".

3. Discuss a performance you saw with your group-mate.

4. Speak about your favourite actor or actress. Have you seen him (her) on stage or only in films?

Lesson 8

The Eighth Lesson

APPEARANCE

Phonetic drill:

alarming person	an old coin	shouting out
deprecating attitude	sharp nose	was thin
holding a sheaf of paper	long enough	anything attractive
cunning and	sparkling eyes	suddenly
hadn't known	had turned away	looked terrible
had tried	spend time	was still
content to work	went to church	said to
tried to	it to be	what do you want?

TEXT I

Julia found the Colonel a much less alarming person than she had expected. He was thin and rather small, with a lined face and close-cropped white hair. His features had a worn distinction. He reminded you of a head of an old coin that had been in circulation too long. He was civil, but reserved. He was neither peppery nor tyrannical as Julia, from her knowledge of the stage, expected a colonel to be. She could not imagine him shouting out words of command in that courteous, rather cold voice. He had in point of fact retired with honorary rank after an entirely undistinguished career, and for many years had been content to work in his garden

and play bridge at his club. He read *The Times*, went to church on Sunday and accompanied his wife to tea-parties. Mrs. Gosselyn was a tall, stoutish, elderly woman, much taller than her husband, who gave you the impression that she was always trying to diminish her height. She had the remains of good looks, so that you said to yourself that when young she must have been beautiful. She wore her hair parted in the middle with a bun on the nape of her neck. Her classic features and her size made her at first meeting somewhat imposing, but Julia quickly discovered that she was very shy. She was dressed fussily, with a sort of old-fashioned richness which did not suit her. Julia, who was entirely without self-consciousness, found the elder woman's deprecating attitude rather touching. She had never known an actress to speak to and did not quite know how to deal with the predicament in which she now found herself.

(from "Theatre" by W. S. Maugham)

TEXT II

...And then Tom had come into the office. He had come in quickly, holding a sheaf of papers in his hand; he had glanced at Jesse only casually, it was true - but long enough. He had not known him. He had turned away... And Tom Brackett was his brother-in-law.

Was it his clothes? Jesse knew he looked terrible. He had tried to spruce up at a drinking fountain in the park, but even that had gone badly; in the excitement he had cut himself shaving, an ugly gash down the side of his cheek. And nothing could get the red gumbo out of his suit even though he had slapped himself till both arms were worn out... Or was it just that he *had* changed so much?

True, they hadn't seen each other for five years; but Tom looked five years older, that was all. He was still Tom. God! Was *he* so different?

Brackett finished his telephone call. He leaned back in his swivel chair and glanced over at Jesse with small, clear blue eyes that were suspicious and unfriendly. He was a heavy, paunchy man of forty-five, auburn-haired, rather dour looking; his face was meaty, his features pronounced and forceful, his nose somewhat bulbous and reddish-hued at the tip. He looked like a solid, decent, capable businessman who was commander of his local branch of the American Legion – which he was. He surveyed Jesse with cold indifference, manifestly unwilling to spend time on him. Even the way he chewed his toothpick seemed contemptuous to Jesse.

“Yes?” Brackett said suddenly, “What do you want?”

His voice was decent enough, Jesse admitted. He had expected it to be worse. He moved up to the wooden counter that partitioned the shanty. He thrust a hand nervously through his tangled hair.

“I guess you don’t recognize me, Tom,” he said falteringly, “I’m Jesse Fulton.”

“Huh?” Brackett said. That was all.

“Yes, I am, and Ella sends you her love.”

Brackett rose and walked over to the counter until they were face to face. He surveyed Fulton incredulously, trying to measure the resemblance to his brother-in-law as he remembered him. This man was tall, about thirty. That fitted! He had straight good features and a lank erect body. That was right too. But the face was too gaunt, the body too spiny under the baggy clothe for him to be sure. His brother-in-law had been a solid, strong young man with muscles and beef to him. It was like looking at a faded, badly taken photograph and trying to recognize the subject: the resemblance was there but the difference was tremendous. He searched the eyes. They at least seemed definitely familiar, gray, with a curiously shy but decent look in them. He had liked that about Fulton.

(from “The Happiest Man on Earth” by A. Maltz)

EXCERPTS

1.

