

Документ подписан простой электронной подписью  
Информация о владельце:  
ФИО: КУЗНЕЦОВ АЛЕКСАНДР ИГОРЕВИЧ  
Должность: РЕКТОР  
Дата подписания: 30.09.2026 09:55:43  
Уникальный программный ключ:  
0ec0d544ced914f6d2e031d381fc0ed0880d90a0



**МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
**Федеральное государственное бюджетное образовательное учреждение**  
**высшего образования**  
**«ЮЖНО-УРАЛЬСКИЙ ГОСУДАРСТВЕННЫЙ ГУМАНИТАРНО-**  
**ПЕДАГОГИЧЕСКИЙ УНИВЕРСИТЕТ»**  
**(ФГБОУ ВО «ЮУрГГПУ»)**

Утверждаю:  
Директор Колледжа  
ФГБОУ ВО ЮУрГГПУ  
М.Ю. Буслаева  
« \_\_\_\_ » \_\_\_\_\_ 2021 г.

**МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ДЛЯ СТУДЕНТОВ**  
**ПО УЧЕБНОЙ ДИСЦИПЛИНЕ**  
**ИНОСТРАННЫЙ ЯЗЫК (АНГЛИЙСКИЙ ЯЗЫК)**  
основная профессиональная образовательная программа  
среднего профессионального образования  
**профиль профессионального образования:** гуманитарный  
**Наименование специальности:**  
44.02.02 Преподавание в начальных классах  
**Уровень образования:** среднее общее образование  
**Форма обучения:** очная

Методические рекомендации разработаны на основе Федерального государственного образовательного стандарта среднего профессионального образования по специальности 44.02.02 Преподавание в начальных классах и программы учебной дисциплины *Иностранный язык (английский язык)*.

**Разработчики:**

**Организация-разработчик:** Колледж ФГБОУ ВО ЮУрГГПУ

**Разработчики:** Сычева М.Н., колледж ЮУрГГПУ, преподаватель  
Бекетт А.Г., колледж ЮУрГГПУ, преподаватель  
Ловицкая А.В., колледж ЮУрГГПУ, преподаватель

**Рассмотрен** на заседании предметно-цикловой комиссии  
общеобразовательных и гуманитарных дисциплин  
протокол № 6 от «14» апреля 2021 г.

**Председатель ПЦК** \_\_\_\_\_ Лопашова А.Ф.

## СОДЕРЖАНИЕ

|                                                          |    |
|----------------------------------------------------------|----|
| 1. ВВЕДЕНИЕ                                              | 4  |
| 2. СОДЕРЖАНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ПО<br>ДИСЦИПЛИНЕ    | 5  |
| 3. МАТЕРИАЛЫ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ПО<br>ДИСЦИПЛИНЕ | 10 |

## 1. ВВЕДЕНИЕ

В результате освоения учебной дисциплины Иностранный язык (английский язык) обучающийся должен обладать предусмотренными ФГОС по специальности СПО 44.02.02 Преподавание в начальных классах уровнем подготовки среднее общее образование следующими умениями, знаниями, которые формируют профессиональную компетенцию, и общими компетенциями.

Обучающийся должен уметь:

- общаться (устно и письменно) на иностранном языке на профессиональные и повседневные темы;
- переводить (со словарем) иностранные тексты профессиональной направленности;
- самостоятельно совершенствовать устную и письменную речь, пополнять словарный запас.

Обучающийся должен знать:

- лексический (1200-1400 лексических единиц) и грамматический минимум, необходимый для чтения и перевода (со словарем) иностранных текстов профессиональной направленности.

Формируемые ОК:

- ОК 4. Осуществлять поиск, анализ и оценку информации, необходимой для постановки и решения профессиональных задач, профессионального и личностного развития.
- ОК 5. Использовать информационно-коммуникационные технологии для совершенствования профессиональной деятельности.
- ОК 6. Работать в коллективе и команде, взаимодействовать с руководством, коллегами и социальными партнерами.
- ОК 8. Самостоятельно определять задачи профессионального и личностного развития, заниматься самообразованием, осознанно планировать повышение квалификации

Формируемые ПК:

- ПК 1.1. Определять цели и задачи, планировать уроки.
- ПК 1.2. Проводить уроки.
- ПК 2.1. Определять цели и задачи внеурочной деятельности и общения, планировать внеурочные занятия.
- ПК 2.2. Проводить внеурочные занятия.
- ПК 3.2. Определять цели и задачи, планировать внеклассную работу.
- ПК 3.3. Проводить внеклассные мероприятия.
- ПК 3.5. Определять цели и задачи, планировать работу с родителями.
- ПК 3.6. Обеспечивать взаимодействие с родителями младших школьников при решении задач обучения и воспитания.
- ПК 4.2. Создавать в кабинете предметно-развивающую среду.
- ПК 4.3. Систематизировать и оценивать педагогический опыт и образовательные технологии в области начального общего образования на основе изучения профессиональной литературы, самоанализа и анализа деятельности других педагогов.

2. СОДЕРЖАНИЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ПО ДИСЦИПЛИНЕ

Самостоятельная работа по учебной дисциплине Иностранный язык (английский язык) составляет 36 часов:

Таблица 1

| Тема самостоятельной работы          | Кол-во часов | Содержание изучаемой темы                                                                                                         | Формируемые компетенции                                                                                              | Форма отчетности                                                                         |
|--------------------------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Особенности английского произношения | 2            | Произнесение звуков и чтение буквосочетаний. Чтение социально-бытовых диалогов                                                    | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Чтение социально-бытовых диалогов                                                        |
| Правила чтения                       | 2            | Выполнение фонетических упражнений. Чтение.                                                                                       | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Чтение фонетических упражнений                                                           |
| Автобиография                        | 1            | Выполнение грамматических упражнений. Составление монологического высказывание по теме «Автобиография»                            | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме «Автобиография»  |
| Я студент                            | 1            | Выполнение грамматических упражнений. Подготовка и составление монологического высказывания по теме. Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по теме. |
| Моя семья                            | 1            | Выполнение грамматических упражнений. Подготовка и составление монологического                                                    | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3.,                                    | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по       |

|                    |   |                                                                                                                                         |                                                                                                                      |                                                                                             |
|--------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
|                    |   | высказывания по теме.<br>Составление диалога по теме.                                                                                   | ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3.                                                                                   | теме.                                                                                       |
| Мой дом            | 1 | Выполнение грамматических упражнений.<br>Подготовка и составление монологического высказывания по теме.<br>Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений.<br>Монологическое высказывание по теме. Диалог по теме. |
| Студенческая жизнь | 2 | Выполнение грамматических упражнений.<br>Подготовка и составление монологического высказывания по теме.<br>Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений.<br>Монологическое высказывание по теме. Диалог по теме. |
| Мой рабочий день   | 1 | Выполнение грамматических упражнений.<br>Подготовка и составление монологического высказывания по теме.<br>Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений.<br>Монологическое высказывание по теме. Диалог по теме. |
| Мой выходной день  | 1 | Выполнение грамматических упражнений.<br>Подготовка и составление монологического высказывания по теме.<br>Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений.<br>Монологическое высказывание по теме. Диалог по теме. |
| Еда                | 1 | Выполнение грамматических упражнений.<br>Подготовка и составление монологического высказывания по теме.<br>Составление                  | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений.<br>Монологическое высказывание по теме. Диалог по теме. |

|                       |   |                                                                                                                                                           |                                                                                                                      |                                                                                          |
|-----------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|                       |   | диалога по теме.                                                                                                                                          |                                                                                                                      |                                                                                          |
| Путешествия           | 1 | Выполнение грамматических упражнений. Подготовка и составление монологического высказывания по теме. Составление диалога по теме.                         | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по теме. |
| Великобритания        | 1 | Выполнение грамматических упражнений. Подготовка и составление монологического высказывания по теме. Составление диалога по теме.                         | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по теме. |
| Мои друзья            | 1 | Выполнение грамматических упражнений. Подготовка и составление монологического высказывания по теме. Составление диалога по теме.                         | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по теме. |
| Времена года и погода | 1 | Выполнение грамматических упражнений. Подготовка и составление монологического высказывания по теме. Составление диалога по теме.                         | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по теме. |
| Лондон                | 1 | Выполнение грамматических упражнений. Подготовка и составление монологического высказывания по теме, сообщения, презентации. Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по теме. |

|                             |   |                                                                                                                                   |                                                                                                                      |                                                                                          |
|-----------------------------|---|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Изучение иностранных языков | 1 | Выполнение грамматических упражнений. Подготовка и составление монологического высказывания по теме. Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по теме. |
| СМИ                         | 1 | Выполнение грамматических упражнений. Подготовка и составление монологического высказывания по теме. Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по теме. |
| Интернет                    | 2 | Выполнение грамматических упражнений. Подготовка и составление монологического высказывания по теме. Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по теме. |
| Искусство                   | 1 | Выполнение грамматических упражнений. Подготовка и составление монологического высказывания по теме. Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по теме. |
| Наука и технологии          | 2 | Выполнение грамматических упражнений. Подготовка и составление монологического высказывания по теме. Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений. Монологическое высказывание по теме. Диалог по теме. |
| Проблемы нашей планеты      | 2 | Выполнение грамматических упражнений. Подготовка и                                                                                | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1.,                                                               | Контроль грамматических упражнений. Монологическое                                       |

|                       |   |                                                                                                                                         |                                                                                                                      |                                                                                             |
|-----------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
|                       |   | составление монологического высказывания по теме.<br>Составление диалога по теме.                                                       | ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3.                                                        | высказывание по теме. Диалог по теме.                                                       |
| Известные люди        | 2 | Выполнение грамматических упражнений.<br>Подготовка и составление монологического высказывания по теме.<br>Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений.<br>Монологическое высказывание по теме. Диалог по теме. |
| Моя будущая профессия | 4 | Выполнение грамматических упражнений.<br>Подготовка и составление монологического высказывания по теме.<br>Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений.<br>Монологическое высказывание по теме. Диалог по теме. |
| Образование           | 3 | Выполнение грамматических упражнений.<br>Подготовка и составление монологического высказывания по теме.<br>Составление диалога по теме. | ОК 4., ОК 5., ОК 6., ОК 8., ПК 1.1., ПК 1.2., ПК 2.1., ПК 2.2., ПК 3.2., ПК 3.3., ПК 3.5., ПК 3.6., ПК 4.2., ПК 4.3. | Контроль грамматических упражнений.<br>Монологическое высказывание по теме. Диалог по теме. |

### 3. МАТЕРИАЛЫ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ПО ДИСЦИПЛИНЕ

#### Раздел 1.

#### Тема 1.1. Особенности английского произношения

##### Интонация в английском языке

Интонация представляет собой сложное единство высоты голосового тона (мелодики), силы произнесения слов (фразового ударения), тембра, темпа и ритма.

