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ИНСТИТУТ ПРОЕКТНОГО МЕНЕДЖМЕНТА
И ИНЖЕНЕРНОГО БИЗНЕСА
КАФЕДРА ИНОСТРАННЫХ ЯЗЫКОВ

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«АНГЛИЙСКИЙ ЯЗЫК»

Учебное пособие
для студентов 1 курса всех направлений подготовки

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Предисловие

Данное (переработанное) пособие предназначено для студентов первого курса бакалавриата и специалитета, обучающихся по всем направлениям подготовки Технологического университета.

В основе пособия лежит компетентностный подход, предполагающий формирование личности, обладающий компетентностью в сфере иноязычного общения на основе материалов страноведческого характера Великобритании, США и России. Данный подход определяет следующие цели данного пособия:

1. Развить языковой компетенции, включающие языковые знания, умения и навыки владения иностранным языком на данном этапе обучения.
2. Развитие речевой компетенции, предполагающей использование иностранного языка в соответствии с ситуацией, требующей разрешения коммуникативных задач.
3. Развитие социокультурной компетенции, предполагающей знание культуры:

- культуры своей страны, страны изучаемого языка;
- умение находить общее среди разных культур и видеть их отличие от своей культуры;
- умение использовать все знания в процессе общения с представителями других культур на английском языке;

Данные цели обуславливают следующие задачи курса:

- расширение активного и пассивного словарного запаса по изучаемым темам;
- совершенствование и активизация необходимого для усвоения изучаемых тем грамматического материала;
- развитие и укрепление произносительных навыков;
- развитие умений и навыков разных видов говорения, ведение беседы и дискуссии, выступление с сообщением;
- развитие умений и навыков поиска и обработки информации лингвистического характера, а также иного характера с использованием традиционных и электронных носителей.

Основные воспитательные задачи курса:

- формирование гражданской позиции;
- формирование умений и навыков работы в команде;

Пособие состоит из восьми блоков, и Приложения. Каждый блок охватывает четыре раздела, представляющие собой материал страноведческого характера Англии и Америки и ориентирующие на презентацию культурных и страноведческих характеристик России.

В каждом блоке, включающем в себя четыре раздела, обучающиеся знакомятся с различными видами чтения, устной и письменной речью.

Комплексы упражнений на грамматический и лексический материалы могут также выполняться студентами самостоятельно вне аудитории.

Инструкции к упражнениям нацеливают студентов на пользование словарей, поиск основной идеи текста (ознакомительное чтение), детальное понимание текста (изучающее чтение), изложение мыслей на английском языке в устной и письменной формах, обсуждение поставленных вопросов и проведение ролевых игр. Case Study.

В пособии также представлен список слов и Приложение с дополнительными текстами, рассчитанное на самостоятельную работу в аудитории и вне аудитории, для совершенствования навыков и умений в речевой деятельности.

Работа в аудитории предполагает парную и групповую деятельность под руководством преподавателя.

При написании письменных работ, подготовке к обсуждениям, ролевым играм по заданным темам, студентам необходимо использовать дополнительную литературу и ресурсы Интернета.

Для совершенствования грамматических навыков и умений предполагается использование следующих пособий:

1. Качалова К.Н., Израилевич Е.Е. Грамматика английского языка.
2. Macmillan. English Grammar in Context Essential/Intermediate;
3. Зверховская Е. В, Косиченко Е. Ф. Грамматика английского языка, 2 издание, Петербург , 2020.

Пособие обеспечивает гибкость учебного процесса и может быть использовано при любой форме обучения.

БЛОК I

Грамматика: Indefinite (Present, Past, Future), Continuous (Present, Past, Future). Active Voice.

Тема: English as a World Language.

Раздел 1.1

1.1.1. Отработайте произношение данных слов и слов словосочетаний, уточнив транскрипцию по словарю.

above all	прежде всего
acquire v	получать
assist v	помогать, содействовать
development n	развитие
establishment n	установление
frequent adj	частый
in this respect	в этом отношении
literacy n	грамотность
mutual aid	взаимопомощь
native speaker	носитель языка
numerous adj	многочисленный
respect n	уважение, отношение
standing n	положение, репутация
trade n	торговля

1.1.2. Прочитайте текст и ответьте на данные вопросы:

In what countries is English

a) the only official language?

b) one of the existing official languages?

ENGLISH AS A WORLD LANGUAGE

English has become a world language. In Shakespeare's time it was a "provincial" language of secondary importance with only six million native speakers. Nowadays English has become the world's most important language in politics, science, trade and cultural relations. In a number of speakers (400 million) it is second only to Chinese. It is the official language of the United Kingdom of Great Britain and Northern Ireland, of the United States of America, of Australia and New Zealand. English is used as one of the official languages in Canada, the Republic of South Africa and the Irish Republic. It is also spoken as a second language by many people in India, Pakistan, numerous countries in Africa.

Even more widely English is studied and used as a foreign language. In this respect it acquired an international status. It is used for communication, listening to broadcasts, reading books and newspapers, in commerce and travel. Half of the world's scientific literature is in English. English is associated with technological and economic development and it is the principal language of international aid. It is the language of automation and computer technology. It is not only the universal language of international aviation, shipping and sport. It is to a considerable degree the universal language of literacy and public communication. It is the major language of diplomacy, and is the most frequently

used language both in the debates in the United Nations and in the general conduct of the UN business.

English has become a world language because of its establishment as a mother tongue outside England. This exporting of English began in the seventeenth century with the first settlements in North America. The English had visited America at different times. But they had never stayed very long. The companies were not successful. In the year 1606, some English people decided they did not like the way their king, James the First, was treating them. They formed a group, which they called the London Company, and made plans to sail for America. The London Company sent three ships to America.

Above all it is the greatest growth of population in the United States assisted by massive immigration in the nineteenth and twentieth centuries that has given the English language its present standing in the world.

1.1.3. Прочитайте текст еще раз. Укажите, какие предложения соответствуют содержанию текста. Подтвердите свои ответы фактами из текста.

1. English has become the world's language in the course of the last decade.
2. In a number of speakers it is the first language in the world.
3. It is one of the official languages in Canada.
4. English has got an international status because it is widely used as a foreign language.
5. Many people in different countries of Africa speak English as a second language.
6. One third of the world's scientific literature is in English.
7. English is the major language of international aid.
8. French is the principal language for the debates in the United Nations.
9. English has become a world language only because it is widely studied as a foreign language.
10. It is used only as a foreign language outside Great Britain.

1.1.4. Ответьте на данные вопросы (работа в парах).

1. When did English become a world language?
2. In what spheres is English the world's most important language?
3. Where is it the only one official language?
4. Where is it used as one of the official languages?
5. Where is English spoken as a second language?
6. In what way is it used more widely?
7. Where is English the major language?
8. What is the reason of English becoming a world language?

1.1.5. Просмотрите текст и найдите фразам, данным в левой колонке (1-8) подходящее завершение в правой колонке (a-h).

1. English has become	a. as a second language
2. A "provincial" language	b. of literacy and public communication
3. It is also spoken	c. communication and listening to broadcasting
4. Even more widely	d. in the nineteenth century
5. In this respect	e. acquired an international status
6. It is used for	f. a world language
7. The universal language	g. English is studied and used as a foreign language
8. By massive immigration	h. of secondary importance

1.1.6. Найдите в тексте английские эквиваленты данным русским фразам.

Второстепенное значение, носитель языка, в политике, официальный язык, английский язык изучают и используют, для общения, научная литература, технологическое и экономическое развитие, основной язык, компьютерная технология, основной язык дипломатии, за пределами страны, первые поселения, создать группу, рост населения, в мире.

1.1.7. Сократите текст, опустив несущественные детали.

1.1.8. Составьте план и передайте содержание текста.

1.1.9. Сообщите вашему собеседнику информацию по данным вопросам.

- What is the role of the English language in your country?
- What other languages are spoken in your country?

Раздел 1.2

1.2.1. Отработайте произношение данных слов и словосочетаний, уточнив транскрипцию по словарю.

arrival n	прибытие
co-existence n	сосуществование
count v	иметь значение
diversity n	разнообразие
eventually adv	со временем
lingua franca	язык межкультурного общения
maintain v	поддерживать, сохранять, продолжать
numerical adj	численный, числовой
piecemeal adv	по частям
ratio n	отношение, соотношение
settle v	поселяться
shift n	сдвиг, изменение, перемещение
significance n	значение
substantial adj	значительный
supremacy n	господство, превосходство
trek v	совершать длительный поход, переход

**1.2.2. Прочитайте данный текст и дайте ответ на вопрос:
“What is the main idea of the text?”**

WHY DOES AMERICA SPEAK ONE LANGUAGE?

America was – and is – a melting-pot of peoples and of languages. But why, given the astonishing diversity of the immigrant arrivals from almost the earliest days, the country did not become a linguistic jigsaw in which none of the pieces would fit together. Why didn't languages compete in those places, where, for instance, German and English speakers rubbed up against each other? Or what about simple co-existence? And how was

it that the isolated groups, for example, the Scandinavian countries who settled in remote Minnesota or Nebraska would eventually make the shift away from their own languages?

The simplest answer is probably the numerical one. By the end of the 18th century there were more than 2 million people of English and Welsh extraction recorded in 16 states. To this must be added a substantial quantity of Scots-Irish. The total of the other principle language speakers – German, Dutch and French in the order of their numerical significance – hardly exceeded 200,000. It was the ratio of English speakers to non-English that counted.

The new non-English-speaking immigrants contributed much to America, including (sometimes) hundreds of terms from their own languages. The very variety of the immigrant tongues would have helped establish English as the lingua franca. There was no single rival for supremacy, rather a diverse group of (mostly) European languages arriving in piecemeal fashion, each of which brought something to the table but none of which had the desire or capacity to sit at the top place.

Of course, many ethnic and linguistic groups did maintain their identity for a long time after their arrival, as is shown by the existence of well over 100 German-language newspapers in mid-19th-century America or the publication of up to a dozen Yiddish newspapers in 1930s New York. There were isolated groups who preserved their own tongue, as is still the case to an extent with the Amish. But the literal mobility of American society, from the earliest days of the pioneers trekking westward to the age of the freeway, has been a powerful counterforce against the closed community and thus the long-term preservation of any language other than English.

More important than mobility, perhaps, was the aspirational nature of the new society, later to be formalized and glamourized in phrases like the “American Dream”. Success was achievable not so much as a prize for conformity but for adaptation to challenging new conditions, among which would be acquiring enough of the dominant language to get by – before getting ahead.

1.2.3. Прочитайте текст еще раз. Найдите в тексте ответы на данные вопросы (работа в парах).

1. What made America the melting pot of languages?
2. What countries contributed to the prevalence of the English language in America?
3. In what way did immigrant tongues exist in America?
4. What did literal mobility result in?
5. What did challenges to new conditions bring to?
6. How can the phrase the “American Dream” be explained?

1.2.4. Найдите в тексте английские эквиваленты данным русским фразам.

Плавильный котел, народы и языки, поразительное разнообразие, с самых ранних дней, простое сосуществование, сдвиг/смещение, самый простой ответ, числовой, происхождение, значительное количество, едва превышало, считаться, внесли вклад, язык межъязыкового общения, поддерживать, именно тот случай, достаточное овладение языком.

1.2.5. Выпишите из текста слова, отражающие основную тему текста.

1.2.6. Составьте план текста. Передайте содержание текста.

1.2.7. Напишите небольшое сообщение на английском языке по теме текста, используя различные источники информации, включая Интернет.

Раздел 1.3

1.3.1. Прочитайте текст. Дайте ответ на данный вопрос.

What causes a problem in the narrator's opinion?

THE 'PLEASED TO MEET YOU' PROBLEM

In a small social gathering such as a dinner party, the host may solve the name problem by introducing guests to each other by name, but these are still awkward moments, as the decline of 'How do you do?' means that no-one is quite sure what to say to each other when introduced in this manner. 'How are you?', despite having much the same meaning, and being equally recognized as a non-question (the correct response is 'Very well, thank you' or 'Fine, thanks' whatever your state of health or mind), will not do in initial introductions, as custom dictates that it may only be used as a greeting between people who already know each other. Even though it does not require an honest answer, 'How are you?' is far too personal and intimate a question for first-time introductions.

The most common solution, nowadays, is 'Pleased to meet you' (or 'Nice to meet you' or something similar). But in some social circles – mainly upper-middle class and above, although some at the higher end of middle are affected – the problem with this common response is that it is just that: 'common', meaning a lower class thing to say. The people who hold this view may not put it quite like this – they are more likely to say that 'Pleased to meet you' is 'incorrect', and you will indeed still find etiquette books that confirm this. The explanation offered by some etiquette books is that one should not say 'Pleased to meet you' as it is an obvious lie: one cannot possibly be sure at that point whether one is pleased to meet the person or not. Given the usual irrationalities, dishonesties and hypocrisies of English etiquette, this seems unnecessarily and quite uncharacteristically scrupulous.

Whatever its origins or dubious logic, the prejudice against 'Pleased to meet you' is still quite widespread, often among people who do not know why it is that they feel uneasy about using the phrase. They just have a vague sense that there is something not quite right about it. But even among those with no class prejudice about 'Pleased to meet you', who believe it is the correct and polite thing to say, this greeting is rarely delivered with ringing confidence: it is usually mumbled rather awkwardly, and as quickly as possible – 'Plstmye'. This awkwardness may, perversely, occur precisely because people believe they are saying the 'correct' thing. Formality is embarrassing. But then, informality is embarrassing. Everything is embarrassing.

(Взято из книги Kate Fox «Watching the English», сокращено)

1.3.2. Сообщите собеседнику ваше мнение по данной информации.

1.3.3. Обсуждение темы: “Языки народов России. Межъязыковое общение в России”.

Подготовка к обсуждению включает:

- * подбор материала в различных источниках, включая ресурсы Интернета,
- * составление сообщения на английском языке.

Раздел 1.4

Grammar Revision

1.4.1. Вставьте глаголы to be и to have в Present, Past, Future Indefinite.

1. Ronald Frank ___ a manager of the First Bank of Kingsville in Main Street.
2. He ___ always on a business trip.
3. Yesterday he ___ in Geneva.
4. Tomorrow he ___ in London.
5. Now he ___ with family.
6. Everybody in the family ___ very happy to see him.
7. I ___ two grandmothers, but no grandfathers.
8. I ___ one sister, but no brothers.
9. We ___ a Metis car last year.
10. Next year we ___ a new car.
11. What car ___?
12. I think, we ___ a Mercedes.

1.4.2. Раскройте скобки, используя

a. Present, Past, Future Simple, Active Voice

1. I usually ___ very early. (to get up)
2. My day ___ at nine o'clock in the office. (to begin)
3. I ___ at the plant last year. (to work)
4. I ___ to the plant by bus then. (to go)
5. Tomorrow we ___ . (to have a rest)
6. I hope, we ___ a good time there. (to spend)

b. Present, Past, Future Continuous, Active Voice

7. We ___ the questions to the text. (to answer) now
8. The manager ___ the phone in the next room. (to speak over)
9. At this time yesterday I ___ to St. Petersburg. (to fly)
10. She ___ for the exam at 9 o'clock in the morning last Monday. (to prepare)
11. We ___ our things all day long the day after tomorrow. (to pack)
12. I ___ my friends at this time tomorrow. (to visit)

1.4.3. Образуйте отрицательные предложения в

a. Present, Past, Future Indefinite, Active Voice

1. My friends live in Canada.
2. Our teacher lives in Moscow.
3. His friends' father worked for a Russian company a year ago.
4. My sister lived in Ryazan many years ago.
5. We shall graduate from the University in a year.
6. They will text a message to me tomorrow.

b. Present, Past, Future Continuous, Active Voice

7. I am working at the University at present.
8. Now Peter is speaking to the businessmen from Italy.
9. We were discussing our problems from 6 till 7 in the evening two days ago.

10. Our dean was having a talk with the students at one p.m. last Monday.
11. We shall be taking the children to the museum at 10 o'clock in the morning on Sunday.
12. We shall be attending a hockey game when you arrive.

1.4.4. Составьте вопросительные предложения (всех видов) в

a. Present, Past, Future Simple, Active Voice

1. I like playing computer games.
2. Our teacher speaks good French.
3. My friend attended computer courses last year.
4. We passed several entrance exams in July.
5. We shall practice English with a native speaker soon.
6. My brother will see his doctor tomorrow.
7. I shall not come to the party because I shall be busy at home helping my mother.
8. We shall go to the exhibition next Sunday.
9. My sister likes coffee and cakes.
10. Every day we read some articles on our major subject.
11. She often comes home late because she stays long hours at work.

b. Present, Past, Future Continuous, Active Voice

13. My sister is sleeping now.
14. She will be waiting for us till we come.
15. My friends were not doing their homework at eight in the evening because they were playing computer games.
16. Don't call on me at five tomorrow because I shall not be at home I shall be visiting my friend.
17. Tom was studying the instruction to a new computer game when I visited him in the evening.
18. We shall be visiting them from six till eight the day after tomorrow.

1.4.5. Вставьте предлоги в данных предложениях.

1. Where is your group? It is ___ the conference.
2. Yesterday we were ___ the concert.
3. I will be back ___ 10 minutes.
4. ___ Monday we usually have a lot ___ work to do.
5. My mother's birthday is ___ the first of May.
6. ___ next year we are going to Spain.
7. My lessons are usually over ___ a quarter to four.
8. She often attended concerts ___ last month.
9. She seldom works ___ the library.
10. Our professor will leave ___ London next week.
11. The academic year at the University starts ___ September.
12. Do you hear ___ me?
13. I am calling ___ Kazan.
14. Next Sunday we are going ___ of town.
15. I was driving my car ___ the whole day yesterday.
16. Last summer we went ___ the seaside.
17. He had returned ___ six o'clock in the morning from his business trip.
18. We will graduate ___ the University in four years.

19. Will you be present ___ the English lesson the day after tomorrow?
20. Don't let ___ him go out.

1.4.6. Переведите данные предложения на английский язык.

1. Через несколько лет все изменится.
2. Ты веришь мне?
3. Почему вы не хотите сделать эту работу?
4. Мы вчера были заняты.
5. Весь день мы готовили наши доклады.
6. В три часа сегодня мы будем обсуждать наши проблемы.
7. Вы будете присутствовать на нашем собрании?
8. Когда она придет к нам?
9. Почему вы летом уезжаете так далеко от дома?
10. Вам нравятся новые экзотические места.
11. Обычно мне требуется один час, чтобы добраться до Университета.
12. Но вчера я опоздал на лекцию.
13. Где вы жили в прошлом году?
14. Что ты делал вчера с двух до пяти часов?
15. Я был в библиотеке.
16. Я долго подбирал литературу для моего доклада.
17. Через две недели я буду выступать на конференции.
18. Приходи, будет интересно.
19. Я не люблю смотреть телевизор.
20. Но в данный момент я получаю удовольствие от нового фильма о студентах.

БЛОК II

Грамматика: Perfect Tenses, Perfect Continuous Tenses.

Тема: Life at College and University in Britain.

Раздел 2.1

2.1.1. Отработайте произношение данных слов и словосочетаний, уточнив транскрипцию по словарю.

alone adj	один, единственный, одинокий
at least	по меньшей мере, во всяком случае
attend v	посещать, присутствовать
authority n	власть, администрация
degree n	ступень, степень, положение, ранг
differ v	отличаться, расходиться во мнении
divide v	делить, разделять
during prep	в продолжение, в течение, во время
enough adj	достаточный
enter v	входить, поступать
graduate n	выпускник учебного заведения
grant n	дар, субсидия, стипендия
hairdressing n	парикмахерское дело
however adv	тем не менее, однако, несмотря на это
intend v	намереваться, собираться, подразумевать
keep in touch	поддерживать контакт, связь
law n	закон, право, профессия юриста
necessary adj	необходимый, нужный, вынужденный
nursing n	профессия среднего медицинского образования
overseas adj	заграничный, заморский
pass n	проход, путь, переход
research n	исследование, изучение, поиски
size n	размер, величина, объем
subject n	предмет, тема, объект
tie n	связь, шнур, узел, петля
train v	воспитывать, обучать, готовить
tutor n	руководитель группы студентов, домашний учитель, репетитор
type v	печатать, набирать на компьютере

2.1.2. Прочитайте текст и назовите типы высших учебных заведений, упомянутых в тексте.

LIFE AT COLLEGE AND UNIVERSITY

The academic year in Britain's universities, Polytechnics, Colleges of Education is divided into three terms, which usually run from the beginning of October to the middle of December, from the middle of January to the end of March, and from the middle of April to the end of June or the beginning of July.

There are 46 universities in Britain. The oldest and best-known universities are located in Oxford, Cambridge, London, Leeds, Manchester, Liverpool, Edinburgh, Southampton, Cardiff, Bristol, Birmingham.

Good A-level results in at least two subjects are necessary to get a place at the university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.

English universities greatly differ from each other. They differ in date of foundation, size, history, tradition, general organization, methods of instruction, way of student life.

After three years of study a university graduate will leave with a Degree of a Bachelor of Arts, Science, Engineering, Medicine, etc. Later he may continue to take the Master's Degree and then the Doctor's Degree. Research is an important feature of university work.

The two intellectual eyes of Great Britain – Oxford and Cambridge Universities – date from the twelfth and thirteenth centuries.