Something of daylight still lingered, and the moon was waxing bright: I could see him plainly. His figure was enveloped in a riding cloak, fur collared and steel clasped; its details were not apparent, but I traced the general points of middle height and considerable breadth of chest. He had a dark face, with stern features and a heavy brow; his eyes and gathered eyebrows looked ireful and thwarted just now. He was past youth, but not reached middle age; perhaps he might be thirty-five.

(from "Jane Eyre" by Charlotte Brontë)

2.

I never saw a more splendid scene: the ladies were magnificently dressed: most of them – at least most of the younger ones – looked handsome, but Miss Ingram was certainly the queen.

And what was she like?

Tall, fine bust, sloping shoulders; long, graceful neck; olive complexion, dark and clear; noble features; eyes rather like Mr. Rochester's – large and black, and as brilliant as her jewels. And then she had such a fine head of hair – raven-black, and so becomingly arranged; a crown of thick plaits behind, and in front the longest, and glossiest curls I ever saw. She was dressed in pure white; an amber-coloured scarf was passed over her shoulder and across her breast, tied at the side, and descending in long, fringed ends below her knee. She wore an amber-coloured flower, too, in her hair: it contrasted well with the jetty mass of her curls.

(from "Jane Eyre" by Charlotte Brontë)

3.

A tall elderly man, bronzed after his summer on the Mediterranean with a handsome, thin face. He wore a very neat even smart suit of cream-coloured silk and no hat. His grey hair was cut very short, but was still thick. There was ease in his bearing and elegance.

(from "The Wash-Tub" by W.S. Maugham)

4.

He was a fair-haired fellow of thirty-two, with a fair moustache. He was broad in his speech, and looked like a foundry-hand which he was. But women always liked him. There was something of a mother's lad about him - something warm and playful and really sensitive.

(from "Fanny and Annie" by D.H. Lawrence)

5.

Nor was there anything attractive in Lawson's appearance. He was a little thin man, with a long sallow face and a narrow weak chin, a prominent nose, large and bony, and great shaggy black eyebrows. They gave him a peculiar look. His eyes, very large and very dark, were magnificent. He was jolly, but his jollity did not seem to be sincere; it was on the surface, a mask which he wore to deceive the world, and I suspected that it concealed a mean nature. He was plainly anxious to be thought a 'good sport' and he was a hail-fellow-well-met; but, I don't know why, I felt that he was cunning and shifty.

(from "The Pool" by W.S. Maugham)

6.

In the centre of the room, under the chandelier, as became a host, stood the head of the family, old Jolyon himself. Eighty years of age, with his fine, white hair, his dome-like forehead, his little, dark grey eyes, and an immense white moustache, which dropped and spread below the level of his strong jaw, he had a patriarchal look, and in spite of lean cheeks and hollows at his temples, seemed master of perennial youth. He held himself extremely upright, and his shrewd, steady eyes had lost none of their clear shining. Thus he gave an impression of superiority to the doubts and dislikes of smaller men.

(from "The Man of Property" by J. Galsworthy)

7.

Miss Gray in a becoming dress, with her neat head only just touched with grey and her delicate features, her sparkling eyes, was still alluring.

(from "The Happy Couple" by W.S. Maugham)

8.

Nora was a tall, rather pale, but well-built girl, with beautiful yellow hair.

(from "Tickets, Please" by D.H. Lawrence)

9.

...she was an agreeable woman of middle age, handsome in a rather untidy fashion with fine eyes, substantial shoulders and a large quantity of rebellious grey hair with which she was continually experimenting. One day her appearance would

be highly intellectual – a brow with the hair scraped back from it and coiled in a large bun in the neck – on another Mrs. Oliver would suddenly appear with Madonna loops, or large masses of slightly untidy curls. On this particular evening Mrs. Oliver was trying out a fringe.

(from "Cards on the Table" by Agatha Christie)

10.

Deignan was very tall and lean. He had a pale melancholy face and there was something the matter with the iris of his right eye. It was not blue like the other eye, but of an uncertain yellowish colour that made one think, somehow, that he was a sly, cunning deceitful fellow, a totally wrong impression. His hair was very grey around the temples and fair elsewhere. The fingers of his hands were ever so long, and thin and he was always chewing at his nails and looking at the ground wrapped in thought.

(from Lian O'Flaherty "The Tramp")

DIALOGUE

- Why do you look so worried, Helen?
- The news of my daughter's engagement nearly killed me in fact.
- I thought you liked John.
- I hardly know him. All that was so unexpected.
- You'll learn to love him when you know him better. I'm sure he'll prove to be a good husband and an affectionate son. I've known him for years.