Интонация, в добавление к вербальному, передает еще и дополнительный смысл сказанного, а также настроение человека, его отношение как к собеседнику, так и к обсуждаемому вопросу. По интонации можно определить, насколько человек вежлив, заинтересован в общении, воодушевлен или раздражен и т.д. Также в зависимости от интонации может поменяться и смысл самого высказывания.

В английском языке основным является тон в конце предложения. Это помогает выразить предложение в качестве просьбы, утверждения, вопроса или приказа.

В английском языке интонацию делят на 2 основных вида: восходящую (Rise) — повышение голоса и нисходящую (Fall) — понижение голоса.

Нисходящую интонацию в английском языке используют в следующих случаях:

Повествование. Предложения, в которых сообщается информация. Категорические утверждения. Приказания и категорические предложения. Специальные вопросы. Восклицательные предложения.

Восходящую интонацию можно услышать в таких случаях:

Общие вопросы. Прощание. Просьба. Вежливые предложения. Вводные слова и наречия в начале предложения.

Признак восходящей интонации — некатегоричность, в некоторых случаях даже незаконченность высказывания.

Нисходящая интонация обычно понижается лесенкой после каждой группы слов в предложении.

Существуют еще другие виды интонации — «Fall-Rise Intonation»

(состоит из двух элементов: падения и подъема голоса) и «Rise-Fall Intonation» (состоит из двух элементов: подъема и падения голоса).

##### Задание.

Откройте аудио, прослушайте диалог несколько раз.

[https://elt.oup.com/student/headway/beg/everydayenglish/hwy\\_beg\\_dialogue02?cc=ru&selLanguage=ru](https://elt.oup.com/student/headway/beg/everydayenglish/hwy_beg_dialogue02?cc=ru&selLanguage=ru)

Выучите и воспроизведите его, обращая внимание на интонацию.

## Тема 1.2. Правила чтения

### Типы слогов в английском языке

#### Открытый слог (I)

Слог называется открытым, если заканчивается на гласную. Если на открытый слог падает ударение, то чтение гласной в нем совпадает с чтением гласных в алфавите.

Особенности:

В открытом слоге употребляется только одна гласная.

Гласная произносится также как и в алфавите.

Гласная — последняя буква в слоге.

Открытые слоги имеют не более одного согласного между открытым слогом и следующей гласной.

#### Закрытый слог (II)

Закрытый слог заканчивается на одну или несколько согласных, гласная буква в этом случае читается кратко.

Особенности:

В закрытом слоге используется только одна гласная.

Если слово состоит только из двух букв, то оно обязательно должно заканчиваться на согласную.

Если в слове всего три буквы, то в закрытом слоге одна согласная стоит до и одна (или более) стоят после гласной.

В том случае, если слово имеет два закрытых слога, следующих друг за другом, между гласными будут стоять согласные буквы.

Все звуки краткие/короткие.

#### Третий тип ударного слога(III)

В третьем типе слога после ударной гласной следует буква *r*.

#### Четвертый тип ударного слога (IV)

В третьем типе слога после ударной гласной следует буква *r* и другая гласная.

### Чтение ударных гласных

| Буквы<br>Тип чтения | а [ei]       | о [əʊ]        | е [i:]                       | і [ai]             | у [wai] | и [ju:]         |
|---------------------|--------------|---------------|------------------------------|--------------------|---------|-----------------|
| I                   | [ei]<br>game | [əʊ]<br>stone | [i:]<br>me                   | [ai]<br>nine fly   |         | [ju:]<br>mute   |
| II                  | [æ]<br>flag  | [ɒ]<br>dog    | [e]<br>red                   | [i]<br>fill myth   |         | [ʌ]<br>but      |
| III                 | [ɑ:]<br>mark | [ɔ:]<br>sport | [ɜ:]<br>pert first Byrd turn |                    |         |                 |
| IV                  | [ɛə]<br>fare | [ɔ:]<br>store | [iə]<br>here                 | [aiə]<br>fire type |         | [jʊə]<br>during |

Чтение сочетаний гласных

| Сочетание        | Транскрипция        | Чтение | Пример                                      | Позиция                                                |
|------------------|---------------------|--------|---------------------------------------------|--------------------------------------------------------|
| ai, ay<br>ei, ey | [ei]                | эй     | aim [eim], grey [grei]                      | под ударением                                          |
| ai, ay<br>ei, ey | [i]                 | и      | Sunday [sʌndɪ],<br>money [mʌni]             | в безударном<br>положении                              |
| ai               | [eə]                | эе     | air [eə]                                    | перед "r"                                              |
| ae               | [i:]                | и      | aegis [ˈi:ɢɪs]                              |                                                        |
| au               | [o]                 | щ      | autumn [ˈo:təm]                             |                                                        |
| ea, ee           | [i:]                | и      | meal [mi:l]                                 | если не стоит перед "r"                                |
| ea, ee           | [iə]                | иэ     | dear [diə]                                  | после "r" или после "r"+<br>гласная                    |
| ie               | [i:]                | и      | field [fi:ld]                               | за исключением слова<br>"friend" [frend]               |
| oa               | [ou]<br>[o:]        | оу     | boat [bout]<br>board [bo:d]                 | перед "r"                                              |
| oi, oy           | [oi]                | ой     | enjoy [inɔʝoi]                              |                                                        |
| oo               | [u:]<br>[u]<br>[uə] | у      | noon [nu:n]<br>book [buk]<br>poor [puə:(r)] | если не стоит перед "r", "к"<br>перед "к"<br>Перед "r" |
| ou               | [au]                | ау     | ground [graund]                             | В середине слова                                       |

Чтение согласных

| Буква | Звук | Пример                                               |
|-------|------|------------------------------------------------------|
| b     | [b]  | black [blæk], belt [belt], busy ['bizi]              |
| d     | [d]  | dark ['da:k], hand [hænd], date [deɪt]               |
| f     | [f]  | foot ['fʊt], floor ['flɔ:], full [fʊl]               |
| h     | [h]  | home ['həʊm], heat [hi:t], hail [heɪl]               |
| j     | [dʒ] | joke ['dʒəʊk], jam [dʒæm], job ['dʒɒb]               |
| k     | [k]  | kind [kaɪnd], dark ['da:k]f kitten ['kɪtn]           |
| l     | [l]  | lake [leɪk], smile [smaɪl], life ['laɪf]             |
| m     | [m]  | move [mu:v], camel ['kæm(ə)], match [mætʃ]           |
| n     | [n]  | nose [nəʊz], down [daʊn], news ['nju:z]              |
| p     | [p]  | puppy ['pʌpi], pond [pɒnd], pipe ['paɪp]             |
| q     | [kw] | quiet ['kwaɪət], square [skweə], queen [kwi:n]       |
| r     | [r]  | drive [draɪv], friend ['frend],breakfast ['brekfəst] |
| t     | [t]  | toy [tɔɪ], cut [kʌt], title ['taɪtl]                 |
| v     | [v]  | valley ['væli], active ['æktɪv], very ['veri]        |
| w     | [w]  | week ['wi:k], wood ['wʊd], work [wɜ:k]               |
| z     | [z]  | zero ['ziərəʊ], zone [zəʊn], zeal [zi:l]             |

### Чтение сочетаний гласных и согласных

| Сочетание букв | Как произнести | Транскрипция | Примеры     |
|----------------|----------------|--------------|-------------|
| ee             | и              | /i:/         | tree        |
| ea             | и              | /ɪ:/         | tea         |
| oo             | у              | /u/          | book        |
| th             | /ð/ /θ/        | /ð/ /θ/      | three, this |
| sh             | ш              | /ʃ/          | she         |
| ch             | ч              | /tʃ/         | chess       |
| ph             | ф              | /f/          | photo       |
| ck             | к              | /k/          | black       |
| ng             | нґ             | /ŋ/          | long        |
| wh             | w              | /w/          | why         |
| wr             | ґ              | /r/          | write       |
| qu             | kw             | /kw/         | queen       |
| igh            | ай             | /aɪ/         | high        |
| all            | ол             | /oɪ/         | ball        |
| ai             | эй             | /eɪ/         | Spain       |
| ay             | эй             | /eɪ/         | day         |
| oi             | ой             | /oɪ/         | point       |

**Задание.**  
**Прочитайте слова, используя правила чтения.**  
1. raw

2. treason
3. cattle
4. robber
5. quantity
6. curse
7. appoint
8. rhyme
9. vegetarian
10. theory
11. pink
12. wrist
13. television
14. future
15. jest

## **Тема 2.1. Автобиография**

### **Запомните новые слова и выражения:**

to introduce - представлять

Let me introduce myself. - Разрешите представиться.

to be born - родиться

to be an only child in the family – быть единственным ребенком в семье

a kid- ребенок

to study at school – учиться в школе

to be an excellent pupil – быть успешным учеником

favourite - любимец, любимый

to be fond of – увлекаться чем-либо

to be good at – быть экспертом в чем-то

grade- класс в школе

to pursue the path – следовать выбранному пути

to change goals – поменять цели

to enter the university - поступить в университет

abroad – за рубежом

to be proud of smth - гордиться чем-то

to do sports - увлекаться спортом

an occupation- занятие, род занятий, профессия

to have a hobby – иметь хобби

### **Опорные слова, которые необходимо употреблять при составлении биографии человека:**

This is a story of a... — Эта история о... (пишем фамилию и имя на английском языке);

He (She) was born in... — Он (она) родился в (пишем дату);

At the age of... he (she) became more and more interested in... — С какого-то времени ... он (она) стал(а) всё больше и больше интересоваться ... (спортом, музыкой, компьютером, книгами и т.д.);

Later in... he (she) met ... — Позже в (год)он (она) встретил(а)...

Next year... — На следующий год...

In... he (she) started to work for... — В (год) он (она) начал(а) работать над...

Most of his (her) friends say that... — Большинство из его друзей говорят, что...

It is not surprising that... — Это не удивляет, потому что...  
Finally... — В заключение...

**Прочитайте и переведите текст.**

My name is Anna Reznik. I was born and raised in the heart of Siberia. My native town is Irkutsk. I was born on the 5<sup>th</sup> of September in 1990. So, now I am 30 years old.

My parents are lawyers. And they wanted to see me in this profession as well. My mother's name is Tatiana. She is 57. My father's name is Pavel. He is 59. I am an only child in the family.

I studied at a local linguistic school. I was an excellent pupil. And I loved my teachers very much. They made learning fun. May be because of the example of my teachers I decided to become one of them. But I got older, and goals changed and I didn't pursue that path. After finishing school I entered the linguistic university. There I studied well and many times I was sent abroad to improve my skills in foreign languages.

So, I became an interpreter and a writer. I worked in a local English paper. I had to write notes about the development of the languages, the latest news in this field, everything what is interesting about English. The part I loved most about my job was communication. Every day I met different people. They helped me know more about other life, learnt something.