The Scottish universities of St. Andrews, Glasgow, Aberdeen and Edinburgh date from the fifteenth and sixteenth centuries.

In the nineteenth and early part of the twentieth centuries the so-called Redbrick universities were founded. These include London, Manchester, Leeds, Liverpool, Sheffield, and Birmingham. During the late sixtieth and early seventieth some 20 new universities were set up. Sometimes they are called “concrete and glass” universities. Among them are the universities of Sussex, York, East Anglia and some others.

During these years the Government set up thirty Polytechnics. The Polytechnics, like the universities, offer first and higher degrees. Some of them offer full-time and sandwich courses. Colleges of Education provide two-year courses in teacher education or sometimes three years if the graduate specializes in some particular subject.

Some of those who decide to leave school at the age of 16 may go to a further education college where they can follow a course in typing, engineering, town planning, cooking, or hairdressing, full-time or part-time. Further education colleges have strong ties with commerce and industry.

There is an interesting form of studies which is called the Open University. It is intended for people who study in their own free time and who “attend” lectures by watching television and listening to the radio. They keep in touch by phone and letter with their tutors and attend summer schools. The Open University students have no formal qualifications and would be unable to enter ordinary universities.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

2.1.3. Прочитайте текст ещё раз. Укажите, какие предложения соответствуют содержанию текста. Подтвердите свои ответы фактами из текста:

1. The students of Polytechnics can get only the first degree.
2. There are three terms in the academic year in British universities.
3. One can enter the university if he or she has got a good result in one subject.
4. College of Education provides four-year courses.
5. The students of the Open University should attend lectures during the academic year.
6. All the universities in Britain have the same traditions and general organization.
7. The students of Polytechnics may both work and study.

8. The universities of Sussex, York and East Anglia are sometimes called “concrete and glass” universities.
9. Children at the age of fourteen may attend a further education college.
10. There are no overseas students at British universities.

2.1.4. Ответьте на данные вопросы (работа в парах).

1. Who gets grants at the universities?
2. How do the universities differ?
3. What degree does the university graduate get after three years of studying?
4. What degrees do Polytechnics offer?
5. What courses do they offer?
6. What courses do the Colleges of Education provide?
7. What course can the young people follow after leaving school at the age of 16?
8. What is the method of instruction at the Open University?

2.1.5. Просмотрите текст и найдите фразам, данным в левой колонке (1-8) подходящее завершение в правой колонке (a-h).

1. There are forty six universities	a. after interviews.
2. Two subjects are necessary	b. “concrete and glass” universities
3. Universities choose their students	c. are the universities of Sussex...
4. A place at a university	d. to get a place at the university.
5. English universities greatly	e. full-time and sandwich courses
6. Sometimes they are called	f. in Britain.
7. Among them	g. brings with it a grant
8. Some of them offer	h. differ from each other.

2.1.6. Найдите в тексте английские эквиваленты данным русским фразам.

Для получения места в университете необходимы хорошие результаты; по крайней мере; одних хороших экзаменов недостаточно; Университеты выбирают своих студентов после собеседований; приносить грант от местного управления образования; продолжить получать степень магистра, а затем и степень доктора; два интеллектуальных центра Великобритании; Иногда их называют университетами из бетона и стекла; За эти годы правительство создало тридцать политехнических институтов; предлагать первые и высшие степени; специализироваться на каком-то конкретном предмете; предлагать полный рабочий день и сэндвич-курсы; Существует интересная форма обучения, которая называется Открытый университет; поддерживать связь по телефону и письмам; не имеют формальной квалификации и не смогут поступить в обычные университеты.

2.1.7. Сократите текст, опустив несущественные детали.

2.1.8. Составьте план и передайте содержание текста.

2.1.9. Расскажите, какие существуют возможности в нашей стране, чтобы продолжить образование после получения обязательного среднего образования.

Раздел 2.2

2.2.1. Отработайте произношение слов, уточнив транскрипцию по словарю:

catering n	обслуживание обедов, свадеб
complete v	заканчивать, завершать
cover v	покрывать, пройти, предусматривать
crucial adj	решающий, ключевой, критический
curriculum vitae	биография
employment n	работа, занятие, наём (на работу)
enterprise n	предприятие, предприимчивость, инициатива
gain v	получать, приобретать
introduce v	вводить, внедрять, устанавливать
loan n	ссуда, заём
occupation n	занятие, вид деятельности, профессия
opportunity n	возможность, удобный случай
primarily adv	в первую очередь, главным образом
provide v	снабжать, обеспечивать, предоставлять
require v	требовать, приказывать, испытывать необходимость
skilled adj	опытный, умелый, квалифицированный
to be keen	сильно желать, стремиться сделать что-то
various adj	различный, разнообразный
viable adj	конкурентоспособный, осуществлённый

2.2.2. Прочитайте текст и назовите, какие возможности получить работу есть у британской молодёжи:

SIXTEEN AND AFTER

Sixteen is a crucial age. This is when young men and women have to decide whether to stay at school, to go on to a college, to look for a job, or to start a Young Training Program. All have to think about gaining employment in a job market which demands increasingly skilled workers. Most study for "A" and "AS" level qualifications. These are two-year courses in single subject. Students will usually take two or three subjects which may be combined with one or two "AS" courses. These are offered by schools and colleges.

The government is keen that more young people should stay on at school or college for the period between 16 and 18 to gain practical skills which will prepare them for employment. Colleges of further education offer a number of more vocationally orientated courses for 16 to 18 year-olds.

After their period in further education young people have the opportunity to go on to higher education in a university, polytechnic or college, provided they have good "A" level exam results or good passes in vocational qualifications.

The first stop for young people entering the job market at 16 is their local Job centre or careers office. Some school careers advisers teach such skills as filling out a curriculum vitae or writing letters applying for jobs. Youth workers in the Youth Service organizations also give advice and counseling.

A large number of 16 and 17 year-olds enter Youth Training programs established by the Government as a means of helping young people to gain vocational experience

through training which can lead to National Vocational Qualifications at level II and above. The Government guarantees a place on the scheme to everybody under 18 who is not in full-time education or in work. Youth training programs, cover a wide range of vocational skills from hairdressing to engineering and a large percentage of trainees are able to find work once they have completed a Youth Training course.

Another option is to become self-employed. This requires a product or service which has a clear market as well as good advice and motivation. It isn't easy as is testified by the high proportion of business start-ups which fail during their first year. However, a number of organizations offer grants as well as start-up advice. For example the Prince's Youth Business Trust (assistant of The Prince's Trust organization) helps unemployed and disadvantaged 18 to 29 year-olds set up viable businesses and provides grants and loans to both individuals and groups. The Shell-sponsored Livewire scheme helps young people between 16 and 25 to start business enterprise with advice and cash awards. Free advice is offered by the network of Training and Enterprise Councils (TECs), co-ordinated through the Department of Trade and Industry and run by professional advisers and business people. Also the Business Enterprise Program provides training in skills needed to run small business.

2.2.3. Найдите в тексте ответы на следующие вопросы (работа в парах).

1. Why is sixteen a crucial age?
2. Where can one study gain "A" or "AS" levels?
3. What courses are provided for young people in schools and colleges?
4. Where do young people get advice about entering the job market?
5. What do you know about Youth Training course?
6. Do most business start-ups succeed or fail?
7. What organizations help young people to start their own business?
8. What program provides training if a young man wants to start small business?

2.2.4. Найдите в тексте английские эквиваленты данным русским фразам.

Шестнадцать лет - решающий возраст; начать Программу обучения молодежи; Все должны думать о трудоустройстве на рынке труда; Большинство из них получают квалификацию уровня "A" и "AS"; Правительство заинтересовано в том, чтобы....; приобрести практические навыки, которые подготовят их к трудоустройству. Колледжи дополнительного образования предлагают ряд более профессионально ориентированных курсов; Первой остановкой для молодых людей, выходящих на рынок труда...; местный Центр занятости или карьерный офис; Некоторые школьные консультанты по вопросам карьеры обучают таким навыкам, как....; Молодежные работники в организациях по обслуживанию молодежи; программы обучения молодежи; может привести к получению национальных профессиональных квалификаций на уровне II и выше; охватывать широкий спектр профессиональных навыков; - стать самозанятым; Для этого требуется продукт или услуга; терпеть неудачу; предлагать гранты, а также консультации для начинающих; Молодежный бизнес-фонд Принца (помощник организации Prince Trust); создавать жизнеспособные предприятия и предоставляет гранты и кредиты; начать предпринимательскую деятельность с помощью консультаций и денежных вознаграждений; Бесплатные консультации; сеть Советов по обучению и предпринимательству (TECs); Министерство торговли и промышленности; ... управляемая профессиональными консультантами и деловыми людьми.

2.2.5. Выпишите из текста слова, отражающие основную тему текста.

2.2.6. Составьте план текста на английском языке.

2.2.7. Напишите небольшое сообщение на английском языке по теме текста.

2.2.8. Скажите, какое впечатление вызывает у вас информация, представленная в тексте.

Раздел 2.3

2.3.1. Прочитайте текст. Дайте ответ на вопрос:

“What are the ways of getting education during COVID-19?”

Notes:

ICT – information and communication technologies

As the COVID-19 pandemic worsened in countries across the globe, most governments took the precaution of closing their schools in an attempt to contain the spread of the virus. Schools were forced to replace this time in class with online learning and home schooling, in most cases facilitated by teachers and parents. After weeks of school closures, some countries are now starting the complicated process of gradually reopening their schools. To support these efforts, this COVID-19 country note aims to bring together evidence from various OECD school education surveys conducted prior to the crisis and use it to examine how prepared teachers, students and schools were in the United Kingdom to face the impact of the COVID-19 pandemic, with a view to informing and guiding future policy responses to the crisis.

The availability of information and communication technologies (ICT) makes it possible to continue instruction and learning when physical interactions are no longer possible. However, both teachers and students need to be very familiar with these technologies and their use in order for them to be effective. A good starting point to assess the extent to which teachers and their students were prepared for school closures is to examine how frequently these technologies were used in the classroom before the crisis hit. Results from the 2018 Teaching and Learning International Survey (TALIS) prior to the crisis show that on average across participating OECD countries and economies, only slightly more than half of lower-secondary teachers (53%) reported letting students use ICT for projects or class work “frequently” or “always”. In England (United Kingdom), this was the case for 41% of teachers, which is lower than the average of the OECD countries participating in TALIS. In order to be effective, teachers’ practices need to be grounded in a body of knowledge acquired through quality training. In England (United Kingdom), 75% of teachers reported that use of ICT for teaching was included in their formal education or training, which is higher than the average of the OECD countries taking part in TALIS (56%). At the time of the survey, 62% of teachers in England (United Kingdom) felt that they could support student learning through the use of digital technology (e.g. computers, tablets, smart boards)

Pre-service training in ICT for teaching may not be enough to ensure effective digital learning. Indeed, as learning technologies are characterized by a rapid pace of change, it is imperative for teachers to get access to in-service training to continually update their skills

in this area. In England (United Kingdom), 40% of teachers reported that ICT skills for teaching were included in their professional development activities, which is lower than the average of the OECD countries in TALIS (60%). At the same time, in England (United Kingdom) 5% of teachers reported a high level of need for professional development in ICT skills for teaching, which is lower than the average of OECD TALIS countries (18%). These pre-crisis reports therefore suggest that the transition to remote teaching and learning may have been challenging for a number of teachers.

(Взято из книги: «School education During Covid-19. Were teachers and students ready?», сокращено)

2.3.2. Выберите заголовок, наиболее соответствующий содержанию текста:

1. School education during COVID-19.
2. Students' conditions and environments for home schooling prior to the crisis.
3. Students' attitudes towards self-directed learning and the scope for parental support prior to the crisis

2.3.3. Обсуждение темы «Высшее образование в России»

Подготовка к обсуждению включает:

***Подбор материала в различных источниках, включая Интернет.**

***Составление сообщения на английском языке**

Раздел 2.4 ***Grammar Revision***

2.4.1. Вставьте глаголы в нужной форме (Present, Past, Future Perfect in Active Voice)

a. Present, Past, Future Perfect in Active Voice

1. I (to visit) just him by that time.
2. She (to be) never to Paris.
3. I Lately (to busy).
4. They not (to come) yet.
5. Sue (to buy) a new house already.
6. Today Mike (to meet) her today.
7. We (to watch) Interesting programs on TV this week.
8. I (to see) this performance three times.
9. He (to live) in this house tor many years.
10. He (to be married) for three years.
11. They (to do) their work by last Wednesday.
12. We (to study) the words before the control work.
13. She (to leave) for London by Sunday.
14. He (to buy) a new house before his mother came.
15. My father (to book) the tickets by that date.
16. When they (to come) the lesson (to begin) have.
17. He (to come) from his trip by tomorrow.
18. They (to sell) their car by next month.
19. Tom (to write) his report by that time.
20. Jane (to answer) the letter by that time.

b. Present, Past, Future Perfect Continuous in Active Voice

1. He (to work) at this problem since August.
2. They (to study) the contract for two hours.
3. The managers (to discuss) this matter for an hour.
4. They (to dance) since 2 o'clock.
5. She (to speak) on the phone for half an hour.
6. Children (to watch) the TV since morning.
7. She (to read) since three o'clock.
8. They (to do) this work for two hours.
9. They (to work) since two.
10. My brother (to write) his report for two hours.
11. They (to do) this work for several days when they got this offer.
12. The documents (prepare) for twenty minutes by the clerks when their boss arrived.
13. We (ski) for half an hour when the snowfall began.
14. When my friends came I (to cook) for an hour.
15. The children (to watch) the TV for two hours when mother switched it off.
16. I (to work) over this article by next Monday for a week.
17. This program (to watch) for twenty minutes when his friend comes.
18. For ten minutes (to have shower) when the film begins.
19. He (to wash) his car for some minutes when the mechanic comes.
20. The managers (to discuss) this matter when the boss comes.

2.4.2. Образуйте отрицательные предложения в:

a. Present, Past, Future Perfect (Active Voice).

1. The pupils have written a dictation.
2. We have already drunk water.
3. She had done the room, when I came home.
4. By this time yesterday I had written a composition.
5. They will have visited their granny by tomorrow.
6. He will have come to the station next day, before the train arrives.

b. Present, Past, Future Perfect Continuous (Active Voice).

1. This man has been writing an article for two days.
2. She has been cooking dinner since morning.
3. The manager had been looking a contract for three hours yesterday.
4. My uncle had been playing tennis since his son came in.
5. They will have been solving this problem for three hours tomorrow, when the commission comes in.

2.4.3. Составьте вопросительные предложения (всех видов) в:

a. Present, Past, Future Perfect (Active Voice).

1. He has been very nervous lately.
2. Ann has made progress in English this year.
3. They had finished their work by four o'clock.
4. I had done everything necessary when the director arrived.
5. My friend will have left when we arrive.
6. We will have left an hour before he returns.

b. Present, Past, Future Perfect Continuous (Active Voice).

1. It has been raining since morning.
2. We have been working on this problem for three months.
3. It had been raining for an hour when they left.
4. He had been having a shower for ten minutes when this TV program began.
5. When mother comes the children will have been watching the TV for an hour next day.
6. When I return the children will have been playing computer games for forty minutes.

2.4.4. Вставьте предлоги в данных предложениях.

1. They are sitting ___ the desk.
2. I saw a pen ___ the floor.
3. She has been ___ home ___ morning.
4. He has phoned me twice ___ two hours.
5. I took part ___ some completions recently.
6. They were ___ Paris ___ Tuesday.
7. I went ___ the park.
8. We didn't want to stay ___ town ___ such a hot day.
9. It is very late. Go ___ bed.
10. We live ___ country.
11. ___ Wednesday I usually have a lot... homework.
12. They returned ___ wood ___ sunset.
13. The school year begins ___ the first of September.
14. Lev Tolstoy liked to get up ___ sunrise.
15. The surprise ___ the teacher was great.
16. We tried to speak ___ him, but he did not want to listen ___ us.
17. Your brother complains ___ you.
18. When we entered ___ room, everybody looked ___ me with surprise.
19. Don't enter ___ the room.

2.4.5. Переведите данные предложения на английский язык.

1. Они никогда не были в Японии.
2. Я не кушал сегодня.
3. Том вернулся из похода к десяти часам вечера.
4. Почему ты не побрился? - Я не побрился, потому что было холодно.
5. Когда отец вернулся с работы, мы уже выполнили свою домашнюю работу.
6. Ученик показал свою картину, которую только что нарисовал.
7. Когда вы завтра приедете, мы уже отремонтируем эту комнату.
8. Он мне не сказал, что получил от неё телеграмму.
9. Мы ремонтируем нашу квартиру уже полгода.
10. Погода сегодня прекрасная.
11. Они недавно переехали на Дальний Восток.
12. Джейн только что покормила котёнка.
13. Мы ждём их уже двое суток.
14. Вчера к восьми вечера она родила сына.
15. Мы будем ждать их завтра к девяти утра.
16. К десятому декабря 2022 года бюджет нашей семьи вырастет в три раза.
17. К двум часам во вторник мы прибудем в Сочи.
18. Я никогда не обижала людей.

БЛОК III

Грамматика: The Passive Voice

Тема: English Customs and Traditions

Раздел 3.1

3.1.1. Отработайте произношение данных слов и словосочетаний, уточнив транскрипцию по словарю:

accustom v	приучать
advert n (advertisement)	объявление
communal adj	общественный, коммунальный
contemporary adj	современный
content n	содержание
desire n	желание, страсть
differentiate v	отличать, различать
ensure v	обеспечивать, гарантировать
entire adj	полный, целый
experience n	опыт
extreme n	крайность, чрезмерность
fade v	увядать
faithfulness n	верность, честность
fill up v	заполнять, наполнять
forbid v (forbade, forbidden)	запрещать, не давать сделать
force v	заставлять силой
imagine v	воображать, представлять себе
inconvenience n	неудобство, беспокойство
initial adj	начальная, заглавная
retain v	удерживать, сохранять
rinse v	ополоснуться
sharp adj	острый
slightly adv	слегка, немного
take into consideration	принимать во внимание, учитывать
tap n	пробка, затычка
trait n	особенность, свойство
washbasin n	умывальная раковина

3.1.2. Прочитайте текст и назовите выделенные автором основные национальные особенности англичан.

No discussion of the English way of life, or anything to do with England, is possible without taking into consideration such important aspects of the English character as their faithfulness to traditions, or as some people prefer to call this trait, conversation. This desire to retain ways of life and behaviour, rituals and customs in their initial form sometimes leads to what are, from contemporary and non-English point of view, absurdities. This most desire is what differentiates the English from most of other nations, and is the subject of sharp criticism but, at the same time, makes England an interesting place to visit as a tourist.

We can start with a well-known fact that in English cars the steering wheel is on the right and they drive on the left. The English stick to their old system and do not want to become "like everybody else". Theoretically, there is not a big difference. The problem starts when you get behind the wheel, because it is completely different position from that to which you have grown accustomed. Two balancing factors should be noted. The first is that it is extremely inconvenient. The second is that you get used to it very quickly. Your first experience of independent travel around England is probably going to be slightly unpleasant, amusing and sometimes sad, all at the same time, and so when you rent a car in England do not forget to take out a good insurance.

The desire to keep everything the way that it is has penetrated every aspect of English life and is rising noticeably year on year as a way of preserving the distinctive national character. The struggle against any kind of innovation affects English houses. It is forbidden to make any changes to them, unless they are modern buildings, but most English prefer to live in old houses. The ban on changing even windows and doors in these old houses forces the entire country to do without double-glazed windows, which can be cold.

Such loyalty to old traditions almost never fails to move you. But English piping, plumbing and the water supply system usually give rise to a number of inconveniences which never fail to cause surprise among foreign users. It is hard to understand how anybody could find it convenient washing under two separate taps, one with hot and the other with cold water. At home it is possible to imagine filling up the washbasin and then splashing yourself from there. But this separation is a complete mystery when it comes to stations, restaurants, hostels, in a word any communal place, and in this case the desire to wash yourself fades away completely.

The traditional English bath (and they are in the majority, with the only exceptions being hotels in large cities) has two separate taps and no shower. According to this surprising national idea you should fill it with water, and some sort of bath salts, luxuriate in that, wash his head and then get out without rinsing off. Note that hotels which have installed a modern shower instead are less popular among the locals and adverts will particularly play on the fact that the hotel has a traditional bathroom.

The French, who are the main opponents of the English and have had the bravery to criticize them, believe that all of this is done specially in order to inconvenience foreigners. The English themselves instinctively feel a deep-running link between form and content: change one and you will inevitably change the other. Preserving two taps, steering wheels on the right ultimately helps to ensure their national integrity and protects the distinctive national traits of their character in the face of globalization.

3.1.3. Прочитайте текст ещё раз. Укажите, какие предложения соответствуют содержанию текста. Подтвердите свои ответы фактами из текста:

1. When you rent a car you can do well without insurance.
2. English faithfulness to traditions can be called conservatism.
3. It's very difficult to get used to driving on the left.
4. The English put innovations to their old houses.
5. They prefer to live in modern new houses.
6. Any communal place in England has got the same sinks with two taps.
7. Most hotels have got traditional English bathrooms.
8. It is pleasant to get out of the bath without rinsing off.
9. Faithfulness to traditions helps the English to ensure their national identity.

