

**А.Ф. Матушак**

**ОСНОВНОЙ КУРС**  
**(МАТЕРИАЛЫ К УЧЕБНОЙ ДИСЦИПЛИНЕ**  
**«ПРАКТИЧЕСКИЙ КУРС АНГЛИЙСКОГО ЯЗЫКА»)**

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«Южно-Уральский государственный гуманитарно-педагогический университет»

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В учебном пособии представлены материалы для студентов начального этапа обучения по предмету «Практический курс английского языка» по направлению подготовки 44.03.05 – Педагогическое образование (с двумя профилями подготовки). Работа содержит лексический, грамматический материал, а также упражнения для развития устной и письменной речи будущих бакалавров, обучающихся по направлению, вторым профилем которого является «Английский язык»: История. Английский язык; Информатика. Английский язык; Физика. Английский язык; Начальное образование. Английский язык; Дошкольное образование. Английский язык и др.

Пособие также может быть использовано при обучении дисциплине «Практика устной и письменной речи».

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## ВВЕДЕНИЕ

Данное пособие содержит задания, рекомендуемые к практическим занятиям по дисциплине «Практический курс английского языка». Пособие предназначено для организации занятий со слушателями программ бакалавриата по направлению подготовки 44.03.05 – Педагогическое образование (с двумя профилями подготовки). Оно может использоваться в преподавании по профилям (направленности) «История. Английский язык», «Информатика. Английский язык», «Физика. Английский язык», «Начальное образование. Английский язык», «Дошкольное образование. Английский язык» и др.

Планируемые результаты обучения по данному пособию включают задания на формирование компетенций УК-4, ОПК-7, соответствуют требованиям ФГОС 3++, а также Профессионального стандарта педагога [12].

Учебное пособие является третьей книгой для организации занятий студентов в рамках учебной дисциплины «Практический курс английского языка». Оно закрепляет знания, умения, формируемые в первых двух пособиях, развивает формируемые компетенции.

Данное пособие может быть использовано для будущих бакалавров на начальном этапе обучения по программам первой ступени высшего образования.

Автор выражает особую благодарность М.Н. Сметаниной за помощь в подготовке материалов.

## LESSON 1

## The First Lesson

### MOSCOW

#### Phonetic drill

is the capital  
is the core  
north side

is the seat  
with the Kremlin  
eighteenth century

is the Kremlin  
south side

for its

far and wide

### TEXT

#### 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 monument 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 19<sup>th</sup> 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 18<sup>th</sup> 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  
fortress  
striking  
modern  
a skyscraper  
a cathedral  
traffic  
a temple  
population

to found  
to present  
ancient  
medieval  
a museum  
unique  
underground  
century  
decade

## EXERCISES

### 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*

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.

**4. 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?

**5. 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.

**6. 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 19<sup>th</sup> century you ... go to the Historical Museum in Moscow.

**7. 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 8<sup>th</sup> century. The kings and queens of England are crowned and buried there. Many famous people are al-

so 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.

#### **8. Answer the questions.**

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. The East End is the part of London where the rich people live, isn't it? 7. Where are the finest theaters, concert halls and hotels to be found? 8. What is the most beautiful park in London? 9. Where are the most of the government buildings situated? 10. What is there in the middle of Trafalgar Square? 11. Is Whitehall a large hall white in colour? 12. Where is the residence of the Prime Minister? 13. Who is the prime Minister of England by the way? 14. When was the British Museum founded?

#### **9. 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.

**10. 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?

**11. 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.

**12. Suggested topics for oral and written reports.**

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

## LESSON 2

## The Second Lesson

### OUR UNIVERSITY

#### I. Phonetic drill

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.

## TEXT 1

### 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 2

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 1<sup>st</sup> 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 9<sup>th</sup> of *February till June*. Each term ends with credits and examinations which take place in February 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 centre 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 students. The time-table may be found near the dean's office.

## TEXT 3

### **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, includ-

ing 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.