I was still active in travelling abroad. In one of this journey I met my future husband. So, we got married in 2014. I became a daycare provider. Now we have a son. He is 4 years old. My husband is a doctor. He works much. I enjoyed being home with my son. But at one time I wanted to have an opportunity to work and use my knowledge again. My husband has got a better place in another city – in Moscow. So, we have to move. I was happy. Now we live on the outskirts of the city. I have found a job in the University. So, I have fulfilled the dream of my childhood.

**Составьте свою автобиографию, используя новые слова и выражения.**

Написать рассказ о себе на английском языке задача, и простая, и сложная одновременно. О чем рассказывать? Обо всем понемножку: о том, откуда вы, о вашей семье, о том, где вы учитесь или учились, о том, где вы работаете или кем вы хотите стать, какие у вас планы на будущее. Можно рассказать о своем характере, увлечениях и предпочтениях, талантах, занятиях.

**План рассказа**

Начиная рассказ о себе, необходимо иметь четкий план того, о чем вы будете говорить.

Например, план вашего рассказа такой:

Общая информация. (General information about myself)

Место, где я живу. (The place where I live)

Моя семья. (My family)

Мое образование. (My education)

Моя работа. (My job)

Мои хобби и интересы. (My hobbies and interests)

Мой характер. (My character)

Мои планы на будущее. (My plans for the future)

**При составлении автобиографии используйте опорные вопросы:**

1. What is your name?
2. When and where were you born?
3. How old are you?
4. Where are you from?
5. How many people are there in your family?

6. Are you an only child in your family?
7. Do you have any siblings?
8. Where did you study?
9. What school subjects were you good at?
10. What did you want to be?
11. What do you do now?
12. Why did you decide to enter the college?
13. How do you spend your free time?
14. What is your hobby?
15. What kind of sport do you do?
16. What is your favourite TV programme?
17. Are you fond of reading books?
18. What movies do you like watching?
19. What music do you prefer?

## **Тема 2.2. Я студент**

**Прочитайте и переведите диалог.**

### **My Lifestyle**

- What do you usually do to relax after classes and hard work?
  - After my classes or hard work I prefer to read something.
  - What exactly do you like to read? What genres of the books do you prefer?
  - It depends on my mood. Sometimes it's an adventure story, another day it can be a detective story or fantasy. But sometimes these are love stories and novels. And what about you? What do you usually do to relax?
  - I like to watch movies.
  - Do you go to the cinema?
  - Well, now there are a lot of possibilities to watch a film without going to the cinema, for example, video or television.
  - But I think that some scenic films should be watched on the wide screen.
  - I absolutely agree with you. But the tickets are rather expensive, that's why this year I have been to the cinema only two or three times. I prefer borrowing videotapes to watch new films.
  - Do you like listening to the music after classes?
  - Of course, I can't imagine my life without music. Music reflects our mood and emotions. It is the soundtrack of our life, isn't it?
  - Yes, you are quite right. But different people like different kinds of music.
  - Exactly! Tastes differ. Some people like classical music; some enjoy rock music or pop. I don't like hard rock. I find it too noisy and dreadful.
  - I'm sorry, but I can't agree with you. Not all rock songs are noisy. In my opinion, they are full of energy. As for classical operas and ballet, they usually put me to sleep. So, what kind of music do you prefer?
- I like new rhythms and new styles, but I enjoy such groups as "The Beatles". As for Russian groups, I can't but admire "Alisa" and "Picnic". Their music helps me to relax and escape from everyday problems.

## **Тема 2.3. Моя семья**

**Запомните новые слова и выражения:**

1. **Relations by birth:** mother (Mummy, Mum, Mom), father (Daddy, Dad), sister, half-sister, brother, half-brother, son, daughter, twins, grandparents, grandfather (grandpa), grandmother (granny, grandma), grandson, granddaughter, grandchildren, great-grandmother/-grandfather/- grandchildren, uncle, aunt, cousin (girl-cousin, boy-cousin), nephew, niece, close/distant relatives.
2. **Relations by marriage:** husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, sister-in-law, brother-in-law, parents-in-law, step-mother, step-father, step-son, step-daughter, stepchildren, step-brother, step-sister.
3. **Character:** serious, reliable, just, hospitable, witty, intelligent, clever, well-read, absent-minded, light-minded, selfish, trustful, stubborn, honest, kind-hearted, naughty.
4. **Verbs and nouns:** name, surname, patronymic, namesake;  
on my mother's/father's side;  
to be single, married, engaged, divorced;  
fiancee, fiancé, (steady) girl-friend, boy-friend; wedding, bride, groom;  
to marry (smb), to get married, to be married to smb;  
bachelor, spinster (old maid), widow, widower;  
to keep house, an excellent housewife, to be good at;  
to have much in common, to be on friendly terms, to get on well;  
to have a heart of gold, to be respected by colleagues;  
to be the only child;  
to retire, to be retired.
5. **Age:** What's your age? How old are you?  
to be (under, over, nearly) 20;  
to be in one's teens, a teenager (13-19);  
to be in one's (late, early, mid) thirties (30-40);  
a fourteen-year-old boy/girl;  
elderly, middle-aged;  
to be at the same age;  
She is 3 years older/younger than me.  
She is 3 years my senior/junior.

**Прочитайте и переведите текст:**

#### **MEET THE CLARKS**

The Clarks live in a semi-detached house with a garden in London. They are four in the family: the father, Mr. Clark, the mother, Mrs. Clark, and their two children.

Mr. Clark is a tutor. He works at London university. He teaches English and American Literature.

He is a quiet man, rather shy, but strict with his students, a good listener, not much of a talker. He is in his early forties, a little above medium height, with regular features and fair hair slightly grey at the temples. He has hazel eyes.

Charles Clark is fond of music. He plays the piano very well. He is also fond of books. He knows French, German and reads and writes these languages very well.

His wife Mary is two years younger than her husband, tall and slim, with a lovely face and large grey eyes. She has beautiful brown hair. She makes up very little.

Mary works in a service industry for three days a week. She quite likes her job as it gets her out of the house. She meets people and it is close to the children's school. Charlie is proud of his wife, as she is kind and gentle and cooks perfectly.

Their daughter Kitty is a pretty little girl with dark blue eyes and chestnut hair. She takes after her mother. She is eight years old and goes to primary school in London. She is fond of books. Her favourite book is "Alice in Wonderland".

Her brother Bobby is a dark-haired boy of fifteen. He is not like his sister. He is tall strong boybroad in shoulders and thin at the waist. He is quiet and hard-working. Bobby does well at school. He is good at natural sciences and he is going to enter the university. He likes to play chess, tennis, football. He is the best footballer among his friends.

The Clarks are a friendly family. Their most popular evening entertainment is watching television or video. Sometimes they visit friends, go to the cinema or a restaurant. Their most popular hobby is gardening.

**Составьте монологическое высказывание, ответив на вопросы:**

1. Are Russian families changing?
2. By what age do most people in Russia get married?
3. How many children does an average Russian family have?
4. Do children always have two parents?
5. Do mothers usually work in Russia? Why?
6. What do children do when their parents are at work?
7. Do children leave their homes when they are 18?
8. Do elderly people generally live with their relatives? Why?
9. Do people often get divorced? Why?
10. Do divorced people marry again?
11. What other problems do Russian families face nowadays?

**Тема 2.4. Мой дом**

**Запомните новые слова и выражения:**

a detached house  
a semi-detached house  
a country cottage  
a country mansion  
a block of flats  
a bungalow  
a caravan  
a houseboat  
a lighthouse  
a teepee  
a hut

**Прочитайте и переведите текст:**

**My House**

Our house is in a quiet neighbourhood in Oakridge. Every time I walk into it, I feel an immediate sense of warmth and security.

It is the most noticeable house in the street because of its colourful garden. There is a long driveway which leads to the house, and even before you enter through the old oak front door you can hear the sound of the happy voices of the large family that lives within.

The front door opens into a spacious hall. Downstairs there's a bright kitchen with an open fireplace and a large wooden table where we all sit chatting for hours on winter evenings. The air is usually filled with the delicious smells of my mother's cooking. Next to the kitchen is the living room, which is usually untidy as this is the place where we go to relax, watch TV or listen to music. As you go upstairs you can see doors leading to five bedrooms and two bathrooms. My bedroom has an antique four-poster bed and a dressing table next to the window. This is where I wake up every morning to the delightful sound of birds singing and the refreshing smell of coffee from downstairs.

When my friends come to my house they often describe it as a dream house, but to me it's just "home sweet home".

**Создайте проект «My Dream House» по плану:**

1. Where is your house located?
2. What kind of house is it?

3. How many floors does it have?
4. How many rooms are there in your house?
5. Which room is your favourite?
6. What is there in this room?
7. What makes your house extraordinary?

## **Тема 2.5. Студенческая жизнь**

**Прочитайте и переведите диалог.**

### **ENTERTAINMENT**

**A:** What do you usually do to relax after classes and hard work?  
**B:** After my classes or hard work I prefer to read something.  
**A:** What exactly do you like to read? What genres of the books do you prefer?  
**B:** It depends on my mood. Sometimes it's an adventure story, another day it can be a detective story or fantasy. But sometimes these are love stories and novels. And what about you? What do you usually do to relax?  
**A:** I'm fond of watching movies.  
**B:** Do you go to the cinema?  
**A:** Well, now there are lots of possibilities to watch a film without going to the cinema, for example, video or television.  
**B:** But I think that some scenic films should be watched on the wide screen.  
**A:** I absolutely agree with you. But the tickets are rather expensive, that's why this year I have been to the cinema only once or twice. I prefer borrowing videotapes to watch new films.  
**B:** Do you like listening to the music after classes?  
**A:** Of course, I can't imagine my life without music. Music reflects our mood and emotions. It is the soundtrack of our life, isn't it?  
**B:** Yes, you are quite right. But different people enjoy different kinds of music.  
**A:** Exactly! Tastes differ. Some people like classical music; some enjoy rock music or pop. I don't like hard rock. I find it too noisy and dreadful.  
**B:** I'm sorry, but I can't agree with you. Not all rock songs are noisy. In my opinion, they are full of energy. "From the Inside" by "Linkin Park" is the best example. As for classical operas and ballet, they usually make me sleep. So, what kind of music do you prefer?  
**A:** I like new rhythms and new styles, but I enjoy such groups as "The Beatles". As for Russian groups, I can't but admire "Mashina Vremeni" and "DDT". Their music helps me to relax and escape from everyday problems.  
**B:** I'm sure the best way to spend your free time is going to dance clubs or parties.  
**A:** Are you doing anything special this Friday?  
**B:** No, I'm not. Why?  
**A:** We are having a small party. It's Kate's birthday. It would be nice if you can come.  
**B:** That will be nice. How old will be Kate?  
**A:** Twenty. Actually, she doesn't like celebrating her birthday but I thought it would be nice to have a chat with a couple of friends sitting near the fire. These exams and the weather get on my nerves. I want to distract myself from that in a small company of friends.  
**B:** Who else will be there?  
**A:** Only Kate's close friends. They're quite nice and I'm sure you'll like them.  
**B:** Well, I'm not sure ... The problem is that I don't know these people.  
**A:** Come on. They are really nice. You'll like them, I assure you.  
**B:** OK. But what should I present?  
**A:** I think expensive presents will be impolite in this case. It's nice to take flowers or a box of chocolates for the lady of the house. As for me, I'll take a cake with me.  
**B:** I believe a small present on the occasion will also do.