10. The English want to inconvenience foreigners.

3.1.4. Ответьте на следующие вопросы (работа в парах)

1. What should one take into consideration when discussing the English way of life?
2. What desire differentiates the English from most other nations?
3. Can one get used to drive on the left quickly?
4. What are you recommended to do if you rent a car to travel around England?
5. Where do most English prefer to live?
6. What is so special in the traditional English bath?
7. Who are the main opponents of the English?
8. What do the Frenchmen believe?
9. What do the English instinctively feel?
10. What ensures the national integrity of English?

3.1.5. Просмотрите текст и найдите фразам, данным в левой колонке (1-8) подходящее завершение в правой колонке (a-h).

1. The desire to retain way of life	a. should be noted.
2. This desire...	b. forces the entire country to do without double-glazed window.
3. Two balancing factors	c. and behavior, rituals, customs in their initial from.
4. It is forbidden	d. how anybody could find it convenient.
5. The ban of changing even windows and doors in these old houses	e. helps to ensure their national integrity.
6. It is hard to understand	f. has two separate taps and no shower.
7. The traditional English bath	g. to make any changes to them.
8. Preserving two taps, steering wheels	h. is the subject of sharp criticism from the latter.

3.1.6. Найдите в тексте английские эквиваленты данным русским фразам.

Не принимая во внимание, верность к традициям, что отличает англичан, современная точка зрения, предмет острой критики, в то же самое время, хорошо известный факт, рулевое колесо, быть похожим на еще кого-нибудь, следует отметить два фактора, чрезвычайно неудобно, самостоятельной езды по Англии, всё в одно и тоже время, хорошая страховка, способ сохранения, запрещается, преданность старым традициям, отдельные краны, среди местных.

3.1.7. Сократите текст, опустив несущественные детали.

3.1.8. Составьте план и передайте содержание текста.

3.1.9. Скажите, какое впечатление вызывает у вас информация, представленная в тексте.

Раздел 3.2

3.2.1. Отработайте произношение слов, уточнив транскрипцию по словарю:

ability n	способность, умение
accept v	принимать, допускать
compatriot n	соотечественник
contradict v	противоречить, опровергать
dismiss v	отпускать, увольнять, переставать думать
exactly adv	точно
follow v	следовать, идти (за)
greet	приветствовать
hesitation n	колебание, нерешительность, сомнение
hurricane n	ураган
inevitable adj	неизбежный, неотвратимый
justify v	объяснять, оправдывать
meaningful adj	значительный
offend v	обижать, оскорблять, нарушать
polite adj	вежливый
react v	реагировать
requirement n	требование, потребность
swap v	(разг.) обмениваться
upbringing n	воспитание
uproot v	вырывать с корнем, искоренять
weakness n	слабость

3.2.2. Прочитайте текст, определите, почему англичане считают умение вести разговор о погоде признаком хорошего воспитания:

THE IMPORTANCE OF ENGLISH WEATHER

It is commonly observed, that when two Englishmen meet, their first talk is of the weather. They tell each other, what each already knows, that it is hot or cold, bright or cloudy, windy or calm. This is a good English tradition.

The weather really is a national weakness. All the jokes and anecdotes which are told about this are totally justified. Every English conversation really does turn around this subject, even semi-formal letters from organizations will contain some remark about good or bad weather. And as for private conversation, the weather is simply inevitable. In a little English church, two charming middle-aged (but certainly not old) English ladies, upon hearing that you are from Russia will almost certainly say "Lovely weather today, don't you think? So much better than yesterday." Having found strength in this meaningful remark, they then carry on the conversation on a different subject (for example, how is the weather in Moscow? Cold as usual?).

In Europe talking about the weather means that you are 1. making polite conversation, 2. bored, 3. fulfilling the requirements of formal politeness, 4. talking to people you do not know or to officials. For the English, talking about the weather is entirely different, it is 1. interesting, 2. important, 3. necessary, 4. affects everybody. Every morning the English greet their neighbours with the phrase about the weather and swap this important information. There is also the greeting "How are you?" but everybody knows that you do not need to answer as it is not interesting.

In pubs, museums, hotels, wherever you run into the English, you need to be ready to start your conversation with the phrase about the English weather and then follow that up (since you are a foreigner) with a conversation about the weather in Russia. Surprisingly enough the English react in exactly the same way when they meet with their compatriots and even with close friends. Even if you saw each other last night, you need to be ready for the inevitable "It's a bit chilly today, isn't it?" Do not be offended, this does not mean that they are dismissing you and putting you in your place, just accept it as part of English life. The ability to hold a conversation about the weather is always seen as a sign of good upbringing.

There is one golden rule for discussing the weather in England, and it was formulated by Hungarian called George Mikes who made England his home. He wrote: "You must not conflict anybody when discussing the weather. Should it snow, should hurricanes uproot the trees from the sides of the road and should someone remark to you: "Nice day, isn't it?" – answer without hesitation: "Isn't it lovely?"

3.2.3. Прочитайте текст ещё раз. Найдите в тексте ответы на данные вопросы (работа в парах)

1. What is the topic of conversation when two Englishmen meet?
2. How do they usually describe the weather?
3. What is thought as a national weakness?
4. Why do even semi-formal letters contain remarks about the weather?
5. Why is the weather an inevitable subject of private conversation?
6. What do the English think about the weather in Russia?
7. What greeting doesn't need an answer in Britain?
8. What is the right answer to the question "Fine day, isn't?" when the weather is nasty in England?

3.2.4. Найдите в тексте английские эквиваленты данным русским фразам.

Хорошая английская традиция, национальная слабость, ведется вокруг этой темы, содержат, в маленькой английской церкви, среднего возраста, ведут разговор, холодно, как обычно, в Европе, англичане приветствуют соседей, обмениваются этой важной информацией, это не интересно, где бы ни, быть готовым начать разговор, так как вы иностранец, встречают своих соотечественников, не обижайтесь, это не означает, золотое правило, без колебаний.

3.2.5. Выпишите из текста слова, отражающие основную идею текста.

3.2.6. Составьте план текста, передайте содержание текста.

3.2.7. Напишите небольшое сообщение на английском языке по теме текста, используя различные источники информации.

Раздел 3.3

3.3.1. Прочитайте текст. Дайте ответ на данный вопрос *Why is Christmas so peculiar for the English?*

Notes:

1. *we would wake up* – мы, бывало, просыпались

2. *at the bottom of the bed* – в ногах кровати

3. *in the years up until then* – в предыдущие годы до этого возраста

4. *dip in* – зачерпнуть

Christmas at my parent's house was quite a big event for the children especially, and I remember when I was very small it was so exciting. We would wake up at 6 o'clock or earlier on Christmas morning, and immediately look at the bottom of the bed, where there would be a pillow case at the bottom of the bed, which supposedly Father Christmas had brought. It was full of little presents and fruit and nuts and all kinds of little things. I don't remember when we stopped getting them, I suppose I was about fifteen, but in the years up until then we used to get them. However, towards the end they got smaller and smaller, so that in the end it was just a sock, maybe with an orange and a walnut in it.

As I got older, the big parties used to be on Christmas Eve, on the 24th, when my two brothers with their girlfriends and all my cousins would come around. It would start at maybe 8 o'clock in the evening, and we'd make a big punch, which consisted of red wine, orange juice and fruit, and put it in the hall so people could dip in and have a drink if they wanted to. We would also have a cold buffet with crisps, chicken, sausages and quiche, so it wasn't a sit-down meal but just snacks really. When everyone had had enough punch to drink, we started playing games, just silly party games. For example, we used to play "pass the orange", where you have two teams, and you all stand in a line and have to pass the orange under your chin to the next person, who would take it under their chin. It sounds really boring, but for some reason it gets really funny, because it's quite difficult, as the orange tends to travel down your chest. Then we would also play charades, where again you have two teams and you think of a film, a book, a play or a TV program, and you give the title to the other team who then have to act it. It's quite simple but also quite difficult, as there are lots of different signs you can use, but you mustn't speak. That would go on all evening.

There's Christmas Day, the 25th, which is a big day, a big event. While the turkey was being cooked in the morning, everyone would open their presents, and then usually hang around in the kitchen and annoy my mum who'd be trying to cook. We would have a turkey with bacon on the top, which was really nice, and sausages, stuffing – two kinds of stuffing, chestnut stuffing and a kind of sage and onion stuffing – roast potatoes, sprouts, gravy, and bread sauce, which my cousin really liked. We would have Christmas pudding, which is an incredibly rich, very sweet, very heavy pudding made from all kinds of dried fruit, like raisins and sultanas, with a lot of alcohol in it. We had mince pies, which are small dried fruit-filled pies. So it's an incredibly heavy meal. Everyone eats that for about an hour, and then we have to watch the Queen's speech, which is at two o'clock, and a kind of tradition. My father insists that we all have to sit down and watch the Queen as she speaks for five or ten minutes about the year that's gone by, and then, usually, everyone just carries on watching television all afternoon.

The Christmas weather in England is so uninspiring, either rainy or cold, so after such a huge meal people just sit down, flop in front of the television and watch old films until evening. When evening comes, we have tea. We have a cup of tea and some Christmas cake – a very rich, heavy cake which my aunty Patty always makes, with sultanas, raisins, nuts, cherries and all kinds of dried fruit in it. After that, nobody does anything other than maybe open a few more presents, if there are any left, or play with the children, to keep them entertained until it's time for them to go to bed.

3.3.2. Выберите заголовок, наиболее соответствующий содержанию текста:

1. Christmas Presents
2. Christmas Eve
3. Christmas
4. Dishes at Christmas

3.3.3. Обсуждение на тему: «Традиции и обычаи народов России».

Подготовка к обсуждению включает:

- *подбор материала в различных источниках, включая Интернет,
- * составление сообщения на английском языке.

Раздел 3.4
Grammar Revision

3.4.1. Раскройте скобки, используя

a. Present, Past, Future Indefinite (Passive Voice).

1. He ___ often by the teacher. (to ask)
2. Such bills ___ every month. (to pay)
3. She ___ hearing the news yesterday. (to excite)
4. The children ___ to the museum last week. (to take)
5. The article ___ next month. (to discuss)
6. The plans ___ tomorrow. (to sign)

b. Present, Past, Future Perfect (Passive Voice).

7. This house ___ just. (to buy)
8. My students ___ already the translation. (to do)
9. The lecture on our subject ___ by the time we arrived. (to deliver)
10. The shops ___ by five o'clock yesterday. (to close)
11. Our office ___ by nine o'clock tomorrow. (to clean)
12. Our work ___ by the end of the day tomorrow. (to fulfill)

c. Present, Past Continuous Passive Voice

13. My friend ___ now. (to examine)
14. The dinner ___ at the moment. (to serve)
15. The lecture ___ from ten till twelve yesterday. (to deliver)
16. The main problem ___ discussed the whole morning yesterday. (to discuss)

3.4.2. Образуйте отрицательные предложения, используя

a. Present, Past, Future Indefinite, Passive Voice

1. He is always asked at the lesson.
2. This watch is produced in France.
3. Our coffee was prepared two minutes ago.
4. This letter was answered the day before yesterday.
5. Mathematics will be taught to us next term.
6. Our research will be published in two months.

b. Present, Past, Future Perfect, Passive Voice

7. The books have already been taken.

8. His exam has just been finished.
9. The letters had been delivered by the end of the day yesterday.
10. The message had been texted before the meeting began.

c. Present, Past Continuous, Passive Voice

11. The text is being translated by the students now.
12. The work is being done at the moment.
13. The articles were being translated when we decided to leave.
14. The tests were being checked when you called.

3.4.3. Образуйте вопросительные предложения (всех видов), используя

a. Present, Past, Future Indefinite, Passive Voice

1. We are often asked at the English Lesson.
2. These books are published in Italy.
3. My friends were excited by the news from the teacher yesterday.
4. She was appointed to the post last week.
5. The letter from the company will be answered in a day.
6. The goods will be delivered in two weeks.

b. Present, Past, Perfect, Passive Voice

7. All the book on the subject have been sold out.
8. My article has been published in the journal this week.
9. The new manager had been introduced to the chief before the team arrived.
10. The book had been published before the author left for his town.
11. The dinner will have been prepared by the time you come tomorrow.
12. I promise the tests will have been prepared by the end of the month.

c. Present, Past Continuous

13. The lunch is being served at the moment.
14. The report is being made by the manager now.
15. The messages were being texted at the yesterday.
16. When I came the problem was still being discussed at the meeting.

3.4.4. Вставьте нужный предлог в данных предложениях.

1. We enjoyed talking ___ the pleasures of our trip to the Crimea.
2. We gathered a lot ___ mushrooms in the forest.
3. He came into the kitchen and sat ___ the table.
4. We opened the door and entered ___ the house.
5. The butter in on the table. Put it ___ the fridge.
6. He jumped ___ the river and swam towards the boat.
7. He took the magazine ___ of the bag and handed me.
8. He always attends theaters ___ Sunday.
9. Go ___ the blackboard and check the sentences.
10. Yesterday we met ___ the railway station.
11. ___ last month I didn't visit my grandparents.
12. ___ Next Sunday I will visit them for sure.
13. I began writing my essay in morning and finished ___ three in the afternoon.
14. My aunt works ___ our University.

15. She likes to play ___ guitar and sing folk songs.
16. We like to walk ___ seaside ___ dawn.
17. ___ the fourth of September we are having a great holiday.
18. I haven't heard this song ___ last year.
19. We haven't met with the groupmates ___ July.
20. The scientist proved ___ importance of the experiment.

3.4.5. Переведите данные предложения на английский язык.

1. Маленьких детей часто хвалят.
2. В электронном журнале всегда выставляются оценки.
3. Ей вчера рассказали интересную историю.
4. Летом прошлого года наших студентов послали в Крым отдыхать.
5. Где будут храниться старые письма?
6. Книгу С. Моэма сейчас читают.
7. Почему такие правила не будут забыты?
8. Когда задают неудобные вопросы.
9. Когда придут заказанные товары?
10. Мою сестру показали доктору. У нее болит зуб.
11. До того, как ты пришел на урок, нам дали новое задание.
12. После того, как ты ушел, мы пошли в кино.
13. Когда разбили вазу?
14. С какого года ты живешь в этом городе.
15. Мне предложат чашечку кофе в офисе.
16. Почему будет ваша группа разделена.
17. Об этой актрисе часто рассказывают разные истории.
18. Нашего преподавателя попросят объяснить это правило еще раз.
19. Что вам обещали подарить на день рождения.
20. Завтра оценки за тест будут объявлены.
21. Над ним часто смеются.
22. Что случилось? Почему смеются над ним?
23. О нем говорили, когда я вошел в комнату?
24. За ним уже послали.
25. На него смотрели с интересом, когда он выступал со своим докладом.
26. Его ждали долго, но он не пришел.

БЛОК IV

Грамматика: Modals.

Тема: American Way of Life

Раздел 4.1

4.1.1. Отработайте произношение данных слов и словосочетаний, уточнив транскрипцию по словарю.

complete adj	полный, законченный, завершённый
connect v	соединять
deceptive adj	обманчивый
evident adj	очевидный; ясный
permanent adj	постоянный
pioneer n	пионер, первооткрыватель
put up	поднимать
rent n	арендная плата, квартплата
security n	безопасность
site n	место, местоположение
tow v	буксировать
trailer n	прицеп
truck n	грузовик

4.1.2. Прочитайте текст и дайте ответ на данный вопрос:

“What are the peculiarities that characterize Americans in choosing homes?”

THE MOBILE HOMES

Do you know what kind of homes Americans prefer?

During the 19th century thousands of emigrants crossed America on their way to the west. Out of those pioneers has grown a generation of restless Americans. The desire “to move away” becomes evident when some Americans prefer mobile homes to permanent ones.

Living in a mobile home is becoming more and more popular. These mobile homes aren’t just trailers, which are fine for spending a week-end in or for a short vacation but rather small for a longer time. These are, in fact, real homes. Up to 10 meters long they have to be towed by a truck. In spite of being smaller than a house they can have up to five rooms. They are beautifully designed, air-conditioned, and are fitted with all kinds of equipment – refrigerator, toilet, bath and television, sometimes even a dishwasher and a washing-machine. They are towed to a mobile home site, where they are moved into position. Connecting water and electricity, plugging in a telephone and putting up a television antenna – all these don’t take long. Then the mobile home has all the advantages of a permanent home – warm, hygienic, constant hot water – complete and comfortable.

But it has several extra advantages. The most important one is this – if you don’t like your neighbours, you simply unplug everything and tow your home to another site. This doesn’t mean that the people who live in these homes are permanently “on the move”. Most of them stay in the same place for years. But they always know that if they wanted to, they could move away the next day.

Keeping a dog is difficult for people who live in a flat. Here you just open the door and let him out. And the children enjoy being able to play right outside the door. Living in the country is much healthier for them, too. If a man wants to change his job he doesn't need to worry about finding a new house or flat. He simply tows his mobile home to the place where his new job is. New models come out every few years. Just like cars. If you have the money you sell your mobile home and buy the latest model. You'll have no difficulty in selling your old one – there's a big market for second-hand homes.

Most people who live in mobile homes would prefer a permanent house if they had enough money. However, mobile homes are much cheaper to buy than houses. And yet, the low cost is deceptive as builders use cheap materials and this means that doors, windows, paintwork and equipment soon have to be repaired. The prices of permanent houses rise over the years, but if you sell a mobile home again after five years you will not get more than half the price back. The owners often have to pay high ground rents for their sites and there may well be extra charges for connecting water, electricity and so on.

Grown-ups may be keen on moving around from place to place in mobile homes. But is it good for children? They live in cramped rooms, have to keep changing schools and find it difficult to make real friends. Children need security of a permanent home.

4.1.3. Прочитайте текст еще раз. Укажите какие предложения соответствуют содержанию текста. Подтвердите свои ответы фактами из текста.

1. Mobile homes are convenient enough for long vacations.
2. You cannot leave the site even if you don't like your neighbours.
3. Children and their pets enjoy being able to play outside the door.
4. Mobile homes are equipped with a lot of appliances.
5. Mobile homes need to be repaired very often.
6. Americans can change the parking sites every few years.

4.1.4. Ответьте на данные вопросы (работа в парах).

1. What makes Americans live in mobile homes?
2. Why does having homes become popular in America?
3. What makes the cost of mobile homes deceptive?
4. What is the difference of living in mobile and permanent homes?

4.1.5. Просмотрите текст. Найдите фразам, данным в левой колонке (1-10) соответствия в правой колонке (е-j).

1. The desire	a. away the next day
2. Prefer mobile homes	b. up to five rooms
3. They have	c. to move away
4. They can have	d. of a permanent home
5. Are fitted with	e. being able to play outside
6. They are moved	f. to permanent ones
7. Complete and	g. comfortable
8. They could move	h. all kinds of equipment
9. The children enjoy	i. to be towed by a truck
10. Children need security	j. into position

4.1.6. Найдите в тексте английские эквиваленты данным русским фразам.

Поколение беспокойных американцев; переехать подальше; американцы предпочитают передвижные дома постоянным; их приходится буксировать грузовиком; они устанавливаются на место; все это не займет много времени; полноценным и комфортным; постоянно; в разъездах; годами остаются на одном и том же месте; Людям, живущим в квартире, трудно содержать собаку; детям нравится играть прямо за дверью; Вам не составит труда продать свой старый дом; постоянное жилье; низкая стоимость обманчива; лакокрасочное покрытие; Цены растут с годами; Взрослые могут быть заинтересованы в переезде; жить в тесных комнатах; Дети нуждаются в безопасности постоянного дома.

4.1.7. Сократите текст, опустив несущественные детали.

4.1.8. Составьте план. Передайте содержание текста.

4.1.9. Сделайте сообщение о традициях жизни в вашей стране.

Раздел 4.2

4.2.1. Отработайте произношение данные слов и словосочетаний, уточнив транскрипцию по словарю.

blend v	смешивать
break away	уйти, убежать, отдалиться, отделиться от к-л
diverse adj	разнообразный
divorce n	развод
extend v	удлинять, расширять
nuclear (family) n	малая/нуклеарная/простая/основная семья
occur v	встречаться; случаться, происходить
opportunity n	возможность
parental adj	родительский
pattern n	образец
prevalent adj	распространенный
previous adj	предыдущий
single adj	одинокый, холостой (мужчина); незамужняя (женщина)
split up v	расходиться
upbringing n	воспитание

4.2.2. Прочитайте текст и скажите, какие типы семей существуют в Америке.

THE CHANGING AMERICAN FAMILY

Social changes, mobility, women's new position in society greatly influence family life and attitude to divorces in America.

There used to be mainly two types of families- the extended and the nuclear.

The extended family included mother, father, children, and some other relatives – grandparents- living in the same house or nearby.

The nuclear family consisting of only the parents and the children became more prevalent in the course of the job pattern changes due to the transition of the economy from agricultural to industrial. People were forced to move to different parts of the country. The extended family split up.

In the American family the husband and wife usually share decision making.

As to upbringing the children, the old rule that "children should be seen and not heard" is rarely followed, and the children are often allowed to do what they wish without strict parental control. Children are encouraged to be independent at an early age. Young people are expected to break away from their parental families by the time they have reached their late teens or early twenties.