- But he looks so strange. So very tall, with a small head flat at the top, too large green eyes, big ears and that long sharp nose of his. Besides he looks old for his age.

- Oh, you are exaggerating things. True, he is a bit too tall but his big green eyes are clever, intelligent eyes.

- I wish his face were not so ugly.

- Why, I like his face: there's something awfully nice about it. He isn't ugly at all, especially when he smiles and shows those perfect teeth of his.

- I thought Ella would choose Henry. He is serious and decidedly handsome. They would make such a nice couple.

- You'll never make me agree with you. Henry is good-looking, indeed, but there's something unkind in the look of his grey eyes. I always feel uncomfortable when he looks at me. It's wise of your daughter to have chosen John. Remember: Appearances are deceitful, a fair face may hide a foul soul.

TOPICAL VOCABULARY

thin

a lined face

a tall, stout(ish), elderly woman

hair parted in the middle

imposing

an ugly gash down the side of the cheek

auburn-haired

meaty

small

close-cropped white hair

a bun on the nape of the neck

classic features

to look terrible

a heavy, paunchy man

dour looking

bulbous and reddish-hued

straight good features
a gaunt face
a handsome, thin face
a fair moustache
a narrow weak chin
great shaggy black eyebrows
touched with grey
sparkling eyes
a long sharp nose
clever, intelligent eyes
an ugly face
an unkind look

a lank erect body
a solid, strong young man
a fair-haired fellow
a long sallow face
a prominent nose
a neat head
delicate features
alluring
to look old for one's age
perfect teeth
a fair face

EXERCISES

1. Give Russian equivalents of the following:

graceful figure, bushy eyebrows, bony fingers, pointed chin, turned up nose, charming smile, well-cut lips, plump hands, perfect teeth, smooth skin, straight eyelashes, curly hair, expressive eyes, rosy cheeks, grey hair, sweet smile, slender figure, fair complexion, quiet manners, deep-set eyes, a man with a long moustache, sunburnt complexion, rough skin, rough features, broad shoulders, rough hands, perfectly well-made, regular features, well-formed head, to look young for one's age, shapely figure, to speak in a sweet voice, thick black plaits, fine clever eyes, a sweet face, long eyebrows, a slender boy, delicate features, to take after, to cut short, well-cut lips.

2. Translate into English:

Спокойные манеры, милая улыбка, густые брови, стройная фигура, острый подбородок, редкие волосы, прелестная улыбка, превосходные зубы, прямые волосы, пухлые пальцы, светлые волосы, круглый подбородок, длинные ресницы, хорошо сложенный, говорить звонким голосом, вздернутый нос, широкие плечи, длинные усы, грубые черты лица, грубые руки, неправильные черты лица.

3. Choose the right word:

face – countenance - complexion

1. She was a tall lady with dark hair, dark eyes, and a pale and large forehead; her ... was grave. 2. The girl was thin and had a sharp, bird-like 3. His ... expressed astonishment. 4. The lady praised the old gentleman's bronzed 5. He looked so funny that I found it difficult to keep my 6. "He must have had bad news," flashed through Arthur's mind, as he looked anxiously at Montanelli's haggard 7. A fair ... is typical of all the women of this clan.

conduct – behavior

1. His strange ... on the road was discussed by everybody in the village and it was explained in many different ways. 2. I don't think that anyone can approve of his ... towards his aunt, he ought to be polite to her. 3. You are old enough to know the rules of 4. His ... towards me shows that he does not like me.

thin – lean – slender

1. Arthur was a ... little creature more like an Italian than an English lad. 2. She is rather ... in the face. 3. His domed forehead, great moustache, ... cheeks, and long jaw were covered from the sunshine by an old brown Panama hat. 4. The girl was not beautiful, her figure was too small and 5. The fellow was as ... as a rail. 6. I saw a small ... man with sunken cheeks weathered to a tan. 7. She looks ... after her illness. 8. She was a ... blue-eyed girl with golden plaits.