**A:** Right you are. There will not be many people, so introduce yourself.

**B:** I see.

**Составьте свой диалог по теме.**

**Прочитайте и переведите текст:**

### **STRESS AND ANGER**

Every day you read in newspapers, books and magazines that it is important to avoid stress. Stress can kill they say. Stay calm. Be relaxed. Slow down. Don't worry so much and don't work so hard. Unfortunately, this is difficult. There are always money problems. Our cities are full of traffic and noise. Stressful situations seem to be everywhere.

When people are under stress they react in different ways. Some people find it difficult to stay calm and often become tense. Little things, like a baby crying, can make them irritated. They get very annoyed if they have to wait just a few minutes too long in a shop or a restaurant. These people are usually very moody. One minute they are fine and the next they can be really angry – absolutely furious. Other people seem to stay calm almost all the time, and rarely get angry. For example, if they are caught in bad traffic, they don't get frustrated. They sit calmly in their cars, telling themselves that there is nothing they can do about the situation. These people are not moody at all. They don't change from moment to moment, but always seem to be in control of their emotions.

Some doctors give names to these two personality types: Type A people and Type B people. Type As work very hard, worry a lot, and are often bad-tempered. Types Bs are the opposite. They don't worry. Work is not so important to them and they don't get angry easily. They like to relax a lot and have fun. The doctors say it is better for your health and your heart if you are a Type B person. So what are you? Type A or Type B?

**Составьте монолог по плану:**

1. Is it difficult to be a student?
2. What lifestyle does a student have?
3. What problems do students face?
4. How do you prevent tiredness?
5. What do you do to avoid stress?
6. What do you have to do to study successfully?

### **Тема 2.6. Мой рабочий день**

**Запомните новые слова и выражения:**

an alarm-clock – будильник

weekdays – будни

to wake up – просыпаться; будить

to get up – вставать с постели

to make one's bed – заправлять кровать

to do morning exercises – делать утреннюю зарядку

to take (have) a shower – принимать душ

to get dressed – одеваться

to cook – готовить еду

to have breakfast – завтракать

to brush one's teeth – чистить зубы

to leave home – уходить из дома

It takes me ... minutes to do smth... – У меня уходит ... минут, чтобы ...

to arrive – приходить; приезжать  
to discuss issues – обсуждать дела  
a canteen – столовая  
to have lunch – обедать  
to come back (to return) – возвращаться  
a break – перерыв; перемена (в учебном заведении)  
to get some rest – отдыхать  
to have supper – ужинать  
to be satisfied with – быть удовлетворенным чем-либо

**Прочитайте и переведите текст.**

Hello, my name is Vlad. I work as a manager and my working day begins early in the morning. On weekdays the alarm-clock wakes me up at 6 a.m. I get up and do things that everybody does at this time: doing morning exercises, having a shower and cooking breakfast. I live alone and cook breakfast myself. I usually eat scrambled eggs or pancakes in the morning.

After breakfast, I brush my teeth, shave and get dressed. I also get my things, like a smartphone, keys and a case for documents. So, I leave home at about eight o'clock. I don't have a car that's why I go to the bus stop and wait for the bus. It takes me half an hour to get to my office by it. I usually arrive at work at fifteen minutes to nine and my working day begins.

My day at work is typical: phone calls, talking to people, answering emails, writing reports and discussing some important issues with my boss. At noon I go to the canteen just round the corner and have lunch there. At one o'clock I come back to my office and work hard till 6 p.m. During the working day I also have several short breaks. But sometimes I have no time for them.

At about 7 o'clock in the evening, I return home. At first I get some rest and then I have supper. After that, I do my housework or watch TV series. I also like to play computer games or surf the Internet. At 11 o'clock I take a shower and go to bed.

I am very satisfied with my life at the moment. I've got a great job and I enjoy my free time. Who could ask for more?

**Ответьте на вопросы по тексту:**

1. What is Vlad's job?
2. When does the alarm-clock wake up Vlad?
3. What does he do in the morning?
4. Who cooks him breakfast?
5. How long does Vlad get to his office?
6. What does he do exactly at work?
7. What does Vlad do in the evening?
8. What time does he go to bed?

**Составьте монолог по плану:**

1. Do you get up early?
2. Is it easy for you to get up early?
3. Do you wake up yourself or does your alarm clock wake you up?
4. Do you do your morning exercises?
5. What do you prefer: a hot or a cold shower in the morning?

6. Some people watch TV or listen to the latest news on the radio while having breakfast. What about you?
7. When do you usually leave your house?
8. How long does it take you to get to work?
9. Do you go there by bus/trolley-bus or walk?
10. How much time do you usually spend at work?
11. Where do you usually have lunch?
12. What time do you come home?
13. How long does it take you to do some work about the house?
14. How do you usually spend your evenings?
15. Do you have much free time on weekdays?
16. What time do you usually go to bed?

## **Тема 2.7. Мой выходной день**

**Прочитайте и переведите текст.**

### **WEEKEND**

«Have a nice weekend!» It's the most popular phrase people say to each other leaving work on Friday. Most people in Britain work a five-day week. Saturday evening is the favourite time for parties and dances. All types of music and theatre are popular.

Though the pub remains a favourite place to meet with friends, relaxing in the home, however, is still more popular. The British watch much television. British programmes are generally of high quality. Videos are also popular, but many people equally enjoy seeing films at the cinema.

Many English people love gardens and those who have ones spend much leisure time there. Gardening books are so popular that can become best-sellers.

On Sunday many British traditionally invite friends, relatives or colleagues to afternoon tea. Tea is an important part of British life.

The British are great lovers of competitive sports. One of the most popular spectator sports is horse racing (over jumps in winter and on a flat track in summer). The traditional summer sport is cricket. The English are avid walkers and also enjoy golf and fishing. Other sports that attract enthusiasts are sailing, rowing, squash, snooker, and darts. Wintertime national sports are football (soccer) and rugby.

**Составьте монолог по плану:**

1. Where did you spend your best weekend?
2. Where did you go?
3. Who did you go there with?
4. What did you do there?
5. Who did you meet?
6. Did you cook anything special?

## **Тема 2.8. Еда**

**Запомните следующие слова и словосочетания:**

porridge (oatmeal porridge) – овсяная каша  
 buckwheat porridge – гречневая каша  
 bacon and eggs – бекон с яичницей

boiled (soft- boiled, hard-boiled, 5-minute) eggs – вареные яйца  
omelette – омлет  
cheese – сыр  
cottage cheese – творог  
sausage – колбаса  
ham – ветчина  
biscuits; cookies – печенье  
fancy cake – пирожное  
buns – булочки  
pancakes – блины  
cream – сливки  
sour cream – сметана  
honey – мед  
sugar – сахар  
pears – груши  
peaches – персики  
apricots – абрикосы  
pineapple – ананас  
melon – дыня  
water melon – арбуз  
pickled mushrooms – соленые грибы  
marinated cucumbers – маринованные огурцы  
mushroom (vegetable, pea, fish) soup – грибной (овощной, гороховый, рыбный) суп  
broth – бульон  
roast (stewed, boiled) meat – жареное (тушеное, отварное) мясо  
chicken – курица  
What do you have for breakfast (lunch, dinner)? – Что у тебя на завтрак (обед, ужин)?  
As a rule, I have a light (big) breakfast. – Как правило, я легко (плотно) завтракаю.  
I'm a hearty eater. – Я – любитель поесть.  
for the first (second) course/ (the dessert) – на первое (на второе; на десерт)  
to warm up – разогревать  
Help yourself. – Угощайтесь.  
I'm hungry (thirsty). – Я голоден. (Я хочу пить.)

**Прослушайте диалог, переведите его на русский язык и воспроизведите.**

[https://elt.oup.com/student/headway/elementary4/everydayenglish/hwy\\_lem\\_dialogue04?cc=ru&selLanguage=ru](https://elt.oup.com/student/headway/elementary4/everydayenglish/hwy_lem_dialogue04?cc=ru&selLanguage=ru)

**Прочитайте и переведите диалог.**

## MEALS

**A:** Hello, have you got any plans for this afternoon?  
**B:** No, really, no. Why?  
**A:** Would you like to have a meal with me?  
**B:** Oh, well, I'm sure I can manage that. What about going to our café "Ariadna".  
**A:** No difference for me where to go. I haven't had a thing all day since morning, as I've been worried about our exam. Besides, I've never been to our new café.  
**B:** Are you kidding? It started working in September last year!  
**A:** Usually I have lunch and dinner at home. Do they serve a good food? I wouldn't mind having something substantial now.  
**B:** Oh, yes. There's nothing like food served in our café. But let's wait a bit till two o'clock. And now you can have a bite. Can I offer you chips or biscuits?

**A:** I'll hardly be able to wait so long. I say, I'm terribly hungry as I'm nervous and a light snack won't be enough. What is usually on the menu in our café?

**B:** Cabbage soup with meat, chicken soup with noodles, pea soup...

**A:** I don't know whether I'll have any. What have they usually got for seconds?

**B:** Fried meat or fish, beefsteak, chops with mashed potatoes or stewed vegetables or macaroni, and what not.

**A:** Yes, I'd rather have meat with potatoes, some salad and something for dessert... And what about some starter? I've completely forgotten about it.

**B:** I never thought you were a big eater.

**A:** Neither did I. As a rule, I have some salad and a cup of tea for lunch. As for breakfast, it is a full meal.

**B:** What do you have for breakfast?

**A:** I begin with a plateful of porridge. Then comes a sandwich or a toast with butter and a boiled egg. And it is "washed down" with coffee. My mother makes delicious coffee. And what about you?

**B:** I have some yogurt and a cup of tea. I have to cook myself. That's why I try to dispense with porridges.

**Составьте свой диалог по теме.**

**Прочитайте и переведите текст.**

### ENGLISH FOOD

I am always both amused and annoyed when I hear foreign people criticize English food. "It's boring, it's tasteless, it's chips with everything and totally overcooked vegetables."

When I ask these visitors where they have experienced English cooking, I am astonished by their reply. "In Wimpy Bars and McDonalds hamburger restaurants," they often say. I have won my case. Their conclusions are inexcusable.

English basic ingredients, when fresh, are so full of flavour that they haven't need of any sauces and complex recipes to disguise their natural taste. What can compare with fresh peas or new potatoes just boiled (not overboiled) and served with butter? Why drown spring lamb in wine or cream or yoghurt and spices, when with just one or two herbs it is absolutely delicious?