At present the word "family" is being extended to include a variety of other living arrangements. Today's family can be made up of diverse combinations. With the divorce rate nearly one in two, there is an increase in single-parent homes, a father or mother living with one or more children.

Blended families occur when previously married men and women marry again and combine the children from former marriages into a new family.

Some couples are deciding not to have any children at all. So there is an increase in two-person childless families.

There are also more people who live alone – single, widowed, divorced. In America one in five lives alone.

4.2.3. Прочитайте текст еще раз. Укажите, какие предложения соответствуют содержанию текста. Подтвердите свои ответы фактами из текста (работа в парах).

1. There is little difference between different types of families.
2. Americans prefer the extended family.
3. The nuclear family is the result of generation gap.
4. The single parent family is the result of divorce.
5. Blended families combine the children from former marriages.
6. Americans prefer living alone.

4.2.4. Найдите в тексте английские эквиваленты данным русским фразам.

Отношение к разводам в Америке; два типа семей - расширенные и нуклеарные; близость; были вынуждены переехать в разные части страны; Что касается воспитания детей; без строгого родительского контроля; родительские семьи; включает в себя целый ряд других условий жизни; самые разные комбинации; Смешанные семьи; наблюдается рост числа бездетных семей; В Америке каждый пятый живет один.

4.2.5. Выпишите из текста слова, отражающие основную тему текста.

4.2.6. Напишите план текста на английском языке. Напишите небольшое сообщение по теме текста.

4.2.7. Сделайте сообщение о типах семей в вашей стране.

Раздел 4.3

4.3.1. Прочитайте текст. Дайте ответ на данный вопрос: *"What is main idea of the given text?"*

[[[The term culture refers to the general patterns of behavior and thinking that people in different countries learn, create, and share. Each country's culture is defined by such things as customs, etiquette, beliefs, rules of behavior, food, religion, language, art, dress, lifestyles, and political and economic systems to name just a few. This book in its entirety is all about America's culture. So far you have learned how our history, political structure, and other influences helped define America's culture. Later chapters discuss other factors such as our literature, dress, and film. Understanding our culture will help you better understand Americans and enhance your personal relationships with us. An international consulting firm recently did a survey of unsuccessful cross-border business mergers and alliances. They found that cultural difference was a significant contributor to failure. So, for these and many other reasons, it is in our best interest to learn more about the culture of other nations with which we deal, be it for personal or business matters. Francis Bacon (British philosopher and author 1561-1626) said, "People usually think according to their inclinations, speak according to their learning and ingrained opinions, but generally act according to custom."]]]

It will be introduced to some of America's beliefs and rules of behavior that we call our customs, which are part of our culture. Customs are those behaviors we have had in the past and will most likely continue to have in the future. Such things as traditions, values, how we do things, habits, ideals, general practices, and etiquette influence these. To help you understand them, comparisons are made to other nations. You will note that our country is learning to adapt to an increasingly diverse population so we must learn to change our ways to accommodate them, too, particularly in the business world. Our culture and customs are rooted in traditional Western thought based on the cultures of ancient Greece, Rome, and Christianity. Homer's two epic poems written in 800 BC, the Iliad and the Odyssey, and other Greek writings and myths are central in the definition of western culture.

Culture and customs travel from one country to another. Our founding immigrants brought them from Europe to our shores. So Englishspeaking countries generally have similar customs, but there can be major differences among us. Although India, for example, is a political democracy like the U.S., in daily life there is little advocacy of equality as is the custom in the U.S. Our differing customs affect our everyday beliefs. An informal poll asked Asians and Americans this question: "You are on a boat with your mother, your spouse and your child and the boat begins to sink. If you can only save one of them, whom do you save?" Sixty percent of Americans said they would save their spouse, while the other 40 percent would save their children. The typical Western reasoning was "My spouse is my partner for life and I can have more children." However, among Asian cultures or Americans of recent Asian descent, nearly 100 percent would save the mother. The rationale was "My mother gave me life, I owe her my life. I can marry again, I can have more children, but I cannot replace her or otherwise repay the debt I owe her." Customs also vary within a country. Mark Twain (1835-1910), the famous American humorist and writer we discuss in Chapter K on literature said, "In Boston they ask, 'How much does he know?' In New York 'How much is he worth?' In Philadelphia, 'Who were his parents?'" The customs you are about to

learn are fairly standard throughout the U.S., although as you can see from Twain's observation, we do have regional and local differences. For example: • Southerners tend to place less emphasis on the clock and lead a slower life. • Northerners might be more traditional and conservative than those in rapidly growing southern areas like Florida, Texas, Arizona, and California. • Midwesterners (also called Heartlanders) are more down to earth (grounded) and less impressed with status, are honest, help their neighbors, and are known for their common sense. In fact, when I sit in airports overseas and people-watch I can generally spot these Americans because of their simple dress, friendliness, and relaxed demeanor. They stand out in contrast to intense Europeans and serious looking Japanese. After you spend time here, you will come to recognize them, too.

(Взято из книги: "What foreigners Need to about America from A to Z" by Lance Johnson, сокращено)

4.3.2. Придумайте заглавие для прочитанного текста. Обоснуйте ваше решение.

4.3.3. Обсуждение темы: «Семья и общество в России».

Подготовка к обсуждению включает:

- * подбор материала в различных источниках, включая ресурсы Интернета,
- * составление сообщения на английском языке.

Раздел 4.4 ***Grammar Revision***

4.4.1. Вставьте следующие модальные глаголы can, to be able, may, to be allowed to, must, have to, to be to, ought to, should, need в по смыслу:

1. You ___ take this book.
2. He ___ run fast.
3. My friend ___ speak English.
4. You ___ take this book home.
5. She ___ visit them on Sunday.
6. They ___ stay here till Monday.
7. You ___ do your homework at home.
8. We ___ obey these rules.
9. Ann ___ answer these questions.
10. The library ___ be opened.
11. They ___ explain the rules to us.
12. You ___ prepare your report in time.
13. You ___ take your exams in January.
14. She ___ lend me a dictionary two weeks ago.
15. She ___ invite her friends next week.
16. The children ___ go for a walk.
17. We ___ go on holiday after we pass our exams.
18. She ___ to help her friend.
19. You ___ your homework every day.
20. I ___ to be in the office at 9 sharp.
21. I ___ to attend the lecture yesterday.
22. Your friend ___ made some mistakes in his control work.

23. He ___ go home without any delay (after my call).
24. They ___ to be at the University last Saturday.

4.4.2. Раскройте скобки, используя модальные глаголы и их эквиваленты.

1. He drive quite well.
2. Youlook through this magazine.
3. The childrengo for a walk in the afternoon.
4. Wecome later.
5. You (can) do it without any help.
6. They (can) go there now.
7. Marry (can) ski very well when she was younger.
8. She (can) lend me a dictionary two weeks ago.
9. Ann (can) read very fast if she tries hard.
10. Alex (can) ski well (soon).
11. He (may) visit his friends last Saturday.
12. We (may) invite our friends to a party last week.
13. You (may) take this book home (tomorrow).
14. I (may) attend the lecture of this professor (tomorrow).
15. I (must) send this telegram today.
16. He (must) revise these rules.
17. I (must) cook dinner (my friends promised to visit me).
18. I (must) go to bed at once (I was tired after a long walk).
19. We (must) do this work at once.
20. The students (must) revise these rules (before their exams).
21. You (must) help them (last week).
22. The student (must) return the books to the library (in June last year).
23. I (must) attend the lecture yesterday.
24. They (must) be at the University last Saturday.

4.4.3. Образуйте отрицательные предложения.

1. You can do it without any help.
2. They can go there now.
- 3 He is able to do it today.
4. You may have a snack.
5. We must know all the details of this case.
6. He ought to do this work at once.
7. He was able to do it yesterday.
8. He will be able to speak German soon.
9. You ought to help your younger sister.
10. They are allowed to listen to music now.
11. They might go to the party two days ago.
12. They were allowed to go to the party two days ago.
13. You have to answer this letter at once.
14. I had to attend all the lectures last week.
15. You should come home in time.
16. I have to write my course paper.
17. We are to begin the meeting at 2 p.m.
18. We will have to know all the details about this 4 case soon.

19. She was to come home in time yesterday.
20. You should go to the doctor.

4.4.4. Составьте вопросительные предложения (всех видов).

1. He can drive quite well.
2. You may look through this magazine.
3. The children may go for a walk in the afternoon.
4. We must come later.
5. You ought to take exams in January.
6. You should come home in time.
7. I am able to finish my report today.
8. I was able to do it myself last Tuesday.
9. She was allowed to stay with us last Sunday.
10. You will be allowed to take this book home tomorrow.
11. We have to go there without delay.
12. I had to go to bed at once (I was tired after a long walk).
13. She is to come home in time.
14. They were to be at the University last Saturday.

4.4.5. Дайте совет, используя словосочетание *needn't*.

<p><i>Your friend wants to leave.</i> - You needn't hurry. It is not too late.</p>

Your friend wants:

1. To translate the text. It is easy to understand.
2. Answer all the questions. It is not necessary.
3. Use the dictionary while translating the text. The text is not very difficult.
4. Bring you the textbook. It is not necessary.
5. Post the documents. It is not necessary.
6. Go shopping. It is not necessary, you have bought everything.
7. Take a taxi to go to the station. It is not necessary, we have got a lot of time.
8. Take an umbrella with him. It is not necessary. It is not raining outside.

4.4.6. Дайте совет, используя модальный глагол **should / ought to**.

<p><i>Your sister is unwell. Advise her to go to the doctor.</i> - You should go to the doctor.</p>
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1. Your friend is late for the classes. Advise him to go to the classes in time.
2. Your friend has some problems at the college. Advise him to speak of the problem.
3. Your friend has made some mistakes in his control work. Advise him to revise the material.
4. Your friend wants to go camping. Advise him to tell the classmates about his plans.
5. Your friend is going to be late for her classes. Advise her to hurry up.
6. Your friend often misses lessons. Advise him to stop doing that.
7. Your friend does not like attending gym. Advise him to do exercises at home.
8. Your friend is not preparing for the exams. Advise him to start doing that.

9. Your friend tells lies. Advise him to tell the truth.
10. Your friend does not like reading books. Advise him to start reading books.

4.4.7. Вставьте предлоги в данных предложениях.

1. They are ___ love.
2. It is difficult ___ people to keep a dog.
3. He doesn't need to worry ___ finding a new flat.
4. You will sell a mobile home ___ five years.
5. Children need security ___ a permanent home.
6. ___ present the word "family" is being extended.
7. Do you like reading ___ bed?
8. I like sitting ___ the sofa in my room.
9. They went ___ the concert.
10. He was ___ the theatre last time.
11. They returned ___ the wood ___ sunset.
12. It is clear ___ me, that you don't know your lesson.
13. He bought a book ___ English poems and gave it ___ his sister.
14. They answered ___ my questions.
15. They turned ___ the corner.
16. He didn't even look ___ us.
17. What are you laughing ___ ?
18. Turn ___ the corner ___ the house, and look ___ the flowers grown ___ my mother.

4.4.8. Переведите данные предложения на английский язык.

1. Могу я задать вам вопрос?
2. Я не могла с ней спорить.
3. Ты мог сделать это без моей помощи?
4. Я никогда не могла с ним спорить.
5. Как давно вы умеете плавать?
6. Неужели он пришёл?
7. Не может быть, что он сейчас читает.
8. Ты должен делать это один.
9. Я должен был сделать это немедленно.
10. Мне придётся остаться завтра дома.
11. Кто должен прийти?
12. Лекарство нужно принимать после еды.
13. По-видимому, он читает.
14. Он, должно быть, сделал это сам.
15. Мог бы написать ему письмо.
16. Может быть, он сейчас спит?
17. Возможно, он читает.
18. Мне не нужно идти туда?
19. Тебе не нужно было ходить туда.
20. Мне надо с ним поговорить.

БЛОК V

Грамматика: The Infinitive

Тема: Some Facts about the United Kingdom

Раздел 5.1

5.1.1. Отработайте произношение данных слов, уточнив их транскрипцию по словарю.

abundance n	изобилие
amongst prep	между, среди
ancestor n	предок
ancient adj	древний
border n	граница
burden v	нагружать, обременять
complain v	жаловаться
complicated adj	сложный
consider v	рассматривать, считать
demand n	спрос
expansive adj	обширный
fair adj	справедливый, порядочный
fix v	устанавливать, определять
fowl n	домашняя птица
identity n	тождественность
inhabitant n	житель
meadow n	луг
merge v	сливать, соединять(ся)
note v	замечать, записывать
noticeable adj	заметный, достойный внимания
obvious adj	очевидный
plot n	участок
pointless adj	бессмысленный
precisely adv	точно
pure-bred adj	чистокровный, породистый
relate to v	иметь отношение к
renowned adj	знаменитый, прославленный
replace v	заменять
rhetorical adj	риторический
set off v	отправиться (в путь)
settle v	поселяться, заселять
significant adj	значительный
source n	источник
tribe n	род, племя
unified adj	объединённый
unique adj	единственный в своём роде, уникальный

5.1.2. Прочитайте текст и ответьте на данные вопросы:

- * *What constitutes the United Kingdom?*
- * *What peoples inhabit the United Kingdom?*
- * *What is the ideal of the English?*

SOME FACTS ABOUT THE UNITED KINGDOM

England as a unified state, is unique and paradoxical. The first thing to note is that the country does not have one fixed name. When you put Great Britain and the Northern Ireland together they are called the United Kingdom, which itself is part of the British Isles. In official circles, using the term 'English' has for a long time been considered 'bad taste', and has been replaced by 'British'. In ordinary life, though, and particularly amongst foreigners, anybody living in the British Isles is called English. The Romans are the source of the name Albion, which is now used to refer to England in a poetical or rhetorical sense. The ancient Britons were one of the tribes which settled in England in ancient times and are considered to be the ancestors of the modern Welsh. Nowadays, 'Briton' is sometimes used to refer to all the inhabitants.

The islands are home to four peoples: the English, the Scots, the Welsh and the Irish and nobody actually wants to be British, although finding, pure-bred representative of any of these renowned nations, who are all so proud of their spiritual independence is almost impossible. There has been a noticeable rise in nationalistic tendencies within the component countries of Great Britain. The most obvious example is the Irish, whose fight for freedom from their main enemy, the English, is known to all from television news. The situation with the Scots is even more complicated. Scotland is definitely part of Great Britain, but their demands for self-governance and independence are getting louder each year. The Scots know for certain that if something is bad, it must have come from England, even the law (which to their minds is completely pointless) which bans the sale of alcohol before noon on Sundays. There is a popular joke in Scotland which is printed on postcards, tea-towels and aprons, and often repeated in guidebooks. When God created Scotland, he gave it the very best: high mountains, deep lakes, clean rivers, an abundance of fish and fowl, and expansive meadows. The country was so beautiful that the other nations became jealous and started to complain. "O Lord," they said, "why did you give so much to one nation? You have created a Heaven on earth. It's not fair." To which the Lord answered "Wait a moment, you haven't seen who I have given them as neighbours." The Welsh are less well known than the other peoples in Great Britain, and have also, more than the others, been merged with the English. The English are less worried than other 'small' nations about their identity. For them, 'British' and 'English' are usually synonyms.

How do the English themselves see their own country? It may come as a surprise, but this geographically small island is actually an entire world, which contains everything that 'big countries' do. The most important thing is that the English themselves relate to their country as if it had no borders. The English are renowned throughout history as great travelers, setting off around the world without so much as a second thought.

For the English the country is precisely there that the ideal of good old England lives on in the hearts of the citizens. What does this ideal include? Well, it is having one's own home which, although it may be small, has a plot of land, a garden and a flowerbed under the windows. It is the village pub and the church like two inseparable old friends, they can be found together all across England; it is a circle of friends with whom one can chat but who would never allow themselves to burden you, either with their joys or with their sorrows.

5.1.3. Прочитайте текст ещё раз. Укажите, какие предложения соответствуют содержанию текста. Найдите факты, подтверждающие ваши ответы.

1. The country has got one fixed name.
2. Great Britain and the Northern Ireland together are called England.

3. In official circles using the term "English" has been considered "good taste".
4. The Romans called England "Albion".
5. In ordinary life England is called Albion.
6. The ancient Britons are the ancestors of the modern Welsh.
7. There are four peoples in the country: the English, the Scots, the Welsh and the Britons.
8. One can find many pure-bred representatives of the Welsh, the Scots and the English.
9. The Irish fight for freedom from their enemies the English.
10. The English are more worried about their identity than other nations in the United Kingdom.
11. The country looks like an entire world for the English.
12. The English like to tell their friends about their joys and sorrows.

5.1.4. Ответьте на следующие вопросы (работа в парах).

1. Why is England a unique state?
2. Which parts does the United Kingdom consist of?
3. Which names are applied to the United Kingdom?
4. Is the term 'English' more common in everyday or political life?
5. Where does the word 'Albion' come from?
6. In what kind of speech is 'Albion' generally used?
7. Can you refer to the Scots as the Britons?
8. Which countries of the UK have recently seen the rise in nationalistic tendencies?
9. What do the Scots think about the English law?
10. Why do the English feel their country as a very big one?
11. What reputation have the English gained throughout history?
12. What is the English ideal?

5.1.5. Просмотрите текст и найдите фразам, данным в левой колонке (1-8) подходящее завершение в правой колонке (a-h).

1. England as a unified state	a. are the source of the name Albion
2. In official circles	b. were one of the tribes which settled in England
3. The Romans	c. rise in nationalistic tendencies
4. The ancient Britons	d. is even more complicated
5. The islands are home	e. is unique and paradoxical
6. There has been a noticeable	f. is actually an entire world
7. The situation with the Scots	g. to four peoples - The English, Welsh, the Irish, the Scots
8. This geographically small island	h. using the term 'English' has been considered "bad taste".

5.1.6. Найдите в тексте английские эквиваленты данным русским фразам.

Которое является частью Британских островов, в официальных кругах, плохой вкус, в обычной жизни, и особенно среди иностранцев, римляне, относится к Англии, племена, которые поселились в Англии в древние времена, относится ко всем жителям, четыре народности, чистокровный представитель, значительный рост, националистические тенденции, борьба за свободу, еще более сложная, самоуправление и независимость, точно, запрещает продажу алкоголя, изобилие

рыбы и птицы, начали жаловаться, рай на земле, целый мир, свой собственный дом, по всей Англии, круг друзей, никогда не позволяют себе.

5.1.7. Сократите текст, опустив несущественные детали.

5.1.8. Составьте план и передайте содержание текста.

5.1.9. Поделитесь со своим собеседником о том, какое впечатление произвел текст на вас.

Раздел 5.2

5.2.1. Отработайте произношение данных слов, уточнив их транскрипцию по словарю.

abbreviation n	сокращение, аббревиатура
beam n	балка
bear v	поддерживать, выносить, терпеть
bracket n	кронштейн, держатель
bubble n	зд. шум (голосов)
counter n	прилавок
favor v	благоприятствовать, относиться благосклонно
inn n	гостиница
institution n	учреждение
lodging n	ночлег
log n	бревно, полено
moor n	вересковая пустошь
mount v	закреплять, монтировать
mug n	кружка
noble adj	благородный, знатный
oversimplify v	чрезмерно упрощать
post n	столб
refreshment n	закуски
roar v	реветь, грохотать
rush n	напор, наплыв
sawdust n	опилки
sign n	вывеска, знак
sip n	маленький глоток
solitude n	одиночество, уединение
sprinkle v	разбрасывать
whistle n	свист, свисток
wrought adj	выделанный, украшенный

**5.2.2. Просмотрите данный текст и дайте ответ на вопрос
-What are the main peculiarities of pubs?**

PUBS – TOWN AND COUNTRY

Every country has its drinking habits, some of which are general and obvious, others most peculiar. Most countries also have a national drink. In England the national drink is beer, and the “pub”, where Englishmen (and women to a lesser extent) go to drink it, is a

peculiar English institution. The word “pub” itself, of course, is an abbreviation of “public house”.

A bright introduction to any self-respecting pub is the sign outside it. The sign might hang from a wrought-iron bracket, or be mounted on a post, or be fixed to the wall above the door. On it will be the pub’s name – “The Pig and Whistle” for example, or “The Three Mariners”. Push open the door and you will be met by a rush of warm air and a bubble of voices. At tables round not a very large room people will be sitting and in front of each person you will see a pint or half-pint mug of beer, or a smaller glass of a “short” drink – whiskey, gin and tonic, or fruit juice. This room is called the “bar”, but, confusingly, the same term is used for the great counter of polished wood which dominates one end of the room. At this bar people will be standing with a drink either in their hands or on a “beermat” at their elbow.

To describe one particular kind of pub is to oversimplify my account, since there are many, many variations on the theme. Indeed, pubs are everywhere in England; a small town of, say, 50 000 inhabitants will have between 50 and 100 pubs, each with its own character. Each tiny village has its pub. Sometimes a pub will stand in solitude on a country road over the moors, far from any village or town, a relic of days when traveling was mostly a matter of making stops for refreshment or lodging; and even today, in outlying districts as well as in towns, the pub often serves as a small hotel, or “inn”. There is a good deal of folklore behind the names which pubs bear. The derivation of some names is obvious – often the names of animals figure in the title (*The Fox and Goose*); often an element of history enters with the name of a local noble family, (*The Tatton Arms*). Jokes, too, abound. A late-night traveler knocked at the door of the *George and Dragon*. From an upstairs window a female head appeared, and in vigorous terms told him that all sane folk were already in bed by that hour, and what was he doing making all that noise in the middle of the night? The traveler looked at the inn-sign and said, “Could I speak to George, please?”