## DIALOGUE

### 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

subject

recitation classes

a gymnasium

the deputy dean

part-time study

adult education

science

specialists

to erect

a post-graduate

equipment

department

term

optional

a period

a lecture-room

a dean

a time-table

full-time study

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 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.

## 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. 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 centre 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 centre of the city. It \_\_\_ 80 years ago as a Teacher Training Institute. The \_\_\_ departments of the University are historical, mathe-

matical, 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. Read, and retell the text.**

### **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 centre 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 centre. 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.

## **7. Ask 15 questions on the text.**

## **8. 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.

**9. Match the columns so that you have a story.**

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

**10. 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.

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

**12. Make up a story "My University" using the material of the above exercises.**

## LESSON 3

## The Third Lesson

### MEALS

#### I. 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

#### II. 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.

## TEXT 1

### 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.

*(after J. Galsworthy)*

## TEXT 2

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

### Expressions Used at Table

Way of asking to pass you something	Ways of answering
Pass me the bread, please.	Certainly.
Will you pass me the bread, please?	
Will you kindly pass me the salt (pepper)?	

Ways of treating people at table	Ways of answering
<p>Can I pass you some vegetables?            May I hand you the salad? It's dressed with lemon.</p>	<p>Do, please.            Thank you, I'll take some.            Just a little, please            I'd like to have some.</p>
<p>Help yourself.            Help yourself to roast-beef.            Won't you help yourself to this ham?            Now try (taste) some Welsh rabbit, will you?</p>	<p>Thank you. Thanks.            Thank you, with pleasure.            Just a little bit, please.            Only a small piece (a slice), please. It's very nice, indeed.</p>
<p>I suppose you take kippered herring, don't you?            Do you take horse-radish (gravy) with meat?            What shall I help you to now?</p>	<p>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.</p>
<p>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?</p>	<p>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.</p>
<p>Have (take) some more (of that) ...            You are a poor eater, I fear (I'm afraid) you've made a poor meal.</p>	<p>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.</p>

## EXERCISES

### 1. Answer the following questions.

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 ... teapot. 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. 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-шоре с гренками, отбивные с картофелем, а на сладкое – мороженое. 5. Положите себе еще пирога. Он очень вкусный. – Спасибо, я, пожалуйста, возьму еще кусочек. 6. Будьте добры, передайте слив-

ки. 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.

**7. 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.

**8. Speak on the following situation.**

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

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

## LESSON 4

## The Fourth Lesson

### SHOPPING

#### Phonetic drill

eating apples

went to

good pipes

excellent Turkish

pipe tobacco

cooking apples

and twenty

instant coffee

#### TEXT 1

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 2

*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.

(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	a shop window
sugar, tea, coffee, salt, pepper, ham, bacon	the grocer's
the baker's	the butcher's
greengrocer's	fruiterer's
confectioner's	girls' outfitter's
the boot and shoe shop	the jeweler's
the bookseller's	a salesman or salesgirl
the counter	a cashier
a cash desk	the tobacconist's
shopping centers, supermarkets and hypermarkets	a self-service shop
delivery service	the bill
a joint of beef	the fish-monger's
ties, socks, handkerchiefs and shirts	to take size 7 in hats
ear-rings, necklaces and bracelets	a brooch
a customer	instant coffee
pineapple, orange, mango and grapefruit juice	the latest style
expensive	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. Ask 10 questions to text 1.**

### **5. 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.

### **6. 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, они очень удобны для того, чтобы носить их в городе. 5. Давайте зайдём в этот большой магазин и посмотрим, что там есть нового к летнему сезону. 6. В этом магазине можно купить все – от ботинок до шляп.

**7. 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.

**8. Describe the clothes you are wearing now.**

**9. 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.

**10. Speak on the topic "Shopping".**

## THEATRE

## Phonetic drill

notwithstanding

tirade

odiousness

matinée

auspicious

exquisite

miraculous

the National Anthem

dénouement

virtuosity

## TEXT 1

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 Av-

ice 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 Avice to turn her profile to the house. Julia had noticed early in rehearsals that in profile Avice had a sheep-like look. The author had given Avice 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 2

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 arm-chair 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...