4. Insert articles:

1. Brodie was ... enormous man, over six feet in height and with ... shoulders and neck of ... bull. 2. He was ... mild, good-natured, sweet-tempered, foolish, dear fellow. 3. Mr. Toodle was ... strong, round-shouldered fellow with ... good deal of hair and whisker, coarse hands and ... square forehead. 4. ... traveler was of middle height with ... broad chest. 5. He had ... considerable quantity of curly black hair and wore ... short beard of ... same colour. 6. Ella, ... only daughter in ... family, was ... very good-looking girl, gay and clever. 7. In ... street Johnny saw ... man. It was ... old Jew with ... black beard, ... pair of deep black eyes stared out from his thin white face. 8. We sat talking in ... sitting-room when somebody knocked at ... door and ... well-dressed gentleman with ... pleasant face entered ... room. 9. One sunny day in June two men were making their way towards ... large lake. 10. ... master was ... man about sixty years old with colourless eyes and white hair.

5. Fill in prepositions:

1. When I entered I heard somebody speak ... a ringing voice. Such a voice is typical ... young age. 2. Your aunt looks young ... her age. 3. When she smiled two pretty dimples appeared ... her cheeks. 4. The newcomer was a short stout man, carefully dressed, ... a short beard that looked Spanish. 5. Why are you shouting ... the top ... your voice? Can't you talk ... a whisper? 6. Jane was eleven years old, Tall ... her age and very dark. 7. The girl has a pretty face ... brave brown eyes. She is ... medium height and has a slender figure. 8. Her lovely hair was done ... a knot ... the back ... her head. 9. I advise you to have your hair parted ... the left side. 10. She dried her eyes ... the back ... her hand like a child. 11. She is so small that she must stand ... tiptoe to reach the door-bell. 12. There was a startled almost terrified look ... his face. 13. The dreamy eyes deep blue ... black lashes were an inheritance ... his mother. 14. Her face was simultaneously marked ... cruelty and misery.

6. What are the questions to which the following are the answers?

1. It is those two moles on her right cheek that make her face attractive. 2. My friend wears her hair either in plaits or done in a knot. 3. My sister does her best to grow her hair long, as she wants to wear hair either in a knot or in plaits. 4. My mother likes the way I do my hair because my hair-do becomes me. 5. The old man was short, stooping. with a wrinkled face, bushy eyebrows and a long grey beard.

7. Fill in the missing names and give extensive answers to the questions:

1. Why do you find ... beautiful (handsome)?
2. Why did you take ... for a teacher (for your aunt or someone else)?
- 3.. What do you dislike in ...'s appearance?
4. What makes you admire ...'s appearance?

Assignments for Independent Work

1. Render in English:

Суворов был ниже среднего роста, сухощав, немного сутуловат. Лицо овальной, слегка продолговатой формы отличалось чрезвычайной выразительностью. К старости на лице его было много морщин. Высокий лоб, большие голубые, искрящиеся умом и энергией глаза. Красиво очерченный небольшой рот, по обе стороны рта глубокие складки. Редкие, седые волосы заплетены на затылке в маленькую косичку.

2. Give a description of the members of your family.

3. Let's gossip for a while.

a) You have a new-comer in your group, a rather good-looking girl. Some girls feel jealous and can't help talking.

b) You have a new student in your group, a boy. Discuss his looks and manners.

4. Give a description of one of your classmates and ask the other students name him or her.

5. Suggested topics for conversation:

1. What is your ideal of beauty?

2. Portray the personage from a novel you are reading.

3. At your friend's request you are going to meet a relative of his at the station.

You have never seen that person and your friend tries to give all the peculiarities of his relative's appearance.

4. Describe your friend's appearance.

5. Try to find two characters of wholly different types and describe them. Point out the most striking features in their appearance.

6. Speak of your favourite actor/actress. What do you like in him/her: his/her good looks or his/her acting? Describe his/her appearance.

ЗАКЛЮЧЕНИЕ

Целью пособия является методическое сопровождение работы студентов бакалавриата по предметам языкового цикла в онлайн-формате, т.е. в условиях виртуальной образовательной среды. В подготовке учебного издания основной акцент сделан на материалах для расширения словарного запаса, отработки грамматических структур, употребляемых в речи, что актуально в условиях практического бакалавриата.

Пособие состоит из микроциклов, включающих тексты, лексические и грамматические упражнения, справочные материалы; задания для активизации употребления грамматических форм и лексических единиц.

Пособие способствует развитию способности к коммуникации в устной и письменной формах на иностранном языке для решения задач межличностного и межкультурного взаимодействия, формируя компетенции УК-4, ОПК-7.

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