

ФЕДЕРАЛЬНОЕ АГЕНТСТВО ПО ОБРАЗОВАНИЮ
Государственное образовательное учреждение высшего профессионального
образования
«Дагестанский государственный педагогический университет»»

УТВЕРЖДАЮ

Проректор по учебно-методической работе

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«_____» _____ 200__ г.

Кафедра английской филологии

УЧЕБНО-МЕТОДИЧЕСКИЙ КОМПЛЕКС

по дисциплине «Практика устной и письменной речи»

033200.00 Иностранный язык с дополнительной специальностью
шифр и название по учебному плану

050300 Филологическое образование, 050303 Иностранный язык
шифр в соответствии с ОКСО и наименование

Махачкала 2009 г.

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Учебно-методический комплекс по дисциплине «Практика устной и письменной речи английского языка» для специальности – 033200.00 «Иностранный язык с дополнительной специальностью».

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Учебно-методический комплекс «Практика устной и письменной речи» составлен в соответствии с требованиями Государственного образовательного стандарта высшего профессионального образования/Основной образовательной программой по специальности

– 033200.00 «Иностранный язык с дополнительной специальностью».

В учебно-методическом комплексе излагается методика изучения дисциплины. Отдельными главами представлены программа курса, планы практических занятий, задания для самостоятельной работы, тестовые задания. Рекомендуются преподавателям и студентам филологических факультетов университетов педагогических учебных заведений.

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СОДЕРЖАНИЕ

Выписка из Государственного образовательного стандарта.....	
Введение	4
1. III курс (5-6 семестры)	
1.1. Учебная программа	7
1.2 Учебно-тематический план на 1 семестр.....	11
1.3 Самостоятельная работа студента.....	13
1.4 Учебно-тематический план на 2 семестр.....	36
1.5. Самостоятельная работа студента.....	38
1.6. Учебно-методическое обеспечение дисциплины	60
2. IV курс (7-8 семестры)	
2.1 Учебная программа.....	64
2.2 Учебно-тематический план на 1 семестр.....	69
2.3 Самостоятельная работа студента.....	71
2.4. Учебно-тематический план на 2 семестр.....	83
2.5 Самостоятельная работа студента.....	85
2.6. Учебно-методическое обеспечение дисциплины.....	93
3. V курс (9 семестр)	
3.1 Учебная программа.....	95
3.2 Учебно-тематический план на 1 семестр.....	102
3.3 Самостоятельная работа студента	105
3.4. Учебно-тематический план на 2 семестр	103
3.4 Учебно-методическое обеспечение дисциплины	120
Методические указания по организации самостоятельной работы студента	121
Организация рейтингового контроля знаний студента.....	122

ВЫПИСКА ИЗ ГОСУДАРСТВЕННОГО ОБРАЗОВАТЕЛЬНОГО СТАНДАРТА
ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

Специальность 033200.00 Иностранный язык
с дополнительной специальностью

ДПП.Ф.08

Практический курс иностранного языка

Иноязычная культура как содержание иноязычного образования. Фонетический материал, необходимый для коррекции и постановки правильного произношения и интонации. Грамматический материал, необходимый для формирования лингвистической компетенции обучаемых. Лексический материал, необходимый для проявления коммуникативной компетенции в наиболее распространенных ситуациях в официальной и неофициальной сферах. Виды речевой деятельности (аудирование, говорение, чтение и письмо, перевод с иностранного языка на родной, с родного на иностранный). Практика устной и письменной речи. Практическая грамматика. Практическая фонетика.

ВВЕДЕНИЕ

Настоящий учебно-методический комплекс составлен в соответствии с требованиями государственного образовательного стандарта (ГОС), к обязательному минимуму содержания и уровня подготовки специалиста по специальности 033200.00

В процессе обучения практике устной и письменной речи в сочетании с другими практическими и теоретическими курсами реализуется комплексная цель, включающая следующие компоненты: развивающий, воспитательный, общеобразовательный, практический.