There are two important peculiarities about pubs. One is that they have limited hours of opening, which vary in length in different areas, each local government authority having power to fix its own “licensing hours” as they are called. It is almost impossible to get strong drink in the early morning, in the middle of the afternoon, or at midnight or later. The second peculiarity is that most pubs are divided into at least two separated bars: the public bar and the saloon bar. The differences between the two are that the saloon bar is less uncomfortable, it has chairs and linoleum, whereas the public bar will have wooden benches and perhaps a floor sprinkled with sawdust, and the beer costs a penny or two more in the saloon bar than in the public bar.

5.2.3. Прочитайте текст ещё раз. Найдите в тексте ответы на следующие вопросы (работа в парах).

1. What is the national English drink?
2. Why is the pub considered to be a peculiar institution?
3. How can an English pub be described?
4. Why are there so many pubs in England?

5.2.4. Найдите в тексте английские эквиваленты данным фразам.

Каждая страна, обычные и очевидные, сокращение, вывеска на нем, откройте дверь, гул голосов, перед каждым человеком, кружка пива, стакан поменьше, такое название упростить описание, поскольку, по данной теме, каждая крошечная деревня, в одиночестве, на сельской дороге, маленькая гостиница, происхождение

названия, полночный путешественник, важные особенности, ограниченный часы, местная власть, два отдельных бара.

5.2.5. Выпишите из текста слова, отражающие основную тему текста.

5.2.6. Составьте план текста, передайте его содержание.

5.2.7. Напишите небольшое сообщение на английском языке по теме текста, используя различные источники информации, включая Интернет.

Раздел 7.3

5.3.1. Прочитайте текст. Дайте ответ на вопрос.

What is the problem with mobile phones in England?

EMERGING TALK-RULES: THE MOBILE PHONE

Almost everyone in England has a mobile phone, but there are no set rules of etiquette governing when, how and in what manner these phones should be used. We are having to 'make up' and negotiate these rules.

Most English people, if asked, agree that talking loudly about banal business or domestic matters on one's mobile while on a train is rude and inconsiderate. Yet a significant minority of people still do this, and while their fellow passengers may sigh and roll their eyes, they very rarely challenge the offenders directly – as this would involve breaking other, well-established English rules and inhibitions about talking to strangers, making a scene or drawing attention to oneself. The offenders, despite much public discussion of this problem, seem oblivious to the effects of their behaviour.

There are some early signs of emerging rules regarding mobile phone use in public in cinemas and theatres. Inappropriate mobile-phone use on trains and in other public places is at least a social issue of which everyone is now aware. But there are other aspects of 'emerging' mobile-phone etiquette that are even more blurred and controversial.

There are, as yet, no agreed rules of etiquette on the use of mobile phones during business meetings. Do you switch your phone off, discreetly, before entering the meeting? Or do you take your phone out and make a big ostentatious show of switching it off, as a flattering gesture conveying the message 'See how important you are: I am switching off my phone for you'? Then do you place your switched-off phone on the table as a reminder of your courtesy and your client's or colleague's status? If you keep it switched on, do you do so overtly or leave it in your briefcase? Do you take calls during the meeting? My preliminary observations indicate that lower-ranking English executives tend to be less courteous, attempting to trumpet their own importance by keeping phones on and taking calls during meetings, while high-ranking people with nothing to prove tend to be more considerate.

Then what about lunch? Is it acceptable to switch your phone back on during the business lunch? Do you need to give a reason? Apologize? Low status, insecure people tend to take and even sometimes make calls during a business lunch – often apologizing and giving reasons, but in such a self-important 'I'm so busy and indispensable' manner that their 'apology' is really a disguised boast. Their higher-ranking, more secure colleagues either leave their phones switched off or, if they absolutely must keep them on for some reason, apologize in a genuine and often embarrassed, self-deprecating manner.

There are many other, much more subtle social uses of mobile phones, some of which do not even involve talking on the phone at all – such as the competitive use of the mobile phone itself as a status-signal, particularly among teenagers, but also in some cases replacing the car as a medium for macho ‘mine’s better than yours’ displays among older males, with discussions of the relative merits of different brands, networks and features taking the place of more traditional conversations about alloy wheels, nought - to-sixty, BHP, etc.

Many women now use their mobiles as ‘barrier signals’ when on their own in coffee bars and other public places to signal unavailability and mark personal ‘territory’. Even when not in use, the mobile placed on the table acts as an effective symbolic bodyguard, a protector against unwanted social contact: women will touch the phone or pick it up when a potential ‘intruder’ approaches to your hand . . . Actually, there are real people in there you could call or text if you wanted. It’s sort of reassuring.’ Even just touching or holding the phone gives a sense of being protected – and sends a signal to others that one is not alone and vulnerable.

This example provides an indication of the more important social functions of the mobile phone. The mobile phone has become the modern equivalent of the garden fence or village green. Most of us no longer enjoy the cosiness of a gossip over the garden fence. We may not even know our neighbours’ names, and communication is often limited to a brief, slightly embarrassed nod, if that. Families and friends are scattered, and even if our relatives or friends live nearby, we are often too busy or too tired to visit. We are constantly on the move, spending much of our time commuting to and from work either among strangers on trains and buses, or alone and isolated in our cars. These factors are particularly problematic for the English, as we tend to be more reserved and socially inhibited than other cultures; we do not talk to strangers, or make friends quickly and easily.

Landline telephones allowed us to communicate, but not in the sort of frequent, easy, spontaneous, casual style. Mobile phones – particularly the ability to send short, frequent, cheap text messages – restore our sense of connection and community, and provide an antidote to the pressures and alienation of modern urban life. They are a kind of ‘social lifeline’ in a fragmented and isolating world.

This new form of communication requires a new set of unspoken rules, and the negotiations over the formation of these rules are currently causing a certain amount of tension and conflict. Chatting someone up, flirting by text is accepted but some women complain that men use texting as a way of avoiding talking. ‘Dumping’ someone by text-message is widely regarded as cowardly and absolutely unacceptable, but this rule has not yet become firmly established enough to prevent some people from ending relationships in this manner.

To do a proper study on mobile-phone etiquette, monitoring all these emerging rules as they mature and become unwritten laws is needed.

(Данный текст взят из книги Kate Fox «Watching the English», 2014. Сокращен, адаптирован)

5.3.2. Выберите наиболее подходящее определение основной идеи данного текста. Предложите ваш вариант.

1. Advantages of mobile-phone use.
2. Disadvantages of mobile-phone use.
3. Modern peculiarities of mobile-phone use.

5.3.4. Обсуждение темы «Некоторые интересные факты о России».

Подготовка к обсуждению включает:

- * подбор материала в различных источниках, включая Интернет
- * составление сообщения на английском языке.

Раздел 5.4 **Grammar Revision**

5.4.1. Прочитайте данные предложения. Выберите соответствующую форму глагола.

1. ___ for them any longer is useless. (to wait/waited)
2. ___ this is to say nothing. (to say/said)
3. ___ a computer nowadays is practically a necessary thing. (to use/used)
4. ___ an exam is not very easy if students don't revise the material. (to pass/passed)
5. ___ a long distance in rainy weather will take a lot of time. (to walk/walked)
6. ___ for this kind of job will be useless if you don't have any experience. (to apply/applied)

5.4.2. Прочитайте данные предложения. Выберите соответствующую форму глагола.

1. Her desire is ___ to Italy in autumn. (to go / went)
2. Your duty is ___ all these things in order. (to keep / kept)
3. Manager's responsibility is ___ the activity of people. (to control / controlled)
4. Her advice was ___ medicine. (to take / took)
5. His main idea was ___ out an experiment. (to carry / carried)
6. They have no desire ___ me round the town. (to show / showed)

5.4.3. Прочитайте данные предложения. Выберите соответствующую форму глагола.

1. You can ___ a good pair of shoes in this department store. (buy /to buy)
2. He may ___ me this question. (ask/to ask)
3. They must ___ this work at once. (do/to do)
4. She decided not ___ for this job. (to apply/apply)
5. He hoped ___ responsible for the project. (to be/be)
6. The English like ___ armchairs around the fire. (to arrange/arrange)

5.4.4. Прочитайте данные предложения. Выберите соответствующую форму глагола.

1. They told her not ___ out at night in the city. (to go/go)
2. I ask you ___ the flowers every day. (to water/water)
3. My friend advised me not ___ the roses so early. (to plant/plant)
4. Mother asked her ___ the guests off. (to see/see)
5. I ask you ___ careful crossing the street. (to be/be)
6. The professor advised her ___ to this book. (to refer/refer)

5.4.5. Прочитайте данные предложения. Выберите соответствующую форму глагола.

1. You have no reason ___ off your business trip. (to put/put)

2. The businessmen have no intention ___ the contract. (to sign/sign)
3. My cousin has got a desire ___ a modern cottage. (to buy/buy)
4. She has bought a pair of shoes ___ her clothes. (to match/match)
5. He is the very man ___ this work. (to do/do)
6. He is always the first ___ the exams. (to pass/pass)

5.4.6. Прочитайте данные предложения. Выберите соответствующую форму глагола.

1. He was happy ___ to this party last Saturday. (to have been invited/invited)
2. She deserves ___ for her work. (to be awarded/awarded)
3. The old lady refused ___ to the hospital. (to be taken/took)
4. Now he regrets ___ it. (to have said/said)

5.4.7. Прочитайте данные предложения. Выберите соответствующую форму глагола.

<p><i>It is difficult for him ___ Chinese. (to study/studied)</i></p> <p><i>It is difficult for him to study Chinese.</i></p>

1. It is easy for him ___ with us. (to agree/agree)
2. It is necessary for you ___ here in time. (to come/come)
3. It is difficult for the boy ___ this book. (to read/read)
4. The text was too difficult for the students ___. (to translate/translate)
5. It's no use for her ___ for this job. (to apply/apply)
6. It was late for the children ___ for a walk. (to go/go)

5.4.8. Прочитайте данные предложения. Выберите соответствующую форму глагола.

<p><i>- I know him in English well. (to write/write)</i></p> <p><i>- I know him to write in English well.</i></p>

1. We knew him ___ English well. (to speak/speak)
2. I would like you ___ me. (to help/help)
3. He wanted them ___ this matter. (to discuss/discuss)
4. We expected the train ___ in time. (to arrive/arrive)
5. The buyers expect the contract ___ signed soon. (to be/be)
6. I expect them ___ me a discount. (to give/give)

5.4.9. Прочитайте данные предложения. Выберите соответствующую форму глагола.

1. We often see him ___ the library. (visit/to visit)
2. I always hear him ___ in the morning. (sing/to sing)
3. I often let him ___ in the yard (play/to play)
4. Father will let the children ___ in the sea in summer. (swim/to swim)
5. I saw him ___ home at 3. (to go/going)
6. He made me ___ the text loudly. (read/to read)
7. I often notice the child ___ the door and leave the house. (open/to open)

8. We often watched the children ___ in the yard. (to run/run)
9. I see him ___ home now. (going/go)
10. I felt the ball ___ my leg. (hit/to hit)
11. I made her ___ the textbook to the lesson. (to bring /bring)
12. Our teacher doesn't let us ___ mobiles instead of books. (to use/use)

5.4.10. Прочитайте данные предложения. Выберите соответствующую форму глагола.

<p><i>He is said ___ a good student. (to be/be)</i></p> <p><i>He is said to be a good student.</i></p>

1. He is said ___ in London. (to live/live)
2. They are believed ___ for France long ago. (to have left/leave)
3. The Moscow State University is known ___ founded in 1755. (to be/be)
4. He is said ___ been writing this novel for three years. (to have/have)
5. She seems ___ him well. (to know/know)
6. They don't seem ___ her. (to believe/believe)
7. He is likely ___ late. (to be/be)
8. She is unlikely ___ it well. (to do/do)
9. They are sure ___ in time. (to come/come)
10. You are sure ___ her quite well. (to know/know)

5.4.11. Переведите данные предложения на английский язык

1. Плавать – полезно.
2. Мое любимое занятие – гулять в лесу.
3. Мы бы хотели узнавать о новых детективах на английском языке.
4. Вы хотите посмотреть этот фильм?
5. Почему вы не хотите участвовать в студенческом вечере?
6. Когда вы придете, чтобы получить указания для написания статьи?
7. С моим братом трудно говорить об этой проблеме.
8. На спящих детей приятно смотреть.
9. Вот книга, которую мы читаем на английском языке.
10. Что тебе нравится больше: дарить или получать подарки?
11. Чтобы научиться хорошо говорить на английском языке, важно много читать в быстром темпе.
12. Я бы хотел, чтобы вы пришли на мой день рождения.
13. Я надеюсь, что вы сдадите этот экзамен.
14. Я рад, что помог моим друзьям с работой по этой теме.
15. Я счастлив, что меня пригласили на спектакль.
16. Преподаватель позволил студентам использовать словари при переводе текстов.
17. Она сожалела, что заставила нас прийти так рано.
18. Он почувствовал, как кто-то тронул его за руку.
19. Кажется, он счастлив, что сдал этот экзамен.
20. Выяснилось, что они уже побывали в Национальном музее.

БЛОК VI

Грамматика: Participle I, Participle II
Тема: The British and American Cuisines

Раздел 6.1

6.1.1. Отработайте произношение слов, уточнив транскрипцию по словарю.

chef n	шеф-повар
claim n	претензия
coat v	покрывать
comics n	комиксы
confirm v	подтверждать
consciousness n	сознание
cope v	справляться
creep (crept, crept) v	ползать, передвигаться
cuisine in	кухня, кулинарное искусство
deprecate v	протестовать, возражать
dodge n	обман, уловка
inferiority n	более низкое качество
tire v	утомлять

6.1.2. Прочитайте текст и определите, какие черты характеризуют английскую кухню.

ENGLISH CUISINE AND NATIONAL CHARACTER

The neighbours from the Continent never tire of making fun of English cuisine. The internationally popular French comics about Asterix the Gaul contain an episode in which he and his best friend Obelix, who is famous for eating a lot of food, go to England where the two heroes struggle to eat normally, but even Obelix cannot cope with English food which is tasteless and liberally coated with mint sauce.

The primary distinguishing feature of English food is also its main problem: its purpose is to satisfy hunger and not to provide pleasure. The English do not make a cult of food, although many of them do take pleasure in their food.

The English themselves have an inferiority complex about their cuisine and are deprecating about it. If your English friends invite you to lunch they will straight away present you with a choice of going to a French, Italian, Indian or Chinese restaurant. In the provinces, the choice is much smaller, and may be limited to the local pub.

From the point of view of contemporary English culture, the story of one young English star, Jamie Oliver, is particularly interesting and significant. Jamie is a chef. His television show is watched by a huge audience of all ages, his books have an enormous print run, and in order to have a meal at his recently opened restaurant, you have to book months in advance.

The reasons for Jamie Oliver's success, apart from good advertising, are that he was in the right place at the right time. First of all, he is frightfully "English". He looks like a collective portrait of English youth. He grew up in the provinces (in Essex) and worked in his parents' pub from childhood.

At first he used many techniques from Italian cuisine, in particular olive oil and vegetables, since the English have a great respect for Italian cooking. But gradually English items started to creep to the top of the list. Increasingly often he has made patriotic appeals to use traditional English products, to recall traditional English recipes, and to remember that the English have always been able to cook: nothing fancy, of course, but tasty.

Now he is in other programmes as well, for example, 'Oliver Twist'. Even the title itself contains a clever pun. On the one hand, Oliver Twist is the title of the well-known book by Charles Dickens, and on the other hand you could read it as Oliver's dodges. The idea was simple and close to the hearts of the English (and not just theirs). After a heavy night, a group of young, energetic people taken from different types of restaurant, pub and bar go home to Jamie Oliver's for breakfast. They laugh and joke lightly and in an unconstrained way while he prepares some explosive hangover cure involving tomato juice, pepper and whatever else he can find.

After this he starts to prepare breakfast, which is naturally English and traditional. In a lively way he cleans mushrooms, fries sausages and bacon, beats eggs and makes toast. All this process is accompanied by a commentary about how to cook bacon without burning it, how best to buy sausages, which sauce to serve. Surprisingly, this simple process is rather captivating and instructive as well: here are living English traditions, not being advertised by some crumbly old grandmother but by a jolly young Englishman with his friends who eat the lot at the end with enthusiastic cries. Jamie Oliver's work has been highly acclaimed by the country too.

In the autumn of 2003 at a ceremony in Buckingham Palace, Queen Elizabeth II personally awarded him a MBE (Member of the Order of the British Empire) which is awarded to people in recognition of outstanding service to the nation.

6.1.3. Прочитайте текст ещё раз. Укажите, какие предложения соответствуют содержанию текста. Подтвердите свои ответы фактами из текста.

1. In the summer of 2003 at a ceremony in Buckingham Palace, Queen Elizabeth II personally awarded Jamie Oliver a MBE.
2. The idea to give young people good English breakfast in Oliver's home was simple and close to the hearts of the English.
3. From the point of view of contemporary English culture, the story of one young English star, Jamie Oliver, is not interesting and significant.
4. The primary distinguishing feature of English food is also its main problem: its purpose is to satisfy hunger and not to provide pleasure.
5. There is the famous joke about the international contingents in heaven and hell: in hell the chef is French.
6. Everybody believed the story about the origin of lasagna read on the Internet.
7. The book about English beef was written by an economist, for the most part using statistics.
8. The English make a cult of food.

6.1.4. Ответьте на данные вопросы (работа в парах).

1. What do the neighbours from the Continent never tire of?
2. What do the English themselves have about their cuisine?
3. Where do English friends invite their guests to lunch?
4. What kind of breakfast does Oliver prefer to prepare?

6.1.5. Найдите фразам в левой колонке(1-8) подходящее завершение в правой колонке (a-h).

1. The neighbours from the continent	a. from Italian cuisine
2. Two heroes	b. about their cuisine
3. English food	c. at the right time
4. The English do not make a cult	d. some explosive hangover cure
5. An inferiority complex	e. which is tasteless
6. He was in the right place	f. never tire of making fun of English cuisine
7. Many techniques	g. struggle to eat normally
8. He prepares	h. of food

6.1.6. Найдите в тексте английские эквиваленты к данным русским фразам.

Основная проблема, сами англичане, комплекс неполноценности, с точки зрения, шеф-повар, огромная аудитория людей всех возрастов, для того, чтобы поесть в его ресторане, заказать стол, в нужном месте в нужное время, из итальянской кухни, вспомнить традиционные английские рецепты, само название содержит, с одной стороны, название хорошо известной книги, с другой стороны, готовит тосты, сопровождается комментарием, какой соус подать.

6.1.7. Сократите текст, опустив несущественные детали.

6.1.8. Составьте план и передайте содержание текста.

6.1.9. Поделитесь с собеседником информацией по теме текста.

Раздел 6.2

6.2.1. Отработайте произношение данных слов и словосочетаний, уточнив транскрипцию по словарю.

antebellum adj	довоенный
blue mussels	синие мидии
Break through n	достижение, победа
burrito n	мексиканское блюдо (лепешка с мясом или фасолью)
chef	шеф-повар
clam n	моллюск
cook n	повар
cupcake n	маленькое пирожное с глазировкой
descent n	происхождение
frozen entree	замороженное блюдо
gastronomy n	кулинария, гастрономия
lychee n	личи (китайский крыжовник)
macaroons n	миндальное пирожное
multiple adj	многочисленный
oyster n	устрица
passion fruit n	маракуя
raise v	выращивать

shellfish	моллюск, ракообразное
shrimp n	креветка
tuna n	тунец
unto prep	(направление) к
winery n	винный завод

6.2.2. Прочитайте текст и дайте ответ на вопрос:

“What are the main trends of American food industry in the 20-21 centuries?”

AMERICAN FOOD INDUSTRY (20—21 centuries)

In the period of 20-21 centuries one characteristic of American cooking is the fusion of multiple ethnic or regional approaches into completely new cooking styles. Asian cooking has played a particularly large role in American fusion cuisine.

Similarly, some dishes that are typically considered American have their origins in other countries. American cooks and chefs have substantially altered these dishes over the years, to the degree that the dishes now enjoyed around the world are considered to be American. Hot dogs and hamburgers are both based on traditional German dishes, brought by German immigrants to the United States, but in their modern popular form they can be considered American dishes.

Many companies in the American food industry develop new products requiring minimal preparation, such as frozen entrees.

Trendy food items in the 2000s and 2010s include cupcakes, macaroons, and meatballs.

The food in the United States has numerous regional variations. They are characterized by extreme diversity and style with each region having its own distinctive cuisine.

Native American cuisine became part of the cookery style that the early colonists brought with them. The style of New England cookery originated from its colonial roots. Much of the cuisine started with one-pot cookery, which resulted in such dishes as succotash, chowder, baked beans, and others.

Lobster is an integral ingredient to the cuisine, indigenous to the coastal waters of the region. Other shellfish of the coastal regions include little neck clams, blue mussels, oysters, soft shell clams and razor shell clams.