It is interesting to speculate what factors such as geography and climate play part in the creation of a country's food. We complain about wet and changeable weather, but it is the rain which gives us our rich soil and green grass. Poor soils meant more searching for food, more discovery, more invention, whereas English ancestors sat down to plenty without having to take trouble.

If you ask foreigners to name some typically English dishes, they will probably say "Fish and chips" and then stop. It is disappointing, but true, that there is no tradition in England of eating in restaurants, because our food doesn't lend itself to such preparation. English cooking is found in the home, where it is possible to time the dishes to perfection.

**Составьте монолог по плану:**

1. Does each country have its own cooking traditions?
2. What is special about British and American cuisines?
3. What do Russians prefer eating?
4. What are your preferences in food?
5. Which dish is your favourite?
6. Can you cook? How often do you do it?

**Тема 2.9. Путешествия**

**Прочитайте и переведите диалог.**

### **TRAVELLING**

**A:** I have worked hard lately. I feel worn out. I'd like to relax.

**B:** Where are you going to spend your summer?

**A:** My family and I are going to the Crimea this summer. I haven't gone anywhere for a long time. Though, I'm extremely fond of traveling and feel terribly envious of any friend who is going anywhere. I can't help feeling I should so much like to be in his place.

**B:** Are you going there by train?

**A:** No, by plane. For me there is nothing like travel by air, it is more comfortable, more convenient and of course far quicker than any other method. There is none of the dust and dirt of a railway or car journey, none of the trouble of changing trains.

**B:** As for me I prefer trains. I'm afraid of planes. I've read a lot about air crashes. Besides, the planes are sometimes hijacked. Have you ever heard about hijacked trains?

**A:** Don't talk nonsense! Flying is a thrilling thing, as I call it, but it's not more dangerous than to cross the street in our city.

**B:** Beside all that, I felt airsick when I was on board of the plane last time.

**A:** I've heard that a good cure for airsickness is a small piece of dry bread.

**B:** Maybe; but I think a better cure is a large piece of dry land you are standing on.

**A:** But trains are dull and it takes you a lot of time getting anywhere using them.

**B:** I think I should say a word or two for trains. With a train you have speed, comfort and pleasure combined. From the comfortable seat of a railway carriage you have a splendid view of the whole countryside. If you are hungry, you can have a meal in the dining car.

**A:** Don't forget that they serve good food on board of the plane, and you needn't go anywhere to have it. But I know tastes differ. Where are you going to have a rest this summer?

**B:** I'm going to spend a week or so in St. Petersburg. I'll stay at my aunt's. However, she is very busy and won't be able to show me the city. I hope I'll manage to find the most beautiful places myself. Have you ever been to this city?

**A:** Yes, I was there two years ago. It is fantastic! St. Petersburg is packed with various sights to visit and to see.

**B:** Where should I go in the city and what can I see there?

**A:** St. Petersburg is like a huge architectural museum. That's why walking along the streets, Nevsky Prospect, the embankments of the Neva River will impress you greatly. Besides, there are a lot of museums in the center of the city and not only there.

**B:** I'd like to visit the Hermitage, the Russian Museum and the Museum of Ethnography. But I'm afraid I'll get tired soon as I'm not used to living in such a big city.

**A:** Then you shouldn't miss a chance to go to Petrodvorets or Pushkin. And, of course, a boat trip along the Neva and the canals will help you to relax.

**B:** My aunt lives not far from the Summer Gardens. So I have an opportunity to walk in the park where Pushkin was many years ago.

**A:** I wish you to have a good rest.

**B:** The same to you.

**Составьте свой диалог по теме.**

**Создайте проект по теме «An Ideal Trip» по плану:**

1. The place of departure and the place of destination.
2. Means of transport.
3. Advantages of your type of travelling.
4. The places the tourists can see.
5. The things the tourists can do.
6. Cost of your trip.

**Тема 2.10. Великобритания**

**Прочитайте и переведите тексты.**

**SCOTLAND**

Do you know that ...

... a mausoleum in honour of Robert Burns's memory was raised in St. Michael's Churchyard, to the vault under which his remains were transferred on September 19, 1815?

... the bust of Robert Burns's poems was executed by Sir John Steele for Poet's Corner in Westminster Abbey?

... Robert Burns's poems and verses were translated in Russian by M. Lomonosov, I. Kozlov, E. Bagritsky and others?

... Robert Burns's poems and verses inspired Beethoven, Schumann, Mendelssohn and other composers who wrote music to them?

... the tunes to Robert Burns's songs were written by D. Shostakovich, N. Myaskovsky, A. Alexandrov, Y. Levitin, and a number of other Russian composers?

... there is virtually no part of Scotland which hasn't some links with Walter Scott and that three main areas dominate the Scott story: Edinburgh, where he was born, the Borders, the land of high hills and beautiful rivers bordering upon England, and the Trossachs, district in West Perthshire?

... a statue of Walter Scott with his dog Maida is in a conopy under the Spire, in the niches of which are figures of characters from his works?

... Walter Scott had a passion for collecting relics of the past and that many of these are at Abbotsford, among them Robert Burns's tumbler with some of his verses scratched on it, a lock of Prince Charles's hair, Rob Roy's purse, a fine collection of arms, among them two Highland swords found at Culloden (the place of the battle where Prince Charles's Jacobite Army was defeated), and many others?

... Walter Scott published his first novel when he was 43?

... Walter Scott wrote 29 novels during 18 years and that seventeen of his works of fiction are historical and twelve are not?

**TARTAN**

Tartan is a cloth made with different colours in stripes and checks. A different tartan is worn by each clan (family) or army regiment.

Tartan has been worn in the Highlands of Scotland for more than a thousand years, although early tartans were not as colourful as they are now.

Because tartan was associated with Scottish nationalism, the wearing of tartan was banned from 1747 to 1782 by the English government. Anyone breaking this law for the first time was imprisoned for six months, and for the second time was sent to Australia for seven years.

The traditional dress of the Highlander was the "belted plaid". This was a single piece of cloth two yards wide and four yards long. It was held at the waist by a belt, and it was fastened at the shoulder by a brooch. Because this garment had no pockets, a bag made of goatskin was worn. It was suspended from the belt and was worn at the front. This bag was known as a "sporrان".

Gradually, the single garment has been replaced by two separate garments: a jacket and a "kilt". The sporran is still worn, along with tartan socks and a special sort of cap.

Tartan has always been regarded as a symbol of Scotland, and tartan will always be worn while there are Scots alive to wear it.

**Подготовьте презентацию на тему «A city (town) in the UK» по плану:**

1. Location.
2. Population.
3. History.
4. Industry.
5. Places of interest.

**Тема 2.11. Мои друзья**

**Переведите на русский язык и запомните слова:**

|            |             |
|------------|-------------|
| purposeful | sincere     |
| moody      | mysterious  |
| rude       | suspicious  |
| reliable   | independent |
| modest     | jealous     |
| frank      | skillful    |
| curious    | steady      |
| just       | wise        |

**Прочитайте и переведите тексты и выполните задание.**

**MISS EVANS**

On a beautiful afternoon, in a year now long gone, a big ship set out on its first voyage from England to America. It was a new ship called the “Titanic”.

For two days the “Titanic” went on its way over the sea. Then it entered an ice-field and was hit by an iceberg.

Everyone was told to come out of their rooms. Men were putting the lifeboats over the sides of the ship, down into the water. Then all the men helped the women and children to get into the lifeboats.

There was not very much time left. The iceberg was on one side of the ship. It was like a high, white wall.

A woman came to the side of the ship. Her two children were in one of the lifeboats, and she was very much afraid.

“My children are in the lifeboat. I must go with them!” the woman called to the people in the lifeboat.

“There’s no more room,” someone called out. “If we take one more, the lifeboat will sink.”

There was a young woman in the lifeboat called Miss Evans. When she heard the woman calling, she stood up in the lifeboat and touched one of the men on the arm.

“Let me get back on to the ship,” she said. “Let that woman take my place. I have no children.”

“The ship is sinking,” said the man. “You know that?”

“Yes,” said Miss Evans, “I know that.”

There was no time to talk. People helped Miss Evans to get back on to the ship. Very soon after that there was a great noise, and the “Titanic” went down under the water.

(after *F. M. Mainwaring*)

**DIAMONDS ARE GIRL’S BEST FRIENDS**

It was a cold, cloudy morning in October and Pam Brown was on her way to the supermarket. It had rained earlier, so the pavements were wet and slippery.

Pam walked past all the expensive shops. She stopped in front of VanBurg Jewellers and admired the magnificent jewellery in the window. It had always been Pam’s dream to own a diamond necklace. Suddenly, a man wearing a mask and carrying a bag ran out of the shop. Another man rushed out after him, shouting, “Stop that thief! Stop him!”

Pam screamed when she saw the man running past her. Suddenly he slipped on the wet pavement and fell to the ground. Pam quickly picked up the bag that had fallen from the man’s hand and pulled off his mask. At the moment the police arrived.

Three hours later, Pam was walking home when a man stopped her. It was the man she had seen chasing the thief out of the shop. “Miss Brown? I’m Hans VanBurg. I just wanted to thank you for your bravery,” he said. “Here, this is for you.” He handed Pam a small velvet case. Inside it was a beautiful diamond necklace. “Oh, my goodness!” Pam said with a delighted smile on her face. “Dreams really can come true!”

**MOTHER TERESA**

In 1946, a Catholic nun teaching in a girls' school in Calcutta, India heard a call from God, telling her to go and serve among the "poorest of the poor". Mother Teresa headed a worldwide religious organization dedicated to serving the poor. She preached a message of hope, love and dignity to all people everywhere.

On 27 August 1910 a girl called Agnes was born in Skopje, Macedonia, into an Albanian catholic family. By the time she was twelve, the young Agnes knew that God had a plan for her life; she would become a missionary nun.

At the age of 18 Agnes joined an order of nuns in Ireland. Soon she was sent to India, where adopted the religious name of Sister Teresa. She was later sent to a Catholic girls' school in Calcutta, where she was a teacher.

At first Sister Teresa was contented with her life, but after a few years she began to feel that god was calling her to "serve among the poorest of the poor". In 1950 Pope Pius XII allowed her to found a religious group *The Missionaries of Charity*. The missionaries started simply, running a small school and distributing food and medicine where they were most needed.

Mother Teresa was awarded many prizes for her work, including the Nobel Peace Prize in 1979. She accepted these prizes not for herself, but for the people.

**Answer the question:**

What kind of people were Miss Evans, Pam Brown and Mother Teresa?

**Составьте монолог по плану:**

1. Do you have many friends?
2. Who is your best friend?
3. How long have you known each other?
4. Where did you meet?
5. What does he (she) look like?
6. What can you say about his (her) character?
7. Do you have much in common?