Развивающий компонент цели заключается в развитии интеллектуальной и эмоционально-волевой сферы психической деятельности студента и его коммуникативных способностей. Воспитательный компонент выражается в формировании у будущего специалиста культуры общения и речевого поведения.

Общеобразовательный компонент предусматривает расширение общего, лингвистического и лингвострановедческого кругозора студента.

Практический компонент цели состоит в формировании у студентов коммуникативной, лингвистической и лингвострановедческой компетенции.

Коммуникативная компетенция включает способность воспринимать и порождать иноязычную речь с учетом таких условий речевой коммуникации как темы, сферы, ситуации и роли. Знание системы языка и ее функционирование в процессе коммуникации на иностранном языке является основой лингвистической компетенции. Знакомство с особенностями социокультурного развития страны изучаемого языка и правил речевого поведения в соответствии с ними составляет суть лингвострановедческой компетенции.

Курс практики устной и письменной речи стимулирует выработку умения самостоятельно работать с языковым материалом, логично излагать свои мысли в устном и письменном проявлении.

Курс «Практика устной и письменной речи» должен преподаваться в тесной связи с другими теоретическими и практическими дисциплинами по специальности: «Практическая фонетика», «Практическая грамматика», «Аналитическое чтение художественной литературы на английском языке», «История английского языка», «Стилистика английского языка», «Лексикология английского языка», «Теоретическая грамматика английского языка» и опирается на их содержание.

В результате изучения курса практики устной и письменной речи студент должен овладеть:

- умением правильно оформить фонетически, грамматически и лексически высказываемые мысли для общения в наиболее распространенных ситуациях в официальной и неофициальной сферах, при этом беглость речи должна быть близкой к речи носителей языка;
- умением свободно использовать все виды речевой деятельности (аудирование, говорение, чтение и письмо) в целях осуществления межкультурной коммуникации;
- умением свободно ориентироваться в различных аспектах устной и письменной речи, ее региональной и социальной вариативности, а также в вопросах культуры речевого поведения и речевого этикета.

Дисциплина «Практика устной и письменной речи английского языка» изучается на протяжении всего периода обучения в институте и делится условно на 3 этапа в зависимости от объема, характера материала, целей, содержания и методики работы.

Первый этап охватывает 1-4 семестры. На этом этапе вырабатываются и формируются основные навыки и умения, обеспечивающие коммуникативную и языковую/лингвистическую подготовку.

На втором этапе, охватывающем 5-6 семестры, завершается работа по овладению основами устной и письменной речи. Изучение специальных дисциплин лингвистического цикла позволяет увязать теорию с практикой.

На третьем, завершающем этапе (7-10 семестры) уделяется внимание дальнейшему качественному совершенствованию навыков устной и письменной речи. Особое внимание обращается на свободную ориентацию в различных стилях речи, в различных сферах устного и письменного общения.

На всех этапах преподавание иностранного языка должно строиться на основе современных методов, приемов, средств и форм обучения, а также использования различных режимов работы со студентами (парного, группового, индивидуального):

- аудиторские занятия под руководством преподавателя;
- обязательная самостоятельная работа студента по заданию преподавателя, выполняемая во внеаудиторное время, в том числе с использованием технических средств обучения;
- индивидуальная самостоятельная работа студента под руководством преподавателя;
- индивидуальные консультации.

Перечисленные формы занятий могут дополняться внеаудиторной работой разных видов, характер которой определяется потребностями, интересами и личностными особенностями студентов (встречи с зарубежными специалистами-носителями языка, бюро переводов). Соотношение учебного времени между данными формами занятий модифицируется в зависимости от уровня языковой подготовленности студентов.

Контроль и оценка знаний, умений и навыков студентов на каждом этапе осуществляется в рамках рейтинговой системы, а также в форме зачета и экзамена, на которых проверяется качество сформированных навыков и умений и их соответствие этапу обучения студента.