The fruits of the region include the grapes used in grape juice. Apples from New England include many original varieties. Cranberries are another fruit indigenous to the region.

Hawaiian regional cuisine covers everything from wok-charred ahi tuna, opakapaka (snapper) with passion fruit, to Hawaiian island-raised lamb, beef and aquaculture products. It includes a broad variety of produce - most notably tomatoes, strawberries, mushrooms, sweet maui onions and tropical fruits such as papayas, mangoes, lilikoi (passion fruit) and lychee.

The cuisine of the American South has been influenced by the many diverse inhabitants of the region, including Americans of European descent, Native Americans and African Americans.

Cooking in the American West gets its influence from Native American and Mexican cultures, and other European settlers into the part of the country. Common dishes vary

depending on the area. For instance, the Northwest relies on local seafood, while in the South, Mexican flavors are extremely common.

The demand for ethnic foods in the United States reflects the nation's changing diversity as well as its development over time.

A movement began during the 1980s among popular leading chefs to reclaim America's ethnic foods within its regional traditions, where these trends originated.

Another major breakthrough is the mixing of ethnic cuisines. America is a huge melting pot.

The overall culture of the nation, its gastronomy and the growing culinary arts became ever more influenced by its changing ethnic mix and immigrant patterns from the 18th and 19th centuries unto the present.

6.2.3. Прочитайте текст еще раз. Дайте ответы на данные вопросы (работа в парах).

1. What is specific of American cooking nowadays?
2. What does the minimal preparation trend result in?
3. What is special of Hawaiian cuisine?
4. What does the cuisine diversity and style depend on?
5. What does the cuisine of the American South reflect?
6. What has influenced the cuisine of the American West?
7. What does the mixing of ethnic cuisines lead to?
8. What do changing ethnic mix and immigration bring to?

6.2.4. Найдите в тексте английские эквиваленты к данным русским фразам.

Характерная черта американской кухни, смешение, азиатская кухня, некоторые блюда, повара и шеф-повара, в такой степени, считаются американскими, традиционные немецкие блюда, американские блюда, требующие минимум приготовления, региональные варианты, неотделимый компонент, присущие данному региону, жители региона, европейского происхождения и другие европейские поселенцы, отражает разнообразие, смешение этнических кухонь.

6.2.5. Выпишите из текста слова, отражающую основную тему текста.

6.2.6. Составьте план текста, передайте его содержание.

6.2.7. Напишите небольшое сообщение на английском языке по теме текста, используя различные источники.

Раздел 6.3

6.3.1. Прочитайте данный текст. Определите его основную идею.

One of the provincial magazines recently printed an interesting article about different types of picnic. Picnics are one of those purely English inventions which have conquered the world, a fact that the author is not shy in pointing out right at the beginning of the article. There is, in truth, much that is very English at the heart of a picnic: fresh open air, a rural setting, difficult conditions, economy, simple but filling food, all of this is close to the English soul. The main point about it is the combination of the necessary (food) and the

pleasant (a walk), making it something of a rarity in English cuisine. The article contains the recollections of various people (for the most part country dwellers with titles) about their childhood when picnics always included beautiful scenery, a rough woolen blanket, simple sandwiches with cheese and ham. Many of them agreed that these were some of the happiest and brightest memories of food from their childhood, although that may be because they were surrounded by their now deceased parents and grandparents, and at the time the heroes were young and fresh.

But as we know, England does not just live in the past; it also brings the past into the present, although in a slightly different form. The same people talked about modern picnics which, it appears, exist in all sorts of forms. On the one hand there are simple picnics, organized the old-fashioned way, simple but with good taste. The traditional sandwiches are now always accompanied by fresh fruit and berries, greens and vegetables. But there are apparently other types of picnic today, more complicated and more expensive, all the way up to high society occasions. At such events there are the obligatory champagne, expensive delicacies such as fore grasp, exclusive cheeses, and caviar with blennies. Moreover you can either order the products separately or order the picnic ready-made (the menu and price-list are startling and impressive). Nevertheless, most people agree that the simple, old-style picnics are much more interesting and pleasant than the expensive, luxury ones.

One of those whose thoughts on this good old tradition are quoted in the article is the Earl of Sandwich, the descendent of the man who thought up sandwiches, which are another example of the English contribution to the international treasure chest.

6.3.2. Выберите заголовок, наиболее соответствующий содержанию текста.

1. English picnic
2. English Traditions
3. Types of picnics in England
4. Old-style picnic

6.3.3. Обсуждение темы «Кулинарные особенности народов России»

Подготовка к обсуждению включает:

- * подбор материала в различных источниках, включая Интернет,
- * составление сообщения на английском языке.

Раздел 6.4 **Grammar Revision**

6.4.1. Напишите основные формы данных глаголов. Переведите их на русский язык.

Infinitive	Past Indefinite	Past Participle	Present Participle
I	II	III	IV
to watch to ask to look to work to turn to write			

to study to begin to give to do to drink to sell to buy to meet to speak to put to cut			
--	--	--	--

6.4.2. Прочитайте данные фразы. Выберите соответствующую форму глагола.

<p><i>The ___ man is our friend. (to laugh/laughing/laughed)</i></p> <p><i>The laughing man is our friend.</i></p> <p><i>The people ___ at the clown were newcomers. (to laugh/ laughing/ laughed).</i></p> <p><i>The people laughing at the clown were newcomers.</i></p>
--

1. The ___ girl. (to read/reading)
2. The ___ boy. (to sleep/sleeping)
3. The student ___ the text. (to translate/translating)
4. The man ___ flowers. (to sell/selling)
5. The ___ woman. (to work/working)
6. The waiter ___ us. (to serve/serving)
7. The children ___ in the garden. (to play/playing)
8. The students ___ in the hall. (to sit/sitting)
9. The managers ___ the engineers. (to receive/receiving)
10. The professor ___ the students. (to examine/examining)

6.4.3. Прочитайте данные предложения. Выберите соответствующую форму глагола.

1. At that moment everybody was watching the ___ girl. (dancing / danced / to dance)
2. ___ his seat the teacher looked at us. (taking / took/ to take)
3. He addressed the woman ___ at the counter buying some things for the children. (standing /stood / to stand)
4. Look at the children ___ at the clown in green. (laughing / laughed / to laugh)
5. There was a boy ___ in the room. (sleeping / slept /to sleep)
6. The man ___ us at the station was the representative of the firm. (meeting / met / to meet)
7. We opened the door ___ to the library and saw our teacher. (leading / led / to lead)
8. I went to the University ___ my groupmates was there. (hoping / hoped / to hope)
9. He opened the bag then smiled ___ it. (closing /closed / to close)
10. Suddenly he saw us, stood up and approached us ___. (smiling / smiled / to smile)

6.4.4. Прочитайте данные фразы. Выберите соответствующую форму глагола.

<p><i>The door ___ by me (to open/opened)</i> <i>The door opened by me</i> <i>The ___ door. (to open/opened)</i> <i>The opened door</i></p>

1. The book ___ by him. (to give/given)
2. The house ___ by my parents. (to build/built)
3. The letter ___ by my sister. (to write/written)
4. The book ___ by the librarian. (to recommend/recommended)
5. The car ___ by my friend. (to buy/bought)
6. The ___ text. (to translate/translated)
7. The ___ report. (to write/written)
8. The ___ passport. (to lose/lost)

6.4.5. Прочитайте данные предложения. Выберите соответствующую форму глагола.

1. When we entered the room we saw the ___ vase on the floor. (broken/to break)
2. Some time ago she mended the ___ sleeve of her dress. (torn/to tear)
3. The answer ___ from our partner in the evening surprised us greatly. (received/to receive)
4. The method ___ by our professor was effective. (used/to use)
5. All the books ___ from the library by the students must be returned in June. (taken/to take)
6. They showed us the list of the goods ___ at the auction last month. (sold/to sell)
7. The stone ___ by the boy reached the opposite side. (thrown/to throw)
8. Everything ___ here is quite right. (written/to write)
9. Translate the words ___ on the blackboard! (written/to write)
10. It was a victory ___ by brave people. (won/to win)

6.4.6. Прочитайте данные предложения. Выберите соответствующую форму глагола.

1. I haven't looked through all the magazines ___ to us from London. (sent/sending)
2. I have already checked all the tests ___ by my students. (written/writing)
3. Show me the list of the students ___ Spanish. (learnt/learning)
4. All the students ___ the concert must come to the Institute at 6. (attended/attending)
5. We sat in the café ___ about our trip to S-Petersburg. (talked/talking)
6. ___ the street I saw my friends ___ the Institute. (crossed/crossing; left/leaving)
7. ___ a dictionary you can translate this sentence quite easily. (used/using)
8. I'll show you the stories ___ by me some time ago. (written/writing)
9. ___ late he saw nobody there. (come/coming)
10. ___ the letter she hurried to show it to us. (received/receiving)

6.4.7. Прочитайте данные предложения. Сократите их, используя Participle I.

*As we were tired, we didn't go sightseeing.
Being tired we didn't go sightseeing.*

1. **While he was reading the text**, he underlined all the new words.
2. **When I was going home**, I met my friends.
3. **As he was tired**, he went to bed.
4. **When they came to the club**, they saw their groupmates.
5. **When my friend received that message**, he immediately wrote the answer.
6. **As the boys knew the direction to the camp**, they helped us to get there.
7. **When the tourists crossed the bridge**, they saw a small village with a few houses.
8. I picked up the letter **which was lying on the floor**.

6.4.8. Прочитайте данные предложения. Сократите их, используя Participle 2.

*As the car was repaired it started at once.
The car repaired it started at once.*

1. Show me the catalogues **that are received by you**.
2. **When he was asked about that event** he kept silence.
3. Everything **that is written here** is correct.
4. The house **which was surrounded by green trees** looked nice.
5. The method **that was invented by this scientist** is effective.
6. Here is the message **that was received yesterday**.
7. It wasn't difficult to find the letter **that was lost some time ago**.
8. **As the door was locked on the inside**, we stood waiting for help.

6.4.9. Прочитайте данные предложения. Выберите соответствующую форму глагола.

1. ___ a lot about this method he suggested using it. (having read/to have read)
2. The new building of the theatre ___ in our street long ago was big. (being constructed / having been constructed)
3. ___ about her parents she always tried to avoid details. (being asked / to ask)
4. The new building ___ some years ago in our town is large enough. (having been constructed / constructing)
5. All the books ___ for children are well illustrated. (published / publishing)
6. The problems ___ last week have already been solved. (discussed / discussing)
7. ___ for a long time he left the office. (having waited / to have waited)
8. ___ here before he lost his way. (having never been / to have been)

6.4.10. Переведите данные предложения на английский язык.

1. Изучая иностранный язык, вам следует много читать на иностранном языке.
2. Мы наблюдали за студентами, сажающими деревья в парке в честь праздника.
3. Входя в комнату вечером, мы включаем свет.
4. Вернувшись с прогулки, мы начали готовить ужин.
5. Получив сообщение вчера, она решила не отвечать на него.
6. Студентов, принявших участие в проведении конференции, наградили призами.

7. Написав сочинение на английском языке, мой друг попросил меня проверить его.
8. Студенты посетили Национальный музей, когда были в Лондоне.
9. Написанное письмо исчезло.
10. Где книга, принесенная мною из библиотеки?
11. Утерянные статьи лежали под кипой бумаг.
12. Все, написанное здесь, не является правдой.
13. Диктант, проверенный преподавателем, был не очень простым.
14. Мама расстроилась, увидев сломанную мальчиком ветку.
15. Упражнения, выполненные студентами, помогли понять и закрепить тему.
16. Наконец мы нашли потерянные вещи.
17. Проверьте тесты, выполненные студентами вчера.
18. Позавчера мы были на спектакле, который подготовили студенты первого курса.
19. Побывав на озере Байкал, он решил написать книгу об истории этого озера.
20. После того, как студентов повезли на экскурсию в этот город, они решили посетить его еще раз.

БЛОК VII

Грамматика: The Gerund

Текст: Family

Раздел 7.1

7.1.1. Отработайте произношение данных слов, уточнив их транскрипцию по словарю.

attic n	мансарда, чердак, верхний этаж
banish v	изгонять, высылать
barracks n	казармы
basis-(мн.ч.) bases n	основание, базис
caliber n	достоинство
discernible adj	заметный
dumb adj	немой, бессловесный
elderly adj	пожилой
embrace n	объятия
evil n	зло
gigantic adj	гигантский
hint n	намек
imposing adj	внушительный
indelible adj	неизгладимый
instantly adv	тотчас, немедленно
monastery n	монастырь (мужской)
occupy v	занимать (место)
over-loquacious adj	чрезмерно говорливый
peculiarity n	особенность, характерная черта
pseudonym n	псевдоним
rally v	воссоединять (ся), приходить на помощь
refrain v	удерживать, сдерживать
reign v	царить, господствовать
restraint n	сдержанность, строгость
rule v	править, управлять
sufficient adj	достаточный
supremacy n	верховная власть
throne n	трон, королевская власть
to have a chat	поговорить, побеседовать
to make a stand	встать на защиту
underline v	подчеркивать
upbringing n	воспитание

**7.1.2. Прочитайте данный текст. Дайте ответ на вопрос:
“Who and what are the bases of the English family?”**

IT TAKES ALL SORTS TO MAKE A FAMILY

Happy families in various countries are happy in their own way. A happy English family has its own peculiarities. First, the basis of it is the woman, who prefers not to underline this fact.

Historically, women have occupied a special place in the world of the English. No other country has given birth to so many female writers! One of the few in France was George Sand, who used a male pseudonym and preferred to wear trousers. Only specialists in the field of literature can even name a female writer from Germany or Italy. England has given birth to a pleiad of popular and good writers whose works are alive and read to this day. Witty Jane Austin, strict Charlotte Bronte and her sisters, Mary Shelley with her “Frankenstein”, Elisabeth Gaskell, who laid bare social evils, the intellectual Virginia Wolf. And these are just some of them, the ones that everybody recognizes and knows instantly.

Then there are the Queens on the English throne. It is sufficient to name but three of them - Elizabeth I, who ruled at the start of the country's supremacy over the world, Victoria, who confirmed the country as a great world power and who rallied society, and finally the current Queen, Elizabeth II who is still to a great extent an important, consolidating authority in the country. Also Margaret Thatcher, who was not the queen but who reigned and left an indelible mark on English history. How many other female prime ministers of that caliber can you recall from continental Europe?

English women do not seem to suffer from the “women`s rights” complex. Nowadays “feminist societies” mainly get together in order to have lunch together or to have a chat over a cup of tea after dinner. The men stay to smoke, indulge in a drink and talk about politics while the women go off to drink tea and gossip. It is also in England that women take not only their husband's surname after marriage, but also his first name as well and become Mrs. John Smith.

Sex and everything connected with it has been considered to be something best to be avoided. A book on good manners from the mid-nineteenth century explained that even “Compliments are inadmissible in English society, unless they are so delicately put as to be hardly discernible”. A modern book on etiquette recommends that those in love should refrain from open displays of emotion and hints of the intimate relations that exist between them as “it may embarrass some people. The greatest intimacy that is permissible in public is to walk in public hand in hand or arm in arm, a light passionless kiss on the cheek, an embrace upon parting.

One of the most important English principles can be summed up as follows: “we did not come into this world in order to get pleasure.” It is the basis for many of the features of their character and way of life. It all starts right at the beginning, from the birth and upbringing of a child. One needs to be firm with children. It is not unusual to find that in a rich English home with an enormous living room, gigantic bedroom and imposing cabinet, the so-called children`s room is a miserable little room somewhere in the attic. This is done not to spoil them but harden them.

The system of boarding schools is still popular in England, with boys and girls sometimes still going to separate schools particularly for children from aristocratic and rich families. The discipline and order that reigns in them to this day are a sort of mixture between a prison, a barracks and a monastery and they are considered to be a fitting environment in which to bring up a real Englishman.

There is an interesting English saying "Children should be seen but not heard". The doors to English pubs often have the sign "No children, no dogs". The typical question which they all ask of children "What do you want to be when you grow up, young man?" leads them to the idea that childhood is simply a period that one has to live through in order to become a grown up person.

The older generation in England finds itself in a similar position.

A nineteenth century book of good manners noted: "It is a cruel rule that altogether excludes very old and very young people from dinners; but the "dumb" are out of place at them as much as the over-loquacious. Very literal people, too, who cannot take a joke, do not add to general enjoyment of a feast".

Elderly people living in England value their independence so highly. They will do anything so as not to become a burden to their children and, remain free from their influence. One of the nice things about living in England is their equivalent of the old people's home, with your personal items and belongings, but with the advantage of having round the clock medical care, the possibility to talk with people of your age, and an entertainment programme.

The English seem to become even more active once they retire, occupied with their garden, taking up a hobby, or traveling round England or even abroad.

Finally, important members of the English family are the pets. While the children are banished to some of the worst places in the house, a dog or a cat will probably have the most honoured place. An interest in horses is not something that everybody can afford. Nevertheless, here as well we can see more love and warmth towards them than in relations between humans. Horse races in England are an event on a national scale.

The law about the proper treatment of animals appeared in England at the beginning of the nineteenth century, the first country in the world to adopt such a law.

7.1.3. Прочитайте текст еще раз. Укажите, какие предложения соответствуют содержанию текста. Подтвердите свои ответы фактами из текста.

1. All happy families are happy in the same way.
2. There are a lot of female writers in Europe.
3. Margaret Thatcher worked as a common worker at a factory.
4. English women take their husband's first name and surname after marriage.
5. Those in love are recommended to refrain from open displays of their emotions.
6. In England boys and girls go to separate boarding schools.
7. In England children are allowed to do everything they wish.
8. Elderly people in England prefer to live independently.

7.1.4. Ответьте на следующие вопросы (работа в парах).

1. What is peculiar of happy families?
2. What English female writers are mentioned in the text? What other female writers can you mention?
3. What characterizes western societies?
4. What characterizes English society?
5. Why are those in love recommended to refrain open displays of their relationship?
6. What helps to bring up a real Englishman?
7. What is peculiar of children's upbringing?
8. Why do elderly people in England value their independence very highly?

7.1.5. Просмотрите текст и найдите фразам, данным в левой колонке (1-8) подходящее завершение в правой колонке (a-h).

1. A happy English family	a. that has longer than anywhere else
2. But that was long ago	b. go off to drink tea and gossip
3. It is English society	c. children should be seen but not heard
4. The men	d. finds itself in a similar position
5. The women	e. has its own peculiarities
6. There is an interesting English saying	f. value their independence so highly
7. The older generation in England	g. stay to smoke
8. Elderly people living in England	h. when practically nobody was doing it

7.1.6. Найдите в тексте английские эквиваленты данным русским фразам.

Быть счастливыми по-своему; основой семьи является женщина; Использовать мужской псевдоним; Англия породила плеяду популярных и хороших писателей; остроумная и строгая; разоблачать социальные пороки; Достаточно назвать лишь трех из них; утвердить страну как великую мировую державу и сплотить общество; править и оставить неизгладимый след в английской истории; , не страдать комплексом «прав женщин»; пообедать или поболтать за чашкой чая после ужина; Комплименты недопустимы в английском обществе, если только они не сделаны так деликатно; С детьми нужно быть твердым; детская комната представляет собой жалкую комнатку где-то на чердаке;..... не для того, чтобы испортить их, а для того, чтобы они затвердели; Система школ-интернатов Дисциплина..... нечто среднее между тюрьмой, казармой и монастырем; считается подходящей средой для воспитания настоящего англичанина; подводить к мысли; пережить; не понимать шуток, не добавлять общего удовольствия от застолья” эквивалент дома престарелых, с вашими личными вещами; детей отправляют в самые худшие места в доме; чем в отношениях между людьми; Закон о надлежащем обращении с животными появился в Англии в начале девятнадцатого века, первой стране в мире, принявшей такой закон.

7.1.7. Сократите данный текст, опустив несущественные детали.

7.1.8. Составьте план на английском языке и передайте содержание текста.

7.1.9. Расскажите об отношении к семье, детям, пожилым людям, домашним животным в России (в вашей семье).

Раздел 7.2

7.2.1. Отработайте произношение слов, уточнив транскрипцию по словарю.

cousin n	двоюродный брат /сестра
crèche n	(детские) ясли
divorce v	разводиться
half-sister n	единокровная или единоутробная сестра
nephew n	племянник
niece n	племянница
nursery n	(детские) ясли

resume v	возобновлять, продолжать (после перерыва)
stepbrother/sister n	сводный брат /сестра
to break up	разбивать (семью)

7.2.2. Прочитайте данный текст и дайте ответ на вопрос:

"What kind of families are described in this text?"

FAMILY

Vivien. My dad is quite old, he is 81. My mum is about 15 years younger. I have two brothers. Nigel, who is seven years older than me, is a computer programmer. His main interest is music, and he plays the guitar very well, and the piano. He is married to Nikki, who is an artist. She is half Swiss, and paints pictures for a living. They live in London, and have two children. My other brother Chris, is a stockbroker, and he lives with his family in Hong Kong because the firm he works for sent him out there. He met his wife Leslie in South Africa, when he was working there. Leslie doesn't work and she brings up the children. They have got four children. So I have six nieces and nephews, which means I have got a lot of presents to buy at Christmas! I come from quite a big family. I worked it out once that I have got 25 cousins, because my dad's dad married twice, and my mum's mum married twice. My mum has two brothers and sisters, and she has three half-sisters. And my dad has four brothers and sisters and two stepbrothers and sisters. My parents live in the country, in the south-west of England. When I lived in England I used to go to visit them maybe every month. Now I go about twice a year. Normally I go at Christmas and sometime in the summer.