**Тема 2.12. Времена года и погода**

**Переведите слова и выражения и запомните их.**

weather

What's the weather like?

rain; rainfall; to rain; rainy

snow; to snow; snowy; to melt

sun; sunshine; to shine

wind; windy; to blow

frost; frosty; to freeze

ice; icy

a cloud; cloudy

fog; foggy; mist

dry; wet

mild; moderate; marine

hurricane; typhoon; tornado; cyclone

average temperature

degree

above zero

below zero

**Прочитайте и переведите текст.**

### MY FAVOURITE SEASON

There are four seasons in a year: spring, summer, autumn and winter. Every season is beautiful in its own way.

When spring comes nature awakens from its long winter sleep. The days become longer and the nights become shorter. The ground is covered with emerald-green grass and spring flowers. The air is fresh, the sky is blue and cloudless, and the sun shines brightly. The trees are in full blossom. The nightingale begins to sing its lovely songs, and sweet melodies may be heard from every wood and park. The days are warm and everything is full of life and joy.

Spring is followed by summer. The weather is usually fine in summer, but it can be very hot, especially in July. Sometimes there are storms with thunder and lightning. In summer people try to get away from the city noise and spend more time in the open air. They pick mushrooms and berries in the forest, swim in the rivers and lakes, go fishing and boating. Most people prefer to have their holidays in summer.

Autumn begins in September. The days become shorter and the nights become longer. The leaves turn yellow, red and brown and fall to the ground. Most birds fly away to warm countries. There's a short spell of dry sunny weather in September which is called Indian Summer. It's a beautiful time when the sky is cloudless, the trees around are golden, the air is transparent and it's still warm. But gradually it gets colder and colder. It often rains in October and November which makes autumn an unpleasant season.

In winter the sun sets early and rises late. The rivers and lakes are frozen over. Everything is covered with snow. Sometimes it's very cold, about 25-30 degrees below zero. Going out in such weather isn't very pleasant. Winter is a good time for sports. People go in for skating and skiing. Tobogganing is also popular, not as a kind of sports, but rather as fun.

As for me, I like all seasons, but I think there's nothing like late spring.

#### Составьте монолог по плану:

1. What is your favourite season?
2. What is the weather like then?
3. What does nature look like?
4. What do people do?
5. Why do you like this season?

### Тема 2.13. Лондон

#### Прочитайте и переведите тексты.

### LONDON

London is an ancient city. It grew up around the first point where the Roman invaders found the Thames narrow enough to build a bridge. They found a small Celtic settlement and with years turned it into a sizable port and an important trading centre. Now one in seven of the population of the UK is a Londoner. London dominates British life. It is the home of the nation's commerce and finance, the main centre of its legal system and the press. It has the largest university and the greatest possibilities for entertainment and for sport in the country.

London is one of the famous capital cities of the world and every year attracts crowds of visitors from home and abroad. Many districts of London are linked with particular activities, for example, parliamentary and government activity centres on Parliament Square of Westminster and Whitehall. Just as Westminster stands for Parliament so Whitehall is often used as the name for Central Government.

The heart of London is the City - its commercial and business centre, it's also the centre for money matters. Fleet Street near St. Paul's Cathedral used to be a busy street full of London, provincial and foreign newspaper offices such as The Daily Express, The Daily Telegraph.

In South Kensington there are several large museums. The Victoria and Albert Museum, The Natural History Museum, The Hall of Human Biology, the Science Museum. In London's theatreland are over thirty theatres, showing a large range of old and modern plays.

London is full of parks and green spaces. Hyde Park, originally a royal hunting forest, is the largest park in London. In the South, in Rotten Row there is a fashionable sport for horse-riding and in one corner, near Marble Arch is Speakers' corner, where everyone can go and air their views to anyone who will listen. If you want to get some glimpses of London and if you have almost no time left you cannot leave the city without visiting the Tower of London, St. Paul's Cathedral and Westminster Abbey.

London is also associated with its red double-decker buses and its underground. Like many capital cities, London grew up around a major river. The Thames divides London sharply into two parts. Most of central London is on the north bank of the river. It is also interesting for tourists to take a trip along the Thames in a boat as it gives a striking panorama of London. London is an ancient city. But it is also a living city and like all living cities it is constantly developing. From now on, the UK's capital is going to be an even more exciting place to visit.

### **THE NEW TOWERS OF LONDON**

Nelson's Column is 56 metres tall. St Paul's Cathedral is 111 metres tall.

The London Eye (an observation wheel built to mark the arrival of the new millennium) is 135 metres tall.

London Bridge Tower will be 300 metres tall!

If it is ever built, London Bridge Tower will become the tallest building in Europe.

It was designed by Renzo Piano, an Italian architect who is now famous for his numerous multi-million-dollar projects all over the world including airports, skyscrapers, museums and public buildings.

Piano calls his project a "Shard of Glass". "The shape of London Bridge Tower," he says, "is generous at the bottom and narrow at the top, disappearing in the air like a , 16th-century pinnacle." "Tall buildings," he adds, "are often aggressive, arrogant, selfish and hermetic. The tower is designed to be a sharp and light presence on the London skyline."

Piano also describes this huge building with its 39 lifts and 12 escalators as a "small vertical town for 7,000 people".

Londoners will be able to eat and shop in it and some people will even live in special apartments! Most of it will be offices.

And for those who want to make themselves feel really dizzy there'll be public observation areas right at the top!

In November 2001, builders started work on the new Swiss Re building. Swiss Re is a famous Swiss insurance company which has offices in many capitals of the world.

When it is finished, it will be like no other building in London... perhaps no other building in the world! Londoners already call it "the Glass Gherkin".

It will be 180 metres tall and have 41 floors. The tower will be the first tall structure allowed to be built in the City of London since the 1970s.

"The Glass Gherkin" was designed by Lord Norman Foster, a famous British architect. "This is a radical building, technically, architecturally, socially and spatially," Foster says. "It is unlike any office building so far conceived."

Lord Foster is going to use new technological ideas to cut the costs of heating, cooling and circulating air. With lots of glass on the outside, it will be largely heated by the sun. Air will circulate naturally through the whole building and there will be exotic gardens spiraling up the glass walls.

At the base of the building there will be a public area, with shops and restaurants. At the top of the tower there will be a big restaurant, with wonderful views in all directions!

There are rumours that some more towers will be built in central London. Many Londoners are worried. These towers might be small by American standards, but big enough to change the shape of London's skyline and block the beautiful views of historic London sights, including St Paul's Cathedral and Big Ben.

Создайте презентацию на тему «A Sight of London» по плану:

1. Location.
2. History.
3. Description.

#### Тема 2.14. Изучение иностранных языков

Прочитайте и переведите тексты:

##### SOME FACTS ABOUT ENGLISH

- There were only 30,000 words in Old English. Modern English has the largest vocabulary in the world – more than 600,000 words.
- There are about 60,000 words in common use.
- About 450 – 500 words are added to the English vocabulary every year.
- 70 per cent of the English vocabulary are loan words and only 30 per cent of the words are native.
- There are words from 120 languages in English, including Russian.
- The most frequently used words in written English are: *the, of, and, to, a, in, that, is, I, it, for and as*.
- The most frequently used word in conversation is *I*.
- The longest word in the English language is:  
*Pneumonoultramicroscopicsilicovolcanokoniosis* (a lung disease).
- The commonest letter is “e”.
- More words begin with the letter “s” than any other.
- The most overworked word in English is the word “set”. It has 126 verbal uses and 58 noun uses.
- The newest letters added to the English alphabet are “j” and “v”, which are of post-Shakespearean use.
- The largest English-language dictionary is the 20-volume *Oxford English Dictionary*, with 21,728 pages.
- The commonest English name is Smith. There are about 800,000 people called Smith in England and Wales, and about 1,700,000 in the USA.

##### LEARNING FOREIGN LANGUAGES

Why do people learn foreign languages? The modern world is becoming smaller all the time. Every day distances between different countries seem less. For this reason it's becoming more and more important to know different languages, especially English. One billion people speak English today. That's about 20 % of the world's population. In our country English is very popular too: it is studied at schools, colleges and universities. People do it for communication or business; they want to read foreign books in the original for pleasure or to improve their professional skills. Learning foreign languages helps us to understand other peoples, their culture and ways of life. It develops personality, broadens the outlook and perfects knowledge of our own mother-tongue.

Learning English or any other foreign language takes a lot of time, effort and patience. It involves hard work and a lot of memorization, but it's a must. English is the most used language in international business, diplomacy, medicine, politics, trade and cultural relations, it is also the language of computer technologies. That's why, to know English today is absolutely necessary for every educated person, for every good specialist.

Sometimes phonetics comes easy, but students have problems with spelling or grammar.

Learning grammar rules, doing exercises and writing frequent tests, may seem confusing and boring, but there are poems, songs, acting and games which can help students to get rid of their mistakes in the shortest possible time.

Good speech habits are very important too. To develop them one should use every chance to speak English. At first beginners may feel embarrassed or tongue-tied, but then they become more and more confident and happy to be able to express themselves in another tongue.

But "no pains, no gains" and it's only natural you must work hard to make progress in English, master the language and become a true professional.

**Составьте монолог по теме по плану:**

1. Why do people learn foreign languages?
2. Why do you do it?
3. Do you enjoy doing it?
4. How long have you learnt English?
5. Is it difficult to you?
6. What is your weak point?
7. What comes easy?
8. When do you have your English?
9. What do you like and dislike doing at the lessons?
10. What should you do to master the language?

**Тема 2.15. СМИ**

**Прочитайте и переведите текст.**

### **MASS MEDIA**

The mass media play an important part in our lives. Newspapers, radio and especially TV inform us of what is going on in this world and give us wonderful possibilities for education and entertainment. They also influence the way we see the world and shape our views.

Of course, not all newspapers and TV programmes report the events objectively, but serious journalists and TV reporters try to be fair and provide us with reliable information.

It is true that the world today is full of dramatic events and most news seems to be bad news. But people aren't interested in ordinary events. That is why there are so many programmes and articles about natural disasters, plane crashes, wars, murders and robberies. Good news doesn't usually make headlines. Bad news does.

Some people say that journalists are given too much freedom. They often intrude on people's private lives. They follow celebrities and print sensational stories about them which are untrue or half-true. They take photos of them in their most intimate moments. The question is — should this be allowed?

The main source of news for millions of people is television. People like TV news because they can see everything with their own eyes. And that's an important advantage. Seeing, as we know, is believing. Besides, it's much more difficult for politicians to lie in front of the cameras than on the pages of newspapers.

Still, many people prefer the radio. It's good to listen to in the car, or in the open air, or when you do something about the house.

Newspapers don't react to events as quickly as TV, but they usually provide us with extra detail, comment and background information.

The Internet has recently become another important source of information. Its main advantage is that news appears on the screen as soon as things happen in real life and you don't have to wait for news time on TV.

**Составьте монолог по одной из тем:**

1. Radio
2. Television
3. Newspapers
4. Magazines

## Тема 2.16. Интернет

**Прочитайте и переведите тексты.**

### A GREAT INVENTION

The computer has been a life-transforming invention. British mathematician Charles Babbage designed a form of computer in the mid-1830s, but it was not until more than a century later that theory was put into practice. Now, a whole generation has grown up with calculators, windows, icons, computer games and word processors, and the Internet and e-mail have transformed communication and information.

### WHY ARE WE SO EXCITED ABOUT THE INTERNET

What exactly is it that gets us all so excited about the Internet?

As well as being a global network of networks, the Internet is a global network of people, ideas and information. The Net is as interesting and exciting as the people, organisations, companies, governments and weirdoes that are connected to it.

There is another thing that's exciting about the Internet. If you don't like what's happening on one part of the network, you can build yourself a whole new cyberspace, appoint yourself as mayor and run it exactly as you want.

The Internet enables you to do a lot of things simultaneously. You can read the latest copy of your favourite newspaper while planning your night's TV viewing and ordering some cheap CDs from an American discount disk store.

You can send e-mail to someone you've never met before ... Some people have "met" over the Internet and got married.

The first web browsers only supported simple texts and images, but now a multitude of multimedia plug-ins enables webpages to sing and dance.

From PC banking to online shopping and chats with celebrities, the Internet is already changing our lives. The arrival of digital TV promises even more exciting things.

### HOOKED ON THE NET

The latest addiction to trap thousands of people is the Internet, which has been blamed for broken relationships, job losses, financial ruin and even suicide. Psychologists now recognize Internet Addiction Syndrome (IAS) as a new illness that could cause serious problems and ruin many lives.

IAS is similar to other problems like gambling, smoking and drinking: addicts have dreams about the Internet; they need to use it first thing in the morning; they lie to their parents and partners about how much they spend online; they wish they could cut down, but are unable to do so.

Many users spend up to 40 hours a week on the Internet. Some of the addicts are teenagers who are already hooked on computer games on the Internet.

**Прочитайте и переведите диалог.**

### PROS AND CONS OF THE INTERNET

**A:** I've heard you passed all the exams well. Didn't you?

**B:** I think it's exactly so.

**A:** How did you manage to prepare for all the exams properly? Did anybody help you?

**B:** I've got the best helper in the world.

**A:** What do you mean by saying that?

**B:** My computer and the Internet.

**A:** You are kidding! What exactly is it that gets you so excited about the Internet?

**B:** I can't live without my computer at home. I use it all the time. It is like a typewriter and address book for me and it is also used for checking my spelling. Besides going on the Internet I can discover anything about everything, it's a brilliant source of information.

**A:** I'm sure people are getting a bit too dependent on computers. We can't rely on all the information, as we don't know who it has been written by or where it's coming from.

**B:** But some websites are packed with quizzes, games and competitions, it's all you need for hours of fun on your computer.

**A:** Have you ever heard that psychologists now recognize Internet Addiction Syndrome as a new illness that can cause serious problems and ruin many lives.

**B:** What kind of syndrome is it?

**A:** It is similar to other problems like smoking and drinking: addicts have dreams about the Internet, they lie their parents and partners about how much time they spend online; they wish they could cut down, but are unable to do so.

**B:** Not all people using the Net are addicts, more than that, it helps a lot of them to meet and get married.

**A:** Computers shouldn't replace seeing your friends and relatives.

**B:** Don't be a bore. Nowadays users can buy different things, book tickets, apply for a job. Soon we'll work in virtual reality.

**A:** And we'll go on a vacation in virtual reality, won't we?

**B:** Why not? Just think. If we had virtual reality holidays, we wouldn't have any problems with the weather.

**A:** What do you mean?

**B:** Well, in the future we'll probably have virtual holidays - you'll be able to use modern technology to go anywhere you like.

**A:** I don't understand. You mean we'll use the computer to imagine the, holidays of our dreams?

**B:** That's right. Just imagine it. If they invented virtual reality holidays, I'd go on a world tour - to lots of sunny places, like the Caribbean and the South Pacific. Where would you go, if someone gave you the chance to go on a virtual holiday?

**A:** I don't know. It wouldn't be the same if it was on the computer, would it?

**B:** No. Just think - you'd be able to go with anybody you choose. I'd go with Johnny Depp!

**A:** No doubt.

**Составьте свой диалог по теме.**

**Составьте монолог по теме по плану:**

1. History of the Internet
2. Importance of the Internet in the modern world
3. Future of the Internet

**Тема 2.17.**

**Искусство**

**Прочитайте и переведите диалог.**

### **THE IMPRESSION OF THE FILM**

**A:** You've seen "The Day Watch", haven't you?

**B:** Yes, that's right.

**A:** What do you think of it?

**B:** Well, I was a bit disappointed, really. To be honest, it wasn't as good as I thought it would be... I read the novel by Lukianenko and I didn't think it would be possible to adapt this novel for the screen.

**A:** Oh, are you joking? You're the first person I've met who hasn't enjoyed the film. It's appealed so much to the audience in Russia and besides it has been a hit with the public abroad, as far as I know.

**B:** Though the film is staring and the plot is captivating, it has produced a depressing and dull effect. You know I don't like action films. I agree that such films have the right to exist. They have some positive features. They are dynamic, dramatic and full of special effects. But they are unrealistic.

**A:** The point is that "The Day Watch" is an action and a fantastic film at the same time. It is very dynamic and really exciting. It grabbed my attention from the first scene. The film hasn't left anybody cold. Besides, I'm crazy about films with a mysterious plot. They keep me in suspense. I can't understand people who don't like action films.

**B:** The film is full of obscure and complex ideas. It's not an easy film to watch. If you ask me, there's too much violence in that film. Killing seems normal now. The film is stuffed with fights of different types. What can such films teach you? Nothing good.

**A:** Don't be too categoric. What kinds of films do you prefer then?

**B:** I love comedies. My favourite one is "The Diamond Arm".

**A:** What is it about?

**B:** Do not pretend you don't remember it. The plot of the film is the following: a group of rogues were trying to smuggle jewellery into our country. They gave the jewels to the wrong man who was quite unsuspecting and who accidentally gave them away. When he came back to his town they began to follow him to get hold of the jewels. A lot of funny episodes happened during this hunt. Finally the smugglers were traced down by the militia.

**A:** Is Nikulin in the title role?

**B:** Yes, he is a real favourite with the public. I laugh every moment he appears on the screen. Mironov and Nikulin were actors of great talent.

**A:** I love that film too. It's a delightful, amusing comedy to everyone's taste. But what can you say about Khabensky and his acting in "The Day Watch"? I appreciate his talent. He's made the most of the role.

**B:** He was the only one whose acting I enjoyed seeing "The Day Watch". I'm a real fan of his.

**A:** I'm sure it is really magnificent! In fact, why don't you and I go and see it once again. I believe, you'll love every minute of it.

**B:** I'm in two minds what to do. I'm not a cinemagoer.

**A:** By the way, the music in the film is terrific, isn't it?

**B:** Well, you're good at getting round any person. OK, let's go and watch "*your favourite watch*".

**Составьте свой диалог по теме.**

**Прочитайте и переведите тексты.**

### **THOMAS GAINSBOROUGH "PORTRAIT OF DUCHESS DE BEAUFORT"**

Thomas Gainsborough (1727-1788) was an outstanding English painter of the 18th century. He was a brilliant portraitist. He was a favourite portraitist of the aristocracy. The artist's deep psychological approach enabled him to impart a poetic expression of individuality.

Gainsborough's "*Portrait of Duchess de Beaufort*" is an outstanding work of art. The artist depicts a graceful and attractive young woman. She has a pleasant oval face, straight eyebrows and black eyes, a straight nose and well-shaped delicate hands. You can see that she is an aristocrat.

Her rather pale complexion is contrasted by the dark colour of the background (the dark background was traditional in Gainsborough's time). The artist enlivens the face by a little colour on her cheeks.

Her greyish hair is combed very high and fastened with a comb and a blue ribbon, as was the fashion in those days. The dress is very low cut, also according to the fashion of the day.

The portrait is painted in cold colours (black, blue, grey, white). At first sight you may think that it is a traditional ceremonial portrait, but if you look attentively, you will see that her parted

lips, fleeting glance, and graceful gesture of her hand help to create a true impression of the sitter's vitality and optimism. The woman in the picture is alive, and we have a feeling that she is looking at us.

### JOHN CONSTABLE, MASTER OF ENGLISH LANDSCAPE-PAINTING

Have you noticed any plaques on the walls of old houses and other buildings? They mark the places where famous people have lived or where important events have taken place.

The plaque commemorating John Constable, the English painter, can be found on the wall of 76 Charlotte Street, London. It says: «John Constable, 1776-1837, Painter, Died Here». This old house is far from the windmill in Suffolk where he was born.

Even though it was clear from his youth that he had a strong artistic nature, his father wanted to put him into the church to follow the career of a priest. After consideration, it was decided that he would be better employed as a miller like his father. So for a time, John Constable was a miller. During this phase, which lasted only a year, he spent much of his time sketching in the fields near the mill. At this point his father decided to let his son go to London to study art.

Constable was then fortunate enough to be admitted to the Royal Academy of Arts as a student on February 4, 1799.

His first picture shown at a Royal Academy exhibition in 1802 was a landscape. This drew the attention of Benjamin West, the President of the Academy, and led him to tell Constable that «light and shade never stand still», it was this advice that Constable later said the best he has ever received. Simple advice, but it made a great change in Constable's work.

His painting became well outside traditional methods and styled acceptable in his day, and his experiments were also original. His way of seeing and his manner of expressing himself were also entirely new. He followed the styles of none of the fashionable artists of his time. Today there is both charm and magic in Constable's work and it may come as a surprise to learn that the artist had to wait a long time before people took him seriously. When Constable was forty-three years old and had been exhibiting at the Royal Academe since 1802, his name was hardly known to the ordinary amateur and none of his professional colleagues were inclined to recognize the force and originality of his work. Constable's house was full of unsold paintings and he held public exhibition there but with little effect.

It was the French who were the first to recognize his talent. This is how it happened. One day a Frenchman bought his picture now known as «The Hay Wain» and another showing a part of the Thames near Waterloo Bridge. This was a lucky sale, for the Frenchman took the pictures to Paris and exhibited them there. Constable was awarded a Gold Medal for «The Hay Wain» and French artists changed their way of painting after seeing the sparkling colour of this picture.

At last Constable's painting achieved the recognition it deserved. The vivacity and freshness of his work causes great excitement among the French and the path to wider recognition seemed to be open.

The country-side was his constant subject, which he painted under all conditions of weather. His picture of a cloudy sky was so true to life that a fellow-painter said one day, «Give me my umbrella. I am going to look at Mr. Constable's pictures».

However, in England nothing had changed. Traditions die slowly in art. The accepted idea of a picture then was that it should resemble the old masters, but Constable's ideas were different. «My art flatters nobody by imitation», he said, «therefore how can I hope to be popular?»