## DIALOGUE

### 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. Make up dialogues of your own, using the words and word combination 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. 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?

## **3. 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)

## **4. 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 ... ?

### 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 gen-  
tlemen 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 be-

came 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.

### **6. 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.

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

### **7. 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

**8. 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".**

**9. Discuss a performance you saw with your group-mate.**

## APPEARANCE

**Phonetic drill**

alarming person

deprecating attitude

holding a sheaf of paper

cunning and

hadn't known

had tried

an old coin

sharp nose

long enough

sparkling eyes

had turned away

spend time

shouting out

was thin

anything attractive

suddenly

looked terrible

was still

## TEXT 1

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 ac-

tress 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 2

...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 remem-

bered 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

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)*

### 2

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)*

### 3

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)*



4

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)*

5

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

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

## DIALOGUE

1. Why do you look so worried, Helen?

2. The news of my daughter's engagement nearly killed me in fact.

3. I thought you liked John.

4. I hardly know him. All that was so unexpected.

5. 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.

6. 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.

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

8. I wish his face were not so ugly.

9. 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.

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

11. 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	small
a lined face	close-cropped white hair
a tall, stout(ish), elderly woman	a bun on the nape of the neck
hair parted in the middle	classic features
imposing	to look terrible
an ugly gash down the side of the cheek	a heavy, paunchy man
auburn-haired	dour looking
meaty	bulbous and reddish-hued
straight good features	a lank erect body
a gaunt face	a solid, strong young man
a handsome, thin face	a fair-haired fellow
a fair moustache	a long sallow face
a narrow weak chin	a prominent nose
great shaggy black eyebrows	a neat head
touched with grey	delicate features
sparkling eyes	alluring
a long sharp nose	to look old for one's age
clever, intelligent eyes	perfect teeth
an ugly face	a fair face
an unkind look	

## 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. 6. Why are you shouting ... the top ... your voice? Can't you talk ... a whisper? 7. Jane was eleven years old, Tall ... her age and very dark. 8. The girl has a pretty face ... brave brown eyes. She is ... medium height and has a slender figure. 9. Her lovely hair was done ... a knot ... the back ... her head. 10. I advise you to have your hair parted ... the left side. 11. She dried her eyes ... the back ... her hand like a child. 12. She is so small that she must stand ... tiptoe to reach the door-bell. 13. There was a startled almost terrified look ... his face. 14. The dreamy eyes deep blue ... black lashes were an inheritance ... his mother. 15. 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?

### **8. 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.

### **9. 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.

### **10. 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. What do you like in him: his good looks or his acting? Describe his appearance.

## ЗАКЛЮЧЕНИЕ

Пособие рассчитано на формирование компетенций будущих учителей английского языка в условиях актуального объема часов дисциплины «Практический курс английского языка». Материалы пособия способствуют освоению содержания предмета «Английский язык» студентами в процессе обучения по программам бакалавриата. В подготовке учебного издания основной акцент сделан на материалах для совершенствования устной и письменной речи.

В пособии представлены тексты, списки лексических единиц по изучаемым темам, тексты и упражнения для активизации языкового и речевого материала.

Пособие учит будущих учителей соотносить изученные теоретические положения английского языка с конкретными языковыми явлениями, таким образом формируя компетенцию УК-4. Пособие также учит методам взаимодействия с участниками образовательных отношений, что способствует развитию компетенции ОПК-7.

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## GRAMMAR GUIDE

## I Sequence of Tenses

В английском языке временная форма глагола в придаточном предложении зависит от времени глагола в главном предложении.