За период обучения дисциплины «Практика устной и письменной речи» предусматривается:

- проверочные письменные работы для осуществления рейтингового контроля;
- экзамен в каждом семестре;
- государственный квалификационный экзамен по окончании всего курса обучения по специальности.

Данный учебно-методический комплекс рассчитан на 5-10 семестры обучения иностранному языку в объеме, предусмотренном ГОС. Он включает учебную программу, учебно-тематический план, методические указания по организации самостоятельной работы, методические указания по организации рейтингового контроля, учебно-методическое обеспечение дисциплины.

1. III курс Семестр: 5-6

1.1. Учебная программа

Количество часов на дисциплину: 216

Активный лексический минимум

К концу третьего года обучения в университете студенты должны:

- усвоить и употреблять в устной и письменной речи около 3600 слов и фразеологических единиц, включая 1400 лексем, представляющих распространенные слова и словосочетания из литературного языка, имеющие широкую сочетаемость и важные по своей семантике;
- усвоить и употреблять некоторые тематически ограниченные слова, без которых невозможно освещение тематического материала;
- усвоить и употреблять лексические единицы, представляющие особые трудности для их усвоения вследствие интерференции русского языка.

Чтение.

- Аналитическое. Чтение оригинального художественного текста, имеющее целью максимально точное и адекватное понимание всего содержания текста с установкой на наблюдение за языковыми явлениями; умение дать грамматический анализ текста на уровне практической грамматики; умение провести лексический анализ некоторых элементов текста (выделить корень, префикс, суффикс, указать антонимы, синонимы и производные части речи); найти логически законченные части текста и озаглавить их; поставить ключевые вопросы к тексту; выделить главную проблему и поставить проблемные вопросы; дать краткий и детальный пересказ текста; охарактеризовать героев.

Чтение вслух: прочитать отрывок из 700-750 языковых знаков со скоростью более 250 слов в минуту; дать литературный перевод отрывка.

- Чтение, направленное на понимание основного содержания текста. Скорость 200 слов в минуту. Контроль: тестовый опрос.
- Чтение общественно-политического текста. Определить круг рассматриваемых в тексте проблем и основных положений автора; умение дать адекватный перевод текста с английского на русский.
- Домашнее чтение.
- Аудиторное чтение. Чтение оригинального художественного текста средней трудности с выделением и последующим заучиванием фразеологических единиц.

Объем: 20-25 страниц в неделю; 3-4 фразеологические единицы на 1 страницу.

- Самостоятельное чтение. Чтение оригинального художественного текста средней трудности в объеме 30 страниц в месяц; постановка ключевых вопросов к тексту; краткое письменное изложение прочитанного; письменный перевод отрывка в 10-15 строчек. Контрольный отчет о прочитанном раз в месяц.

Письмо.

Требования: изложение по прочитанному художественному и общественно-политическому тексту; сжатое изложение текстов по аналитическому и домашнему чтению; изложение двукратно прослушанного текста с элементами собственной оценки событий, умение написать письмо о себе, о своей семье и своих планах на будущее.

Аудирование.

Понимание аутентичной монологической речи (темп 250 слов в минуту) в пределах изучаемого языкового материала. Тексты: художественные, обиходно-бытовые. Контроль: тестовый опрос, ответы на вопросы, изложение содержания прослушанного текста.

Говорение.

- *Требования:* владение монологической подготовленной речью в виде сообщений и докладов; владение диалогической речью в форме беседы на предложенную тему (в рамках проходимого материала) в режиме L-ST, ST₁-ST₂; владение полилогической речью в ситуациях официального и неофициального общения (при обсуждении текстов по домашнему чтению и проблем по темам устной практики).