The Royal Academy refused many times to accept him as a member and it was not until 1829 that he was at last elected. Still people did not buy his works and he died a disappointed man only eight years later at the age of sixty-one.

Afterwards some of his friends, determined that his countrymen should see that which they had rejected, bought «The Cornfields» and presented it to the National Gallery, where it may still be seen.

Now there are other pictures by John Constable in the National.

**Составьте свой монолог по теме по плану:**

1. Who is your favourite musician?
2. Where and when was he born?
3. Where did he study?
4. What genre of music does he work in?
5. Why do you like him?

## **Тема 2.18. Наука и технологии**

**Прочитайте и переведите текст.**

### **ALBERT EINSTEIN**

Albert Einstein is known all over the world as a brilliant theoretical physicist and the founder of the theory of relativity. He is perhaps the greatest scientist of the 20<sup>th</sup> century. Some of his ideas made possible the atomic bomb, as well as television and other inventions.

He was born in 1879 in a small German town. The Einstein family soon moved to Munich, where Albert went to school. Neither his parents, nor his school teachers thought much of his mental abilities. His uncle often joked: "Not everybody is born to become a professor."

In 1895 Albert failed the entrance examination to a technical college in Zurich. A year later, however, he managed to pass the exam and entered the college.

After graduating from the college, Einstein started to work at the Swiss Patent Office in Bern. In 1905 he wrote a short article in a science magazine. This was his 'Special Theory of Relativity', which gave the world the most famous equation relating mass and energy ( $E = mc^2$ ), the basis of atomic energy.

Later, he became a professor in several European universities and in 1914 moved to Berlin as a member of the Prussian Academy of Sciences. After ten years of hard work he created his 'General Theory of Relativity'.

In 1921 Einstein received the Nobel Prize for Physics.

A Jew, and a pacifist, he was attacked by the Nazis, and when Hitler came to power in 1933 he decided to settle in the United States.

In 1939 Albert Einstein wrote a letter to President Roosevelt, at the request of several prominent physicists, outlining the military potential of nuclear energy and the dangers of a Nazi lead in this field. His letter greatly influenced the decision to build an atomic bomb, though he took no part in the Manhattan Project. After the war he spoke out passionately against nuclear weapons and repression.

Einstein died in 1955. The artificial element einsteinium has been named in his honour.

**Составьте монолог по теме по плану:**

1. What is science?
2. What are different branches of science?
3. How important is science in the life of people?
4. Who are the most prominent scientists?

## **Тема 2.19. Проблемы нашей планеты**

**Прочитайте и переведите текст.**

### **OUR PLANET EARTH**

The planet earth is only a tiny part of the universe, but it's the only place where human beings can live. Today, our planet is in serious danger. Acid rains, global warming, air and water pollution, overpopulation are the problems that threaten human life on Earth. Who is to blame for the disaster? The answer is simple all of us.

Our forests are disappearing because they are cut down or burnt. If this trend continues, one day we won't have enough oxygen to breathe. The seas are in danger. They are filled with poison: industrial and nuclear waste, chemical fertilizers and pesticides. The Mediterranean is already nearly dead; the North Sea is following. The Aral Sea is on the brink of extinction. If nothing is done about it, one day nothing will be able to live in the seas. Every ten minutes one kind of animal, plant or insect dies out for ever. If nothing is done about it, one million species that are alive today may soon become extinct. Air pollution is another serious problem. In Cairo just breathing the air is dangerous - equivalent to smoking two packs of cigarettes a day. The same holds true for many Russian cities. Factories emit tons of chemicals. These emissions have disastrous consequences for our planet. They are the main reason for the greenhouse effect and acid rains. An even greater threat are nuclear power stations. We all know how tragic the consequences of the Chernobyl disaster are. Fortunately, it's not too late to solve these problems. We have the time, the money and even the technology to make our planet a better, cleaner and safer place. We can plant trees and create parks for endangered species. We can recycle litter. We can support green parties and put pressure on those in power. Together we can save the planet and all of us with it. The Earth is our home. What sort of home it is depends on how we treat it, just as the houses we live in depend on how we take care of them. If we don't do anything about this spoiling of the world around us- its air, its water, its land and its life - our lives are not going to be so nice. For a long time, people have used their Earth home without thinking of what was happening to it. Now we see that we must treat it better if we want it to be a nice home. It can be.

**Составьте монолог по теме по плану:**

1. What is "Ecology"?
2. What are the most important ecological problems of our planet?
3. How do these problems affect people's lives?
4. What must we do to save the Earth?

**Тема 2.20. Известные люди**

**Прочитайте и переведите текст.**

#### **ANDREI SAKHAROV**

Andrei Dmitrievich Sakharov, an outstanding scientist and public figure, was born on the 21<sup>st</sup> of May, 1921, into the family of teachers. He graduated from Moscow University in 1942. In 1947 he defended his Doctorate thesis and was elected member of the Academy of Sciences.

When he was a graduate student Sakharov began to work on the Soviet nuclear weapons programme and soon he suggested a totally new idea for a hydrogen bomb design. But he was getting more and more worried about the consequences of his work. He understood better than anybody else what nuclear weapons meant and he thought about his own responsibility and about the responsibility of the states which possessed such weapons.

In 1968 he wrote an article attacking Soviet political system. He wrote that people needed a democratic society, free of dogmatism.

Sakharov is often called the father of the Soviet hydrogen bomb, but he became more known as a champion for human rights and freedom. For this work the Nobel Committee awarded him the Peace Prize in 1975. The Committee called him "the conscience of mankind". The Soviet authorities, however, did not allow him to go to Norway to receive the award.

In 1966 he took part in his first human rights demonstration, a one-minute silent protest in Pushkin Square. A year later, he wrote a letter to Communist Party leader Leonid Brezhnev defending imprisoned dissidents.

His international reputation as a scientist kept him out of jail, but in 1980 when he protested against Soviet intervention in Afghanistan, he was deprived of all his titles and orders and exiled to the city of Gorky. In 1986 Mikhail Gorbachev invited Sakharov to return to Moscow. He was given back his titles and orders.

Andrei Sakharov died in 1989. He is remembered by everybody as an outstanding humanist, who could teach and inspire and who foresaw the changes that are taking place now.

**Составьте монолог по теме по плану:**

1. What is the name of the person you'd like to speak about?
2. Where and when was he born?
3. What do you know about his family?
4. Where did he study?
5. What was his carrier?
6. How did he become famous?

**Тема 3.1. Моя будущая профессия**

**Прочитайте и переведите текст.**

### **MY FUTURE CAREER**

School! Lessons, games, clubs, homework. A bell rings. You go to a classroom. A bell rings. You have lunch. A bell rings. You go home.

But one day you go to school for the last time .What to do after that? You realise that the time to choose one job out of the hundreds has come. It's going to be a hard choice and nobody can make it for you. Before you can choose, you ask yourself quite a lot of questions. What do you know you are good at? What do you enjoy doing? Perhaps you enjoy working with your hands or you may prefer using your head - your brains. Are you interested in computers? Or do you like meeting people?

It's difficult to know all the answers to these questions until you have left school and actually begun work. Every job has its elements of difficulties and interest. I think that nearly all the professions are very important in life. But to choose the right occupation is very difficult, because we must take into consideration many factors. We must consider our personal taste and our kind of mind. At the same time we must satisfy the requirements of our society and people's needs in one profession or another.

Many young people consider teaching as a career. It's not surprising: after your parents your teacher may be the most important person in your life. With all the teachers you meet, you think there isn't anything you don't know about the work. That's where you are wrong, since only those who are in it can appreciate it. Those of us, who spend our days in schools know how rewarding the job is. At the same time it is not easy and a real challenge to your character, abilities and talent as teaching is a constant stream of decisions.

Children in your classroom aren't just boys and girls. Everyone is a unique individual who has never been before and will never again exist.

If you like people you will love teaching. To be a good teacher you must be genuinely interested in what you are doing. Teaching is a very specific and responsible job. Not everybody has enough courage to accept this responsibility. The success of educating and upbringing of children depends to a great degree on the personality of the teacher, his professional skills, moral principles, erudition and cultural background. This noble and challenging profession demands from a teacher constant creativity, enthusiasm, understanding of children and love for them. The most important things in the world are awareness and learning - wanting to know every day of your life more and more and more. Because every time you learn something new you become something new. An ignorant teacher teaches ignorance, a fearful teacher teaches fear, a bored teacher teaches boredom. But a good teacher catalyzes in his pupils the burning desire to know and love for the truth and beauty. Although most young people prefer to choose a more rewarding and better-paid job, I have already made my choice and I'm sure that I will never be sorry for that.

**Составьте монолог по теме по плану:**

1. What profession have you chosen?
2. What kind of job is it?
3. What attracts you in this job?
4. What are the difficulties you can meet?
5. What are your plans for the future?

**Составьте резюме по плану:**

**General information**

Name:

Age:

Nationality:

Permanent address:

Tel.:

Email:

Education & qualifications:

Work experience:

Interests:

**Тема 3.2. Образование**

**Прочитайте, переведите текст и выполните задания.**

**INFORMAL AND FORMAL EDUCATION**

Education includes different kinds of learning experiences. In its broadest sense, we consider education to be the ways in which people learn skills, gain knowledge and understanding about the world and about themselves. One useful scheme for discussing education is to divide these ways of learning into two types: informal and formal.

Informal education involves people in learning during their daily life. For example, children learn their language simply by hearing and by trying to speak themselves. In the same informal manner, they learn to dress themselves, to eat with good manners, to ride a bicycle, or to make a telephone call. Education is also informal when people try to get information or to learn skills on their own initiative without a teacher. To do so, they may visit a bookshop, library or museum. They may watch a television show, listen to a radio programme or surf the Internet. They do not have to pass tests or exams.

We consider formal education to be the instruction given at different kinds of schools, colleges, universities. In most countries, people enter a system of formal education during their early childhood. In this type of education, the people, who are in charge of education, decide what to teach. Then learners study those things with the teachers at the head. Teachers expect learners to come to school regularly on time, to work at about the same speed as their classmates, and to pass tests and exams. Learners have to pass the exams to show how well they have progressed in their learning. At the end of their learning, learners may earn a diploma, a certificate, or a degree as a mark of their success over the years.

1. Explain the meaning of the words and word-expressions and give their synonyms:
  - to include
  - to learn skills
  - to gain knowledge
  - to divide
  - to involve
  - on one's own initiative
  - to surf the Internet
  - to be in charge of

2. Answer the questions:
  - 1 What are different kinds of education?
  - 2 How do they differ?
  - 3 How do you get informal education? Give examples.
  - 4 Where can you get formal education?
  - 5 What are the advantages and disadvantages of being a college student?

**Создайте проект по теме «An Ideal School» по плану:**

1. Location
2. Type of school
3. Building
4. Curriculum
5. Extra-curriculum activities
6. Discipline
7. School year (terms, lessons)
8. Uniform
9. Food