Существуют следующие правила **последовательности времен**:

1. Если в главном предложении употреблен глагол в настоящем или будущем времени, то в придаточном предложении можно употреблять любое необходимое по смыслу время:

*Mother says she **will return** tomorrow.*

*Your daughter tells us he **has left** early.*

*I've been told you **are** out.*

2. Если в главном предложении глагол стоит в прошедшем времени, то в придаточном предложении используется одно из прошедших времен:

I	II	III
В течение одного действия вклинивается другое действие. <i>He <b>came</b> when we <b>were having</b> dinner.</i>	Одно действие закончилось до начала другого. <i>When we <b>came</b> he <b>had already finished</b> his dinner.</i>	Перечисление действий в прошлом, цепь событий. <i>She <b>entered</b> the room, <b>opened</b> the window and <b>sat</b> into the armchair.</i>

## EXERCISES

1. Say whether the action of the object clause precedes, follows or is simultaneous with the action of the principal clause in the following sentences.

1. He asked me if I was going to study at university. 2. She said that she had met her friend on her way to school. 3. She asked if I would come to the conference. 4. He made sure

that the child was provided for. 5. They heard that he would be well again. 6. She knew it would happen one day. 7. I did not know what he was talking about. 8. Pete telephoned from his office to say that he had agreed to our proposal.

**2. Make the actions in the following object clauses simultaneous with those of the principal clauses.**

1. I was surprised you (to know) my telephone number. 2. She cannot understand what he (to do) in her room. 3. Soon he will be asking if all the doors (to be) locked for the night. 4. I could not remember what he (to look) like. 5. Father said he (to work) hard the whole day.

**3. Make the actions in the following object clauses precede those of the principal clauses.**

1. He said that he (to ask) permission to go home earlier. 2. Nobody knew where he (to) spend his holidays. 3. I was sure that he (to leave) Moscow. 4. He said that he (to go) to the theatre the day before. 5. I did not know what (to go) wrong between them.

**4. Make the actions in the following object clauses follow those of the principal clauses.**

1. He decided that he (to go) to London as soon as possible. 2. They said the (to work) seven days a week. 3. I think you (to stay) in town for a night at least. 4. It was understood that he (to invite) us to lunch on Saturday. 5. Did they decide that they (to leave) for Paris?

**5. Put the verb in brackets into the right form.**

1. Miss Grier asked her several times what (to happen). 2. Everybody always told me it (to rain) all the time on the Basque coast. 3. I asked her what her name (to be). 4. She said she (not to be) happy on the farm. 5. My wife said it (to be) good for the kids to get these lectures. 6. He asked her if she (to be going) to be in London for long. 7. Mr. Warburton expected that his subordinate (to take) the first opportunity to apologize for his rudeness. 8. At last the boy came back and asked him if he (to dress) for dinner. 9. On Saturday morning Simon decided that he (to do) some gardening. 10. She started asking if she (can) see me that evening.

**6. Translate into English observing the rules of the sequence of tenses.**

1. Я не заметила, что идет снег. 2. Я не знала, что снег идет с самого утра. 3. Он надеялся, что погода будет хорошая. 4. Я была уверена, что вы пойдете на эту выставку.

5. Все думали, что у него есть братья и сестры. 6. Я был уверен, что он уже жалеет, что был невежлив с ней. 7. Он еще не знал, что будет делать в Нью-Йорке. 8. Он сказал, что читает лекции в университете. 9. Нам сказали, что в Африке выпал снег. 10. Он ответил, что еще не обедал.

## II Conditional Sentences Типы условных предложений

Тип	Придаточное предложение	Главное предложение	Перевод на русский язык
I Реальное условие. Относится к будущему времени	If the weather <b>is</b> clear  <b>Present Ind./Cont.</b>	we <b>will go</b> for a walk.  <b>Will + verb</b>	Если погода улучшится, мы пойдем на прогулку.
II Маловероятное условие. Относится к настоящему и будущему времени	If you <b>moved</b> to the country,  <b>Past Ind./Cont.</b>	You <b>would (could) buy</b> a bigger house.  <b>would could + verb might</b>	Если бы вы переехали за город, вы бы могли купить больший дом.
III Нереальное условие. Относится к прошедшему времени. Выражает сожаление	If he <b>had known</b> the facts,  <b>Past Perfect</b>	he <b>would have told</b> us what to do.  <b>would could + Perfect Inf might (have+ III ф)</b>	Если бы он тогда знал эти факты, он бы сказал нам, что делать.

### Примечания:

1. Союзы: **if** – если; **in case** – в случае; **provided** – при условии; **unless** – если не.

You **won't** pass the exam, **unless** you **work** hard.

2. Во втором типе условных предложений глагол **to be** всегда имеет форму **were**.

If I **were** a you, I **would be** a farmer.

3. Существуют предложения смешанного типа; одна часть относится ко II, а другая – к III типу условия.

If I **had taken** the medicine **yesterday**, I **would be well now**.

## EXERCISES

### 1. Supply the correct form of the verbs on brackets.

1. If you (to be allowed) to stay in London, what you (to do)? 2. If I (to be) you I (to do) my hair differently. 3. If I (to be) John I (not to tell) that to his parents. 4. If I (not to work) so hard, I never (to make) progress. 5. If I (to leave) earlier, I (to catch) the train. 6. Even if the work (to be) twice as difficult I (not to refuse) to do it. 7. You (to do) as you please even if I (to give) you advice. 8. If I (not to refuse) his offer, I (not to regret) it afterwards. 9. If we (to book) tickets in advance, we (can see) the performance. 10. Nick (not to fall) of his bicycle yesterday if he (not to drive) too fast.

### 2. Complete the following sentences using the required form of the verb.

1. Even if we had posted the letter two days before ... .
2. If it had not been for you ... .
3. If it were not for the bad weather ... .
4. If you had been at home ... .
5. If I were not so busy ... .
6. She wouldn't have done it if ... .
7. If he had sent a telegram ... .
8. He would study much better if ... .
9. The child wouldn't be crying if ... .
10. If it were not so cold ... .

### 3. Answer the questions.

1. Where do you think your brother would go if he were on leave?
2. Would you have made the mistake if you knew the rule?
3. What would you reply if somebody apologized to you?
4. What would you say if you wanted to interrupt somebody?

5. Would you have answered the question in the same way if you were in my place?
6. What museum would you choose to go if you were in Moscow?
7. Would you have gone shopping with me yesterday if you had not been busy?
8. Would you confide in him if you knew him better?
9. Would you see this film again if you had a chance?
10. Where else would you have gone if you had stayed in St. Petersburg longer?

#### 4. Translate into English.

1. Что бы вы сказали, если бы я обратился к вам за советом? 2. Если бы вы погуляли вчера вечером, вы бы сразу уснули. 3. Я была бы рада, если бы вы пошли со мной на концерт. 4. Ты бы не разбил вазу, если бы был осторожнее. 5. Если бы я знала английский язык лучше, я бы читала книги английских авторов в оригинале. 6. Я бы давно ответила на вопрос, если бы знала ответ. 7. Вы бы были здоровы сейчас, если бы сразу обратились ко врачу. 8. Будь я на вашем месте, я бы не говорил об этом. 9. Если бы у меня было время, я бы посмотрела фильм «Театр». 10. Я бы давно ей написала, если бы знала ее адрес.

### III THE INFINITIVE

#### Forms

	Active	Passive
<b>Indefinite</b>	to write	to be written
<b>Continuous</b>	to be writing	-
<b>Perfect</b>	to have written	to have been written
<b>Perfect Continuous</b>	to have been writing	-

Отрицательная форма: **not + infinitive**

*She asked me **not to touch** the documents on the table.*

Инфинитив в форме Indefinite выражает действие одновременное с действием, выраженным глаголом-сказуемым предложения:

*I am sorry **to hear** it.*

Continuous Infinitive выражает **длительное** действие, которое происходит **одновременно** с действием, выраженным глаголом-сказуемым:

*It was pleasant **to be driving** a car again.*

Perfect Infinitive выражает действие, которое **предшествует** действию, выраженному глаголом-сказуемым:

*I was sorry **to have said** it.*

### Complexes with the Infinitive. The Complex Object

The Complex Object состоит из имени существительного в общем падеже или местоимения в объектном падеже и инфинитива. На русский язык переводится при помощи придаточного дополнительного предложения.

*I want **Mother (her) to help** me. - Я хочу, чтобы мама (она) помогла мне.*

а) после глаголов, выражающих чувственное восприятие, инфинитив употребляется без частицы *to*: *I felt somebody touch my arm.*

б) после глаголов, выражающих умственную деятельность (*to know, to think, to believe, to expect, to trust, etc.*), намерение или желание (*to wish, to mean, to desire, etc.*), чувства или эмоции (*to like, to dislike, to hate*), приказание или разрешение (*to allow, to ask, to command/ to forbid, etc.*), инфинитив употребляется с частицей **to**:

*We expect **them to arrive** soon.*

*I want **you to stop** worrying.*

*What would you like **me to do**?*

*Mother ordered **me to stay** at home **and do** my lessons.*

### EXERCISES

#### 1. Use the correct form of the infinitive in brackets.

1. I hope (to see) you soon. 2. We expect (to be) back in two days. 3. He expected (to help) by his friends. 4. I am glad (to do) all the work yesterday. 5. I am sorry (to break) my pen. 6. I hate (to bother) you, but students are still waiting (to give) books for their work. 7. Is there anything else (to tell) her? 8. The woman pretended (to read) and (not to hear) the bell. 9. The only sound (to hear) was snoring of grandfather in the bedroom. 10. I hate (to bother) you, but the man is still waiting (to give) a definite answer.

## 2. Insert "to" where necessary.

1. It's high time for you ...go to bed. 2. They heard the girl ... cry out with joy. 3. He did not want us ... play in the yard any more. 4. What makes you ... think you are right? 5. The boy helped us ... find the way to the station. 6. Mr. Abbot was the first ... break the silence. 7. She asked me ... repeat the word again. 8. She did not let her mother ... go away. 9. I'd like ... speak to you. 10. Nick wanted me ... speak to him immediately.

## 3. Use the correct form of the infinitive.

1. I am glad (to introduce) to you. 2. You should (to ask) someone (to help) you. 3. Her mood seems (to change) for the worse. 4. The poem can easily (to memorize). 5. I did not expect (to ask) this question. 6. He must (to read) something funny; he is smiling all the time. 7. This is the place from which I saw John (to arrive) to the house. 8. We wanted him (to consult) a lawyer. 9. I'd love you (to see) my little daughter. 10. She watched me (to open) the safe.

## 4. Paraphrase the following using the complex object with the infinitive.

*Model:* She watched how he went. – Shew watched **him go**.

1. He heard how one of the girls in the shop addressed Kate. 2. He felt that the eyes of the fellow-students rested on him. 3. She saw that the door of the sitting-room opened and her mother entered. 4. What I want is that your uncle shouldn't be left alone. 5. She smiled when she heard how he locked the door loudly. 6. What she wanted was that he would come and see her. 7. We knew that they had already arrived. 8. I did not expect that she would catch the train. 9. She thought that we had influenced their decision. 10. I've never heard how he spoke of his life in Canada.

## 5. Translate into English.

1. Мы слышали, как они спорили. 2. Они хотят, чтобы мы послали ему телеграмму. 3. Я знаю, что он очень опытный врач. 4. Она слышала, что кто-то упомянул ее имя в разговоре. 5. Он хотел, чтобы мы подождали его на вокзале. 6. Он не любит, когда ему задают много вопросов. 7. Она не ожидала, что ее сын станет архитектором. 8. Никто не слышал, как он сказал это. 9. Я знаю, что он честный человек. 10. Я хочу, чтобы вы пригласили его на вечер.

## LIST OF IRREGULAR VERBS

No№	Infinitive	Past Simple	Past Participle	Translation
1	be	was, were	been	быть
2	bear	bore	born	рождать
3	become	became	become	становиться
4	begin	began	begun	начинать
5	bend	bent	bent	гнуть, сгибаться
6	bind	bound	bound	связывать
7	blow	blew	blown	дуть
8	break	broke	broken	разбивать, ломать
9	bring	brought	brought	приносить
10	build	built	built	строить
11	burn	burnt	burnt	гореть, жечь
12	buy	bought	bought	покупать
13	cast	cast	cast	бросать, кидать
14	catch	caught	caught	ловить, хватать
15	choose	chose	chosen	выбирать
16	come	came	come	приходить
17	cost	cost	cost	стоить
18	cut	cut	cut	резать
19	deal	dealt	dealt	иметь дело
20	do	did	done	делать
21	draw	drew	drawn	рисовать
22	drink	drank	drunk	пить
23	drive	drove	driven	вести, ехать
24	eat	ate	eaten	есть, принимать пищу



<b>No№</b>	<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>	<b>Translation</b>
25	fall	fell	fallen	падать
26	feel	felt	felt	чувствовать
27	fight	fought	fought	бороться, сражаться
28	find	found	found	находить
29	forbid	forbade	forbidden	запрещать
30	forget	forgot	forgotten	забывать
31	forgive	forgave	forgiven	прощать
32	get	got	got	получать
33	give	gave	given	давать
34	go	went	gone	идти
35	grow	grew	grown	расти
36	have	had	had	иметь
37	hear	heard	heard	слышать
38	hide	hid	hid, hidden	прятать
39	hit	hit	hit	ударять, бить
40	hold	held	held	держать
41	hurt	hurt	hurt	ушибать, обижать
42	keep	kept	kept	держать, хранить
43	kneel	knelt	knelt	преклонять колени
44	know	knew	known	знать
45	lay	laid	laid	класть
46	lead	led	led	вести
47	learn	learnt, learned	learnt, learned	учиться
48	leave	left	left	покидать, уезжать
49	lend	lent	lent	одалживать
50	let	let	let	позволять
51	light	lit, lighted	lit, lighted	зажигать, освещать
52	lose	lost	lost	терять
53	make	made	made	делать; заставлять

No№	Infinitive	Past Simple	Past Participle	Translation
54	mean	meant	meant	значить
55	meet	met	met	встречать
56	pay	paid	paid	платить
57	put	put	put	класть
58	read	read	read	читать
59	ride	rode	ridden	ездить верхом
60	ring	rang	rung	звонить
61	rise	rose	risen	подниматься
62	run	ran	run	бежать
63	say	said	said	говорить, сказать
64	see	saw	seen	видеть
65	sell	sold	sold	продавать
66	send	sent	sent	посылать
67	set	set	set	помещать, ставить
68	shake	shook	shaken	трясти
69	shave	shaved	shaven, shaved	бриться
70	shine	shone	shone	сиять, светить
71	shoot	shot	shot	стрелять
72	show	showed	shown	показывать
73	shut	shut	shut	закрывать
74	sing	sang	sung	петь
75	sit	sat	sat	сидеть
76	sleep	slept	slept	спать
77	smell	smelt, smelled	smelt, smelled	пахнуть, нюхать
78	speak	spoke	spoken	говорить
79	speed	sped	sped	спешить, ускорять
80	spell	spelt, spelled	spelt, spelled	писать по буквам
81	spend	spent	spent	тратить
82	spoil	spoil, spoiled	spoil, spoiled	портить

<b>№№</b>	<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>	<b>Translation</b>
83	spread	spread	spread	распространяться
85	stand	stood	stood	стоять
86	steal	stole	stolen	красть
87	stick	stuck	stuck	приклеиваться
88	strike	struck	struck	ударять; бастовать
89	sweep	swept	swept	мести
90	swim	swam	swum	плавать
91	take	took	taken	брать
92	teach	taught	taught	обучать, учить
93	tell	told	told	рассказывать
94	think	thought	thought	думать
95	throw	threw	thrown	бросать
96	understand	understood	understood	понимать
97	wake	woke, waked	woken, waked	будить, просыпаться
98	wear	wore	worn	носить
99	weep	wept	wept	плакать
100	win	won	won	побеждать
101	write	wrote	written	писать

*Учебное издание*

**Магушак Алла Федоровна**

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