In England the stereotypical family is husband and wife and 2.4 children, so they say, and a dog and a cat.

The English stereotypical family of husband and wife is, I suppose, changing now because there are a lot of one-parent families. A lot of people get divorced now and live on their own, and bring up their children on their own.

Nowadays in England, most women seem to want to go out to work, and even if they have children they send them to a nursery or crèche at a very early age, and go back to work to resume their careers. Also, quite often now a lot of old people live on their own, not usually with their children and their grand children.

Thomas. Nowadays, I don't have very close contact with my family. I write occasionally to my father and mother, and I hear news from my brother. Sometimes I get a letter from my grandmother as well. Also we telephone each other. I haven't felt close part of the family unit since my mother and father divorced. They have been divorced for about eleven years now. I'm 25, so when they divorced, I was 14, and from this age I started to get my independence, started to live my own life a little bit. When I was younger, though, the family atmosphere was mostly very happy. I remember going away with my parents for trips in the country, in the park. We had a dog was for the first 12 years of my life

During my early childhood, I spent almost all of my time with my mother. She taught us things and of course cooked for us, and played with us all day, when we were at home. When she left, my relationship with my father became stronger. Things were never the same after the family broke up. We were quite an isolated family. We were rarely visited by friends of the family, but they weren't very sociable. I spent a lot of time with my brother in my growing years. We used to play together. Sometimes we would end up with quarrelling or fighting, maybe that's usual for young children brought up in this kind of society.

Every other week, or sometimes every week, we could go at the weekend to stay with my grandmother, who we called Nanna. My grandmother`s really lovely. She never stops making tea. Every 15 minutes of the day, she comes into the room with a big pot of tea and says: "Would you like a nice cup of tea?" Now, she`s getting a little bit older, and I think she doesn't do as much as she did, but she is a really wonderful person.

My other grandmother, who is my grandmother on my father's side also had a broken marriage. She divorced my grandfather before I was born, so I never saw them together. Over the last few years, I have visited her a few times, because we have something in common, which is our Christian religion.

7.2.3. Прочитайте текст еще раз. Найдите в тексте ответы на следующие вопросы.

1. Who are Vivien's relatives?
2. What is a stereotypical family in England?
3. What are the changes in stereotypical family in England?
4. What is the story of Thomas' family life about?
5. What attract Thomas in his girlfriend's family?
6. What does Thomas dream about?

7.2.4. Найдите в тексте английские эквиваленты данным русским фразам.

Быть довольно старым; Его главный интерес – музыка; Она наполовину швейцарка; зарабатывать на жизнь; фирма, в которой он работает, отправила его туда; воспитывать детей; я навещал их каждый месяц; В Англии стереотипная семья - это муж, жена и двое детей; в мире много семей с одним родителем; люди живут сами по себе, сами воспитывают своих детей; большинство женщин хотят выйти на работу; Время от времени я пишу отцу и матери; Я не чувствую себя близкой частью семьи; с этого возраста я начала обретать независимость; Не хотите ли чашечку хорошего чая?; распавшийся брак; у нас есть кое-что общее.

7.2.5. Выпишите из текста слова, отражающие основную тему текста.

7.2.6. Составьте план текста на английском языке.

7.2.7. Напишите небольшое сообщение по теме текста.

Раздел 7.3

7.3.1. Прочитайте данный текст. Определите его основную идею.

Mother's day is traditionally observed on the forth Sunday in Lent (the Church season of penitence beginning on Ash Wednesday, the day of which varies from year to year). This is usually in March. The day used to be known as Mothering Sunday and dates from the time when many girls worked away from home as domestic servants in big households, where their hours of work were often very long. Mothering Sunday was established as a holiday for these girls and gave them an opportunity of going home to see their parents, especially their mother. They used to take presents with them, often given to them by the lady of the house.

When the labour situation changed and everyone was entitled to regular time off, this custom remained, although the day is now often called "Mother's Day". People visit their mothers if possible and give them flowers, and small presents. (Commercial firms take advantage of the occasion to sell as much as possible. Consequently, what was once rather a nice custom is now more than anything else a commercial "racket".) If they cannot go they send a "Mother's Day card", or they may send one in any case. The family tries to see that the mother has as little work to do as possible, they often help with the meals and the washing up. It is considered to be mother's day off.

7.3.2. Выберите заголовок, наиболее соответствующий содержанию текста.

1. Mother's Dream
2. Mother's Sunday
3. Mother's Day
4. A Nice Custom

7.3.3. . Обсуждение на тему: « Женщины России».

Подготовка к обсуждению включает:

- *подбор материала в различных источниках, включая Интернет,
- * составление сообщения на английском языке.

Сделайте сообщение о своей семье, о родных, о хобби, о своих привязанностях.

Раздел 7.4
Grammar Revision

7.4.1. Прочитайте данные предложения. Выберите соответствующее слово.

1. ___ is her favourite occupation. (reading/read)
2. ___ in the cold water is not so pleasant. (swimming / swim)
3. ___ horror films makes her excited. (watching / watch)
4. ___ alone is always difficult for her. (being/be)
5. ___ in a good mood is very usual for him. (being / be)
6. ___ late is not polite. (coming/come)

7.4.2. Прочитайте данные предложения. Выберите соответствующее слово.

1. His greatest pleasure is ___. (skating / skate)
2. Dan's desire is ___ a student in Oxford. (becoming / become)
3. Her dream is ___ to Australia one day. (traveling/travel)
4. My boss is against ___ this contract. (signing / sign)
5. They are still far from ___ ready to start. (being / be)
6. She was for ___ at once. (starting / start)

7.4.3. Прочитайте данные предложения. Выберите соответствующее слово.

1. He avoided ___ on this matter. (speaking / speak)
2. He bought a camera and started ___ films of his own. (making / make)
3. The group stopped ___ the mountain because of bad weather forecast. (climbing / climb)
4. This fact is worth ___. (remembering / remember)
5. The car needs ___. (repairing / repaired)
6. The children kept on ___. (playing / played)

7.4.4. Прочитайте данные предложения. Выберите соответствующее слово.

1. He has got much experience in _____. (teaching / teach)
2. Have you got any reasons of _____ that? (saying / say)
3. What are the means of _____ this task? (solving / solve)
4. We have no intention of _____ the contract. (making / make)
5. They realized the importance of _____ to the agreement. (coming / come)
6. He has got the possibility of _____ Great Britain. (going / go)

7.4.5. Прочитайте данные предложения. Выберите соответствующее слово.

1. After _____ the contract they left. (signing / sign)
2. Before _____ on business he prepared all of the documents. (going / go)
3. I will do without _____ for his advice. (asking / ask)
4. Instead of _____ she sent him a message. (calling / called)
5. Besides _____ intelligent she is very sociable. (being / was)
6. They had a snack after _____. (swimming / swam)

7.4.6. Прочитайте данные предложения. Выберите соответствующее слово.

1. What do you suggest _____ him as a birthday present? (giving / give)
2. If you don't mind _____ stuck in a traffic jam, try _____ to Moscow by car. (getting / get), (going / go)
3. He is afraid of _____ to the cave alone and lost. (going / go)
4. They are interested in _____ him to the conference. (sending / send)
5. He remembered _____ read the article in some paper. (having / had)
6. I don't fancy _____ all that distance. We'd better catch a taxi. (walking / walked)

7.4.7. Прочитайте данные предложения. Выберите соответствующее слово.

1. I hate _____ told lies. (being / be)
2. Max doesn't want his dad to come in when he's got friends in his room. He likes _____ left on his own. (being / be)
3. He likes _____ invited by his friends. (being / be)
4. She avoided _____ him. (meeting / meet)
5. He objected to _____ sent there. (being / was)
6. The children like _____ told the fairy tales. (being / be)
7. They enjoy _____ invited to the party. (being / be)
8. Would you mind _____ asked such questions? (being / be)
9. He didn't mind _____ left alone. (being / was)
10. The client demanded _____ given back all the documents. (being / were)

7.4.8. Прочитайте данные предложения. Выберите соответствующее слово.

<i>She enjoys _____ to the party by her friends. (inviting/ being invited)</i>
<i>She enjoys being invited to the party by her friends.</i>
<i>They enjoy _____ friends to their house. (inviting/ being invited)</i>
<i>They enjoy inviting friends to their house.</i>

1. He has not forgotten to return the client's call but he avoids _____ so. (doing / being done)
2. You cannot help _____ at it. (laughing / being laughed)

3. Ann complained of ___ the documents by the managers when it was too late. (giving / being given)
4. Would you mind ___ by this doctor? (examining / being examined)
5. The client demanded ___ the supervisor and complained loudly. (seeing / being seen)
6. You should not risk ___ the roses so early. (planting / being planted)
7. I felt something was wrong because he avoided ___ about his family. (asked / being asked)
8. He is very busy at the moment and objects to ___ for this conference. (sending / being sent)
9. The company have decided to cancel a failing research project to avoid ___ money. (wasting / being wasted)
10. Would you mind ___ them at the station? (meeting / being met)

7.4.9. Прочитайте данные фразы, используя слова в соответствующей форме.

*Thank you **for** ___ to the party. (to come)*
*Thank you **for coming** to the party.*

1. Prevent from ___ her studies. (to give up)
2. Think of ___ to the capital city. (to move)
3. Succeed in ___ through the exams. (to go)
4. Agree to ___ with us. (to come)
5. Do without ___ rush decisions. (to take)
6. Can't help ___ this joke. (to laugh at)
7. Thank you for ___ a lift. (to give)
8. Be surprised at ___ you here. (to see)
9. Get used to ___ early. (to get up)
10. Have difficulty in ___ children. (to bring up)

7.4.10. Переведите данные предложения на английский язык.

1. Его хобби – чтение приключенческих романов.
2. Я не возражаю против того, чтобы открыть окно.
3. Почему вы настаиваете на её отъезде?
4. Траву надо подстричь.
5. Она достигала многого своим трудом.
6. Грабители забрались в дом, после того, как разбили окно.
7. Я привык жить в большом городе.
8. Сестра избегает встречи со мной.
9. Ребёнок с нетерпением ждёт прогулки в зоопарк.
10. Неужели она бросила играть на скрипке?
11. Я люблю слушать музыку.
12. Благодарю вас, что вы прислали такие прекрасные розы.
13. Шум в соседнем доме мешал мне играть на пианино.
14. Я с нетерпением ждала встречи с братом.
15. Я думаю о том, чтобы поехать на Камчатку летом.
16. Мне не хочется играть в шахматы.
17. Извините меня, что я вас покидаю в такой критический момент.
18. Перестаньте дрожать.

19. Избегайте показывать это людям.
20. Почему вы боитесь разговаривать с ними.

БЛОК VIII

Грамматика: Conditionals

Тема: Some Facts about the United States

Раздел 8.1

8.1.1. Отработайте произношение данных слов и словосочетаний, уточнив транскрипцию по словарю.

codify v	кодифицировать
consistent adj	последовательный
estimation n	оценка, суждение
formative adj	формирующий, образующий
identity n	личность
indigenous adj	туземный, местный
inheritance n	наследование, наследство
legal adj	юридический, правовой
puritan n	пуританин
quaker n	квакер
rule n	правление, господство
secular adj	мирской
spread v	распространять
vary v	менять, изменять, меняться, отличаться

8.1.2. Прочитайте текст и дайте ответ на вопрос:

“What was the formative basis of American culture?”

CULTURE OF THE UNITED STATES

The culture of the United States is primarily a Western culture, but is also influenced by Native American, African, Asian, Polynesian, and Latin American cultures. American culture started its formation over 10,000 years ago with the migration of Paleo-Indians from Asia into the region that is today the continental United States. It has its own unique social and cultural characteristics such as dialect, music, arts, social habits, cuisine, and folklore. The United States of America is an ethnically and racially diverse country as a result of large-scale immigration from many different countries throughout its history.

Its chief early European influences came from English, Scottish, Welsh and Irish settlers of colonial America during British rule. British culture, due to colonial ties with Britain that spread the English language, legal system and other cultural inheritances, had a formative influence. Other important influences came from other parts of western Europe, especially Germany, France, and Italy.

American culture includes both conservative and liberal elements, scientific and religious competitiveness, political structures, risk taking and free expression, materialist and moral elements.

It also includes elements that evolved from Indigenous Americans, and other ethnic cultures—most prominently the culture of African Americans, cultures from Latin America, and Asian American cultures. Many American cultural elements, especially from popular culture, have spread across the globe through modern mass media.

The United States has often been thought of as a melting pot, but beginning in the late 1990s and early 2000s, it trends towards cultural diversity, pluralism and the image of a salad bowl instead.

Religion. Among developed countries, the U.S. is one of the most religious in terms of its demographics. The U.S. was the only developed nation where religion played a “very important” role in their lives, an opinion similar to that found in Latin America.

Several of the original Thirteen Colonies were established by English and Irish settlers who wished to practice their own religion without discrimination or persecution: Pennsylvania was established by Quakers, Maryland by Roman Catholics and the Massachusetts Bay Colony by Puritans. The first Bible printed in a European language in the Colonies was by German immigrant Christopher Sauer. Nine of the thirteen colonies had official public religions. By the time of the Philadelphia Convention of 1787, the United States became one of the first countries in the world to codify freedom of religion into law, although this originally applied only to the federal government, and not to state governments or their political subdivisions.

Statistics. The following information is an estimation as actual statistics constantly vary. The following is the percentage of followers of different religions in the United States:

- Christian: (80.2%)
- Unaffiliated (12.1%)
- Atheist (4%)
- Other/Unspecified (2.5%)
- Jewish (1.7%)
- Buddhist (0.7%)
- Muslim (0.6%)

8.1.3. Прочитайте текст еще раз. Укажите, какие предложения соответствуют содержанию текста. Подтвердите свои ответы фактами из текста.

1. The US is a unique country with its unique culture.
2. British rule had great influence on the US culture.
3. The image of America is of uniformity.
4. Christianity is the only religion in the US.

8.1.4. Ответьте на данные вопросы (работа в парах).

1. What made the US a country with a diverse culture?
2. What countries brought their influence to America?
3. How does American culture spread across the world?
4. What is the basis of religious diversity in the US?

8.1.5. Просмотрите текст и найдите фразам, данным в левой колонке (1-8) подходящее завершение в правой колонке (a-f).

1. Is an ethnically and racially	a. church
2. Due to colonial	b. diverse country
3. Came from	c. across the globe
4. It trends	d. ties
5. Have spread	e. other parts of western Europe
6. Nine of thirteen colonies	f. had official public religions

8.1.6. Сократите текст, опустив несущественные детали.

8.1.7. Составьте план. Передайте содержание текста.

8.1.8. Сделайте сообщения о территориальных, культурных, религиозных особенностях России.

8.1.9. Сообщите вашему собеседнику информацию по данным вопросам.

- What is the role of the English language in your country?

- What other languages are spoken in your country?

Раздел 8.2

8.2.1. Отработайте произношение данных слов и словосочетаний, уточнив транскрипцию по словарю.

armory n	(in the US or Canada) арсенал
breadth n	ширина, (фиг.) широта
craft n	ремесло
cue n	намек
emerge v	всплывать, появляться
emulate v	состязаться, соперничать
gross v	получать (прибыль)
like n	подобное (his like –такой человек)
literary adj	литературный, литературоведческий
preoccupation n	озабоченность, поглощенность
prevalent adj	распространенный
square dancing n	кадриль
take on v	взять (ответственность)
virtually adv	фактически, практически

8.2.2. Прочитайте текст и дайте ответы на данные вопросы:

“What makes America the front of modern culture?”

“In what way is American culture specific?”

THE ARTS. In the eighteenth and early nineteenth centuries, American art and literature took most of its cues from Europe. During its early history, America was a series of British colonies on the eastern coast of the present-day United States. Therefore, its literary tradition is of English literature. However, at present unique American characteristics and the breadth of its production is to be considered a separate path and tradition.

America's first internationally popular writers were James Fenimore Cooper and Washington Irving in the early nineteenth century. They painted an American literary landscape full of humor and adventure. These were followed by Nathaniel Hawthorne, Edgar Allan Poe, Herman Melville, Ralph Waldo Emerson, Henry Wadsworth Longfellow and Henry David Thoreau who established a distinctive American literary voice in the middle of the nineteenth century.

Mark Twain, Henry James, and poet Walt Whitman were major figures in the century's second half; Emily Dickinson, virtually unknown during her lifetime, would be recognized as America's other essential poet. Eleven U.S. citizens have won the Nobel Prize in Literature, including John Steinbeck, William Faulkner, Eugene O'Neill, Pearl S. Buck, T.S. Eliot and Sinclair Lewis. Ernest Hemingway, the 1954 Nobel laureate, is often named as one of the most influential writers of the twentieth century.

Theater. Theater of the United States is based in the Western tradition and did not take on a unique dramatic identity until the emergence of Eugene O'Neill in the early twentieth century, now considered by many to be the father of American drama. O'Neill is a four time winner of the Pulitzer Prize for drama and the only American playwright to win the Nobel Prize for **literature**. After O'Neill, American drama came of age and flourished with the likes of Arthur Miller, Tennessee Williams, Lillian Hellman, William Inge, and Clifford Odets during the first half of the twentieth century. After this period, American theater broke new ground, artistically, with the absurdist forms of Edward Albee in the 1960s.

Social commentary has also been a preoccupation of American theater, The United States is also the home and largest exporter of modern musical theater.

Music. American music styles and influences (such as country, jazz, rock and roll, rock, hip-hop, rap) and music based on it can/could be heard all over the world. Music in the U.S. is diverse. It includes African-American influence in the 20th century. The earlier 1900's is famous for jazz, introduced by African-Americans in the south. In the 1970s and 80's, rock was very prevalent.

American musicians include Eminem, Bob Dylan, Miles Davis, Johnny Cash, Jimi Hendrix, Dizzy Gillespie, Louis Armstrong, Mariah Carey, Bruce Springsteen, Woody Guthrie, Kurt Cobain, Whitney Houston, Jim Morrison, John Coltrane, Duke Ellington, Michael Jackson, Madonna, and Merle Haggard, among many others.

Dance. There is variety of dance in the United States. Some examples include: swing dances such as lindy hop, as well as square dancing. Modern dance styles include hip hop dances such as breaking, and others.

Visual arts. In the late eighteenth and early nineteenth centuries, American artists primarily painted landscapes and portraits in a realistic style. A parallel development taking shape in rural America was the American craft movement, which began as a reaction to the Industrial Revolution. Developments in modern art in Europe came to America from exhibitions in New York City such as the Armory Show in 1913. After World War II, New York emerged as a center of the art world. Painting in the United States today covers a vast range of styles. American painting includes works by Jackson Pollock, John Singer Sargent, and Norman Rockwell, among many others.

Architecture. Architecture in the United States is regionally diverse and has been shaped by many external forces, not only English. U.S. architecture can therefore be said to be eclectic, something unsurprising in such a multicultural society. Currently, the theme of American Architecture is modernity manifesting itself in the skyscrapers.

Cinema. The cinema of the United States, often generally referred to as Hollywood, has had a profound effect on cinema across the world since the early 20th century. Its history is sometimes separated into four main periods: the silent film era, classical Hollywood cinema, New Hollywood, and the contemporary period. Since the 1920s, the American film industry has grossed more money every year than that of any other country.

The Hollywood cinema industry has been very influential on American culture, and others such as Bollywood have striven to emulate the American model.

Broadcasting. The US has been at the forefront of developments in film, radio, and television. Many successful American TV shows have been exported around the world. The United States has a large number of national and local radio stations which cover a great variety of programming.

8.2.3. Прочитайте текст еще раз. Дайте ответы на данные вопросы (работа в парах).

1. How can modern American literature be described?
2. How successful were American writers and poets in the twentieth century?
3. What were the stages of the development of the American literature?
4. What were the trends in the development of the American theater?
5. What influenced American music in the twentieth century?
6. What was opposed to the Industrial Revolution in visual arts?
7. What is the characteristic feature of the American architecture?
8. How does broadcasting develop in America?

8.2.4. Выпишите из текста слова, отражающие основную тему текста.

8.2.5. Составьте план текста на английском языке.

8.2.6. Напишите небольшое сообщение на английском языке по теме текста.

Раздел 8.3

8.3.1. Прочитайте данный текст. Определите его основную идею.

Welfare (n) – благополучие, благосостояние

Nativity (n) – Рождество

The United States observes holidays derived from events in American history, Christian traditions, and national patriarchs.

Thanksgiving is the principal traditionally American holiday. It evolved from the English Pilgrim's custom of giving thanks for one's welfare. Thanksgiving is generally celebrated as a family reunion with a large afternoon feast. Christmas Day, celebrating the birth of Jesus Christ, is widely celebrated as a federal holiday. European colonization has led to some other Christian holidays such as Easter, Lent and St. Patrick's Day to be observed.

Independence Day (also known as the Fourth of July) celebrates the anniversary of the country's Declaration of Independence from Great Britain. It is generally observed by parades throughout the day and the shooting of fireworks at night.

Halloween is thought to have evolved from the ancient Celtic/Gaelic festival of Samhain, which was introduced in the American colonies by Irish settlers. It has become a holiday that is celebrated by children and teens who traditionally dress up in costumes and go door to door trick-or-treating for candy. It also brings about an emphasis on eerie and frightening urban legends and movies.

Additionally, Mardi Gras, which evolved from the Catholic tradition of Carnival, is observed notably in New Orleans, St. Louis, and Mobile, Alabama as well as numerous other towns.

Federally recognized holidays are as follows:

Date	Official Name	Remarks
January 1	New Year's Day	Celebrates beginning of the Gregorian calendar year. Festivities include counting down to midnight (12:00 am) on the preceding night, New Year's Eve. Traditional end of holiday season.
Third Monday in January	Birthday of Martin Luther King, Jr., or Martin Luther King, Jr. Day	Honors Martin Luther King, Jr., Civil Rights leader, who was actually born on January 15, 1929; combined with other holidays in several states.
First January 20 following a Presidential election	Inauguration Day	Observed only by federal government employees in Washington D.C., and the border counties of Maryland and Virginia to relieve traffic congestion that occurs with this major event. Swearing-in of President of the United States and Vice President of the United States. Celebrated every fourth year. <i>Note:</i> Takes place on January 21 if the 20th is a Sunday (although the President is still privately inaugurated on the 20th). If Inauguration Day falls on a Saturday or a Sunday, the preceding Friday or following Monday is not a Federal Holiday
Third Monday in February	Washington's Birthday	Washington's Birthday was first declared a federal holiday by an 1879 act of Congress. The Uniform Holidays Act, 1968, shifted the date of the commemoration of Washington's Birthday from February 22 to the third Monday in February. Many people now refer to this holiday as "Presidents' Day" and consider it a day honoring all American presidents. However, neither the Uniform Holidays Act nor any subsequent law changed the name of the holiday from Washington's Birthday to Presidents' Day.
Last Monday in May	Memorial Day	Honors the nation's war dead from the Civil War onwards; marks the unofficial beginning of the summer season. (traditionally May 30, shifted by the Uniform Holidays Act 1968)
July 4	Independence Day	Celebrates Declaration of Independence, also called the Fourth of July.
First Monday in September	Labor Day	Celebrates the achievements of workers and the labor movement; marks the unofficial end of the summer season.

Second Monday in October	Columbus Day	Honors Christopher Columbus, traditional discoverer of the Americas. In some areas it is also a celebration of Italian culture and heritage. (traditionally October 12); celebrated as American Indian Heritage Day and Fraternal Day in Alabama; celebrated as Native American Day in South Dakota. In Hawaii, it is celebrated as Discoverer's Day, though is not an official state holiday.
November 11	Veterans Day	Honors all veterans of the United States armed forces. A traditional observation is a moment of silence at 11:00 am remembering those killed in war. (Commemorates the 1918 armistice, which began at "the eleventh hour of the eleventh day of the eleventh month".)
Fourth Thursday in November	Thanksgiving Day	Traditionally celebrates the giving of thanks for the autumn harvest. Traditionally includes the consumption of a turkey dinner. Traditional start of the holiday season.
December 25	Christmas	Celebrates the Nativity of Jesus. Some people consider aspects of this religious holiday, such as giving gifts and decorating a Christmas tree, to be secular rather than explicitly Christian.

8.3.2. Выберите наиболее подходящий заголовок.

1. Leisure time in America
2. Americans' free time
3. National holidays in the US
4. There is no place like home

8.3.3. Обсуждение темы «Некоторые интересные факты о культуре России».

Подготовка к обсуждению включает:

- * подбор материала в различных источниках, включая Интернет
- * составление сообщения на английском языке.

Раздел 8.4 **Grammar Revision**

8.4.1. Прочитайте данные предложения. Определите тип условных предложений. Переведите на русский язык.

1. If they come they will help us.
2. If he does not ring me up I will send him a message.
3. If you are busy I will call on you later.
4. If the weather was fine we would go for a walk.

5. If he did his best he would win this competition.
6. If he went to the exhibition he would see many interesting things.
7. If she asked him about it he would not tell her the truth.
8. If the buyers had signed the contract yesterday they would have gone home.
9. If they had come yesterday she would have returned the book.
10. If the weather had been nice last Sunday they would have gone to the country.

8.4.2. Прочитайте данные предложения. Заполните пропуски соответствующей формой глагола.

*He **will help** us if he ____ . (to come)*
*He **will help** us if he **comes**.*

1. You will do the work well if you ____ my advice. (to follow)
2. He will get a degree if he ____ hard. (to work)
3. The children will be allowed to go to the concert there if they ____ their work in time. (to do)
4. If she ____, we will tell her the news immediately. (to come)
5. If he ____ control of the company, it will succeed. (to take)
6. If he ____ this university he will study economics. (to enter)
7. If she ____ to the cinema, she will enjoy the film. (to go)
8. He will get a good body if he often ____ the gym. (to attend)
9. He will win the competition if he ____ his best. (to do)
10. If they ____ us, we will try to solve their problem together. (to visit)

8.4.3. Прочитайте данные предложения. Заполните пропуски соответствующей формой глагола.

*He **would help** us if he ____ **today/tomorrow**. (to come)*
*-He **would help** us if he **came**.*

*He ____ us if he **came today/tomorrow**. (to help)*
*-He **would help** us if he **came**.*

1. You would do the work better if you ____ my advice. (to follow)
2. He would get a degree if he ____ hard. (to work)
3. They would be allowed to visit their friends there if they ____ the work in time. (to do)
4. If she ____ we would tell her the news immediately. (to come)
5. If he ____ control of the company it would succeed). (to take)
6. If she entered this university she ____ economics. (to study)
7. If she went to the cinema she ____ the film. (to enjoy)
8. He ____ a good body if he often attended the gym. (to get)
9. He ____ the competition if he did his best. (to win)
10. If they visited us we would ____ this problem. (to solve)

8.4.4. Прочитайте данные предложения. Заполните пропуски словами в соответствующей форме.

He would have helped us if he ___ yesterday. (to come)

*- He would have helped us if he **had come**.*

He ___ us if he had come yesterday. (to help)

*- He **would have helped** us if he had come.*

1. You would have done this work better if you ___ my advice. (to follow)
2. He would have got a degree if he ___ hard. (to work)
3. They would have visited their friends if they ___ their work in time. (to do)
4. If she ___ we would have tried to solve her problem together. (to come)
5. If he ___ control of the company it would have succeeded. (to take)
6. If she had entered this university she ___ economics. (to study)
7. If she had gone to the cinema she ___ the film. (to enjoy)
8. He ___ a good body if he had often attended the gym. (to get)
9. He ___ the competition if he had done his best. (to win)
10. If they had visited us we ___ to solve their problem. (to try)

8.4.5. Прочитайте данные предложения. Заполните пропуски словами в соответствующей форме.

1. If they come they ___ us. (to help)
2. If he does not ring me up I ___ him a message. (to send)
3. If you are busy I ___ on you later. (to call)
4. If the weather was fine we ___ for a walk. (to go)
5. If he did his best he ___ this competition. (to win)
6. If he went to the exhibition he ___ many interesting things. (to see)
7. If she asked him about it he ___ her the truth. (not/to tell)
8. If the buyers had signed the contract yesterday they ___ home. (to go)
9. If they had come yesterday she ___ the book. (to return)
10. If the weather had been nice last Sunday they ___ to the country. (to go)

8.4.6. Прочитайте данные предложения. Заполните пропуски словами в соответствующей форме.

She ___ it yesterday if she had come in time. (to do)

*-She **would have done** it yesterday if she had come in time.*

1. If he asks I ___ him everything about it. (to tell)
2. He wouldn't do this mistake if he ___ it. (to know)
3. He will get up early if the lecture ___ at nine. (to begin)
4. Unless they ___ yesterday we wouldn't have done the work in time. (to arrive)
5. If they ___ a very good film they would become famous. (to make)
6. The children would have seen this film yesterday if they ___ . (to be allowed)
7. The students will do it if they ___ . (to be asked)
8. If we finish our task in time, we ___ . (to leave)
9. If he had come last Sunday we ___ to discuss our plan with him. (to be able)

10. If she had sent the message beforehand he ___ the truth. (to know)

8.4.7. Переведите данные предложения на английский язык.

1. Вы бы много знали, если бы регулярно читали научные журналы.
2. Если бы я об этом знала раньше, то не сидела бы сейчас дома.
3. Если бы я знала корейский, я бы давно уже поговорила с ним.
4. Если бы он знал, что это вас расстроит, он был бы осторожнее.
5. Я уверена, что все были бы рады, если бы вечер состоялся.
6. Жаль, что она уже ушла. Если бы ты позвонил раньше, она была бы сейчас здесь.
7. Если бы вы не прервали нас вчера, мы бы закончили работу в срок.
8. Если бы моя тетя не последовала советам врача, она бы не поправилась так быстро.
9. Если бы мой брат тогда не послушал моего совета, он бы не был сейчас в таком затруднительном положении.
10. Если бы вы поможете мне решить эту задачу, я буду вам очень благодарна.
11. Если бы мы сделали эту работу вовремя, то сейчас были бы свободны.
12. Если бы он посещал спортивные тренировки регулярно, он бы не набрал такой вес.
13. Если бы он не был талантливым художником, его картину не приняли бы на выставку.
14. Если бы мои родители были богатыми, они давно бы мне купили машину.
15. Жаль, что нам не пришло в голову поискать эту книгу в библиотеке.
16. Если бы я жила близко, я бы чаще вас навещала.
17. Что бы мы сейчас делали, если бы мама не испекла пирог.
18. Если бы я не была так занята в эти дни, я бы помогла тебе вчера.
19. Если бы они были умнее, они бы не пошли вчера в лес.
20. Если бы я знала немецкий язык, я бы читала Гёте в оригинале.

List of words

A

abbreviation n	сокращение, аббревиатура
ability n	способность, умение
above all	прежде всего
absurd n	абсурд
abundance n	изобилие
accept v	принимать, допускать
accustom v	приучать
acquire v	получать
advert n (advertisement)	объявление
alone adj	один, единственный, одинокий
amongst prep	между, среди
ancestor n	предок
ancient adj	древний
antebellum adj	довоенный
armory n	(in the US or Canada) арсенал
arrival n	прибытие
assist v	помогать, содействовать
at least	по меньшей мере, во всяком случае
attend v	посещать, присутствовать
attic n	мансарда, чердак, верхний этаж
authority n	власть, администрация
B	
banish v	изгонять, высылать
barracks n	казармы
basis-(мн.ч.) bases n	основание, базис
beam n	балка
bear v	поддерживать, выносить, терпеть
beermat n	подставка
behaviour n	поведение, поступки
bench n	скамья
blend v	смешивать
blue mussels	синие мидии
border n	граница
bracket n	кронштейн, держатель
breadth n	ширина, (фиг.) широта
break away	уйти, убежать, отдалиться, отделиться от к-л
breakthrough n	достижение, победа

bubble n	зд. шум (голосов)	
burden v	нагружать, обременять	
burrito n	мексиканское блюдо (лепешка с мясом или фасолью)	
С		
caliber n	достоинство	
capcake n	маленькое пирожное с глазировкой	
catering n	обслуживание обедов, свадеб	
certain adj	определенный	
chef	шеф-повар	
chef n	шеф-повар	
claim n	претензия	
clam n	моллюск	
coat v	покрывать	
codify v	кодифицировать	
co-existence n	сосуществование	
comics n	комиксы	
communal adj	общественный, коммунальный	
compatriot n	соотечественник	
complain v	жаловаться	
complete adj	полный, законченный, завершённый	
complete v	заканчивать, завершать	
completely adv	совершенно, полностью	
complicated adj	сложный	
confirm v	подтверждать	
confusingly adv	запутано, смущающе	
connect v	соединять	
consciousness n	сознание	
consider v	рассматривать, считать	
consideration n	внимание	
consistent adj	последовательный	
contemporary adj	современный	
content n	содержимое, содержание	
contradict v	противоречить, опровергать	
cook n	повар	
cope v	справляться	
count v	иметь значение	
counter n	прилавок	
cousin n	двоюродный брат /сестра	
cover v	покрывать, предусматривать	пройти,

craft n	ремесло
crèche n	(детские) ясли
creep (crept, crept) v	ползать, передвигаться
crucial adj	решающий, ключевой, критический
cue n	намек
cuisine n	кухня, кулинарное искусство
curriculum vitae	биография
D	
deceptive adj	обманчивый
degree n	ступень, степень, положение, ранг
demand n	спрос
deprecate v	протестовать, возражать
descent n	происхождение
desire n	желание, страсть
development n	развитие
differ v	отличаться, расходиться во мнении
differentiate v	отличать, различать
discernible adj	заметный
dismiss v	отпускать, увольнять, переставать думать
diverse adj	разнообразный
diversity n	разнообразие
divide v	делить, разделять
divorce v	разводиться
divorce n	развод
dodge n	обман, уловка
dumb adj	немой, бессловесный
during prep	в продолжение, в течение, во время
E	
elderly adj	пожилой
embrace n	объятия
emerge v	всплывать, появляться
employment n	работа, занятие, наём (на работу)
emulate v	соревноваться, соперничать
enough adj	достаточный
ensure v	обеспечивать, гарантировать,
enter v	входить, поступать
enterprise n	предприятие, предприимчивость, инициатива
entire adj	полный, целый
establishment n	учреждение, установление

estimation n	оценка, суждение
eventually adv	со временем
evident adj	очевидный; ясный
evil n	зло
exactly adv	точно
exceed v	превышать, превосходить
expansive adj	обширный
experience n	опыт
extend v	удлинять, расширять
extreme n	крайность, чрезмерность
F	
fade v	увядать
fair adj	справедливый, порядочный
faithfulness n	верность, честность
favour v	благоприятствовать, относиться благосклонно
fill up v	заполнять, наполнять
fix v	устанавливать, определять
follow v	следовать, идти (за)
for certain	наверняка
forbid v (forbade, forbidden)	запрещать, не давать сделать
force v	заставлять силой
formative adj	формирующий, образующий
fowl n	домашняя птица
frequent adj	частый
frozen entree	замороженное блюдо
G	
gain v	получать, приобретать
gastronomy n	кулинария, гастрономия
gigantic adj	гигантский
graduate n	выпускник учебного заведения
grant n	дар, субсидия, стипендия
greet v	приветствовать
H	
hairdressing n	парикмахерское дело
half-sister n	единокровная или единоутробная сестра
hesitation n	колебание, нерешительность, сомнение
hint n	намек
holy grail	(миф.) Чаша Грааля

however adv	тем не менее, однако, несмотря на это
hurricane n	ураган
identity n	I тождественность
identity n	личность
imagine v	воображать, представлять себе
imposing adj	внушительный
in order to	для того, чтобы
in this respect	в этом отношении
inconvenience n	неудобство, беспокойство
indelible adj	неизгладимый
indigenous adj	туземный, местный
inevitable adj	неизбежный, неотвратимый
inferiority n	более низкое качество
inhabitant n	житель
inheritance n	наследование, наследство
initial adj	начальная, заглавная
inn n	гостиница
inseparable adj	неотделимый, неразлучный
instantly adv	тотчас, немедленно
instead adv	вместо, взамен
institution n	учреждение
intend v	намереваться, собираться, подразумевать
introduce v	вводить, внедрять, устанавливать
justify v	J объяснять, оправдывать
keep in touch	K поддерживать контакт, связь
law n	L закон, право, профессия юриста
legal adj	юридический, правовой
like n	подобное (his like –такой человек)
lingua franca	язык межкультурного общения
literacy n	грамотность
literary adj	литературный, литературоведческий
loan n	ссуда, заём
lodging n	ночлег, квартира
log n	бревно, полено

lychee n	личи	
М		
macaroons n	миндальное пирожное	
maintain v	поддерживать,	сохранять,
	продолжать	
meadow n	луг	
meaningful adj	значительный	
merge v	сливать, соединять(ся)	
monastery n	монастырь (мужской)	
moor n	вересковая пустошь	
mount v	закреплять, монтировать	
mug n	кружка	
multiple adj	многочисленный	
mutual aid	взаимопомощь	
N		
native speaker	носитель языка	
necessary adj	необходимый,	нужный,
	вынужденный	
nephew n	племянник	
niece n	племянница	
noble adj	благородный, знатный	
note v	замечать, записывать	
noticeable adj	заметный, достойный внимания	
nuclear (family) n	малая/нуклеарная/простая/основна я семья	
numerical adj	численный, числовой	
numerous adj	многочисленный	
nursery n	(детские) ясли	
nursing n	профессия среднего медицинского образования	
O		
obvious adj	очевидный	
occupation n	занятие, вид деятельности,	
	профессия	
occupy v	занимать (место)	
occur v	встречаться; случаться, происходить	
offend v	обижать, оскорблять, нарушать	
opportunity n	возможность, удобный случай	
opportunity n	возможность	
order n	порядок, последовательность	
over-loquacious adj	чрезмерно говорливый	

overseas adj
oversimplify v
oyster n

parental adj
pass n
passion fruit n
pattern n
peculiarity n
permanent adj
piecemeal adv

pioneer n
plot n
point n
point of view
pointless adj
polish v
polite adj
post n
precisely adv
preoccupation n
prevalent adj
prevalent adj
previous adj
primarily adv

provide v

province n
pseudonym n
pure-bred adj
puritan n
put up

quaker n

raise v

rally v

ratio n

react v

refrain v

заграничный, заморский
чрезмерно упрощать
устрица

Р

родительский
проход, путь, переход
маракуя
образец
особенность, характерная черта
постоянный

по частям
пионер, первооткрыватель
участок

точка, пункт, вопрос

точка зрения

бессмысленный

полировать

вежливый

столб

точно

озабоченность, поглощенность

распространенный

распространенный

предыдущий

в первую очередь, главным образом

снабжать, обеспечивать,

предоставлять

провинция

псевдоним

чистокровный, породистый

пуританин

поднимать

Q

квакер

R

выращивать

воссоединять (ся), приходить на

помощь

отношение, соотношение

реагировать

удерживать, сдерживать

refreshment n	закуски, буфет
reign v	царить, господствовать
relate to v	иметь отношение к
remain v	оставаться, пребывать
remark n	замечание, ремарка
renowned adj	знаменитый, прославленный
rent n	арендная плата, квартплата
rent v	арендовать
replace v	заменять
require v	требовать, приказывать, испытывать необходимость
requirement n	требование, потребность
research n	исследование, изучение, поиски
respect n	уважение, отношение
restraint n	сдержанность, строгость
resume v	возобновлять, продолжать (после перерыва)
retain v	удерживать, сохранять
rhetorical adj	риторический
rinse v	полоскать, ополоснуться
roar v	реветь, грохотать
rule n	правление, господство
rule v	править, управлять
rush n	напор, наплыв
S	
sawdust n	опилки
secular adj	мирской
security n	безопасность
self-governance n	самоуправление
semi-formal adj	полуофициальный
sense n	чувство, смысл, значение
set off v	отправиться (в путь)
settle v	поселяться, заселять
settle v	поселяться
sharp adj	острый
shellfish	моллюск, ракообразное
shift n	сдвиг, изменение, перемещение
shrimp n	креветка
sign n	вывеска, знак
significance n	значение
significant adj	значительный

silent adj	молчаливый
single adj	одинокий, холостой (мужчина); незамужняя (женщина)
sip n	маленький глоток
site n	место, местоположение
size n	размер, величина, объем
skilled adj	опытный, умелый, квалифицированный
slightly adv	слегка, немного
solitude n	одинокчество, уединение
source n	источник
split up v	расходиться
spread v	распространять
sprinkle v	разбрасывать
square dancing n	кадриль
standing n	положение, репутация
stepbrother/sister n	сводный брат /сестра
subject n	предмет, тема, объект
substantial adj	значительный
sufficient adj	достаточный
supply n	запас
supremacy n	господство, превосходство, верховная власть
swap v	(разговорное) обмениваться
Т	
take into consideration	принимать во внимание, учитывать
take on v	взять (ответственность)
tap n	пробка, затычка
term n	термин
throne n	трон, королевская власть
tie n	связь, шнур, узел, петля
tire v	утомлять
to be keen	сильно желать, стремиться сделать что-то
to break up	разбивать (семью)
to have a chat	поговорить, побеседовать
to make a stand	встать на защиту
total adj	всеобщий
tow v	буксировать
trade n	торговля
trailer n	прицеп

train v	воспитывать, обучать, готовить
trait n	особенность, свойство
trek v	совершать длительный поход, переход
tribe n	род, племя
truck n	грузовик
tuna n	тунец
tutor n	руководитель группы студентов, домашний учитель, репетитор
type v	печатать, набирать на компьютере
U	
underline v	подчеркивать
unified adj	объединённый
unique adj	единственный в своём роде, уникальный
unto prep	(направление) к
upbringing n	воспитание
upbringing n	воспитание
uproot v	вырывать с корнем, искоренять
V	
various adj	различный, разнообразный
vary v	менять, изменять, меняться, отличаться
viable adj	конкурентоспособный, осуществлённый
virtually adv	фактически, практически
W	
washbasin n	умывальная раковина
weakness n	слабость
whistle n	свист, свисток
winery n	винный завод
wrought adj	выделанный, украшенный