- *Виды речевой деятельности:* уметь описать внешность и характер человека; выразить свое мнение, согласие, несогласие с мнением собеседника; уметь выразить свое разочарование, пожаловаться на кого-то; уметь описать свое самочувствие врачу, спросить совета врача; купить лекарство в аптеке; уметь описать погоду, климат, добыть информацию у собеседника по данной теме и уметь сравнить климат стран; уметь расспросить собеседника\ков о месте проживания; уметь рассказать об образовании и расспросить собеседника\ков об образовании в их странах; уметь расспросить собеседников и узнать их пожелания при планировании путешествия, выразить свое предпочтение и отношение к планируемому путешествию; уметь заказать билеты и место в гостинице, еду в ресторане; уметь описать достопримечательности и свои впечатления, выразить восторг или разочарование.

Грамматика (5 -бсеместр)

Неличные формы глагола:

- **Инфинитив.** Глагольные и именные черты инфинитива. Употребление частицы "to" перед инфинитивом. Инфинитив и инфинитивные конструкции в различных синтаксических функциях.
- **Герундий.** Глагольные и именные черты. Синтаксические функции герундия и герундиальных конструкций.
- **Причастие.** Глагольные, адъективные и адвербиальные черты причастий I и II. Синтаксические функции причастия и причастных конструкций. Абсолютные конструкции.
- **Модальные глаголы** и их употребление в современном английском языке.

Формы контроля изучаемого материала: контрольные работы; квалификационный тест-рейтинг раз в семестр; экзамен.

Примерные требования к экзамену

Письменная часть экзамена

Проверка знания вокабуляра по тематике курса – перевод с русского языка на иностранный на основе пройденного материала. Объем работы – 1000 печ. знаков за 60 минут.

Творческое изложение (изложение с элементами рассуждения) однократно прослушанного текста объемом 2500-3000 печ. знаков. Объем работы – 400 слов за 60

минут.

Устная часть экзамена

Изучающее чтение оригинального художественного текста (2000-2500 печ. зн.) с последующим:

выразительным чтением вслух и литературным письменным переводом отрывка текста объемом 10-15 строк;

интерпретацией всего прочитанного текста.

Реферирование русской газетной статьи (в пределах программной тематики) с элементами комментирования и собственной оценки.

Беседа по устной тематике курса. В процессе беседы проверяется информированность студентов по тематике курса, знание соответствующего вокабуляра, умение решать определенные коммуникативные задачи (без подготовки).

Примечание: аудирование проверяется перед экзаменом.

Содержание экзамена по курсу практики устной и письменной речи английского языка.

А. Письменная часть. 90 мин.

1. Понимание содержания однократного прослушанного монологического фабульного текста (фонограммы). Объем: 2400-2500 л. знаков.

Контроль: тест. 10 мин.

2. Письменное изложение вторично прослушанного текста с собственной оценкой прослушанного текста. (30 мин.)

3. Исправление и комментирование ошибок в письменно представленном тексте. (10-15 ошибок). (20 мин.)

4. Письменный перевод с языка обучения на иностранный язык, включающий в себя лексико-грамматические трудности в пределах изучаемого материала.

В. Устная часть.

1. Интерпретация содержательной стороны прочитанного художественного текста объемом в 2-2,5 стр., Чтение и художественный перевод отрывка из текста (10-15 строчек); постановка ключевых и проблемных вопросов к тексту; выделение ведущей проблемы.

2. Перевод на русский язык иноязычного текста общественно - политического характера; беседа на английском языке по затронутой проблеме.

3. Беседа на устную тему в пределах изучаемого материала.

**1.2. Учебно-тематический план дисциплины -1 семестр
 Модули 1-3- входят в аспект аналитическое чтение.
 I семестр.**

Модуль 1

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеауди- рная работа, час	ПК
		Лаб-ная работа	Контр. раб.	Пресса	Сам. раб.	
Модуль 1 Смысловая и синтаксическая структура текста “Three man in a boat”						
1. Творческая судьба героя и ее отражение в романе “Three man in a boat”	6	4			1	
2. Текст и действительность	4	2			0,5	
3. Воплощение языковых реалий в тексте “Three man in a boat”	4	2	1		0,5	
4. Профессиональная лексика как индикатор англоязычной культуры	4	3	1		2	1
Всего за модуль, час	18	11	2		4	1

Модуль 2

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудиторная работа, час	ПК
		Лаб-ная работа	Контр.р аб.	Пресса	Сам. раб.	
1. Композиционное сцепление речевых жанров в романе "To sir with love"	6	4			1	
2. Структурно-семантические особенности ораторского стиля в речи	4	2			0,5	
3. Синтаксический параллелизм и повторы как особенности ораторского стиля	4	2	1		0,5	
4. Экспрессивные средства достижения ретардации в тексте	4	3	1		2	1
Всего за модуль, час	18	11	2		4	1

Модуль 3

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудиторная работа, час	ПК
		Лаб-ная работа	Контр.раб.	Пресса	Сам. раб.	
Модуль 3 Выявление смысловых доминант и анализ языковой ткани текста "The fun they had".						
1. Характеристика коммуникативного регистра и его фрагментов	6	4			1	

2. Анализ текстовых рематических доминант	4	2			0,5	
3. Характеристика используемых в тексте приемов актуализации смысла	4	2	1		0,5	
4. Своеобразие выбора лексических единиц и используемых лексических категорий.	4	3	1		2	1
Всего за модуль, час	18	11	2		4	1

1.3. Самостоятельная работа студента

**Тексты устных тем, разработки и тестовые задания к материалу по устным темам
1 семестр.**

FEELINGS AND EMOTIONS

Sharing Ideas

What is the difference between a feeling and emotion?

What gives you positive / negative emotions?

Which of your feelings do you let other people know about? Which do you keep to yourself?

Why do you think people cry?

If you feel like crying, do you let yourself cry or do you try to restrain the tears?

Expressing your feelings

All people feel different feelings and emotions in their everyday life. When we are happy the world seems to be a friendly place, while when we are irritated everything looks hostile and sad.

Sometimes it's a good thing to say what you feel. At other times it's better to keep quiet about your feelings. Sometimes it's hard to know exactly what it is you do feel. At other times feelings are so strong they seem to *overwhelm* you. All of us experience a wide range of emotions in our lives. Usually, that's a good thing. But sometimes we have difficulty controlling our emotions, even to the point of letting our emotions control our behavior. Usually, that's not such a good thing. Here are some helpful suggestions for handling your emotions.

- Be honest with yourself.
- Find positive ways to express anger that are not hurtful to others.
- Talk to somebody about your feelings.
- Remember, whatever you are feeling, you're not alone.
- Don't ignore your emotions, they are telling you something.
- Try not to get overwhelmed, things usually improve.
- If you are having an unpleasant feeling, think of something you can do that will help, and then do it.
- If you do get overwhelmed - ask for help.

Controlling or letting feelings out

The stereotype of the English is that they are cold, *reserved* and unemotional. Compared with the *extravagant* French or the *explosive* Italians the English are an *uptight* lot. If they do feel anything they're not likely to let you know. It's a *caricature* but it has some truth in it.

We grow up in a culture which tells us that it's good to control our feelings. We learn that it's best to *restrain* our *warmth*, our tears, our anger. We learn that it's better to be *rational*. But is it? What happens to feelings you don't express? Many people argue that they don't just disappear. They continue to *exist* under the surface and *affect* the way you feel and behave.

Anger that you don't express to others can become anger that you turn against yourself. Fears that you don't talk about may make you *timid* in all things. You may put on a brave front but inside you're *fearful* and *anxious*. Hurts and disappointments that you've never cried over may make you protect yourself hard against any possible new hurt and become *overcautious* about getting close to others.

Glossary

overwhelm, v – to defeat someone or something by using a lot of force
extravagant, adj – spending, using or doing more than necessary in an uncontrolled way
explosive, adj – describes a situation or emotion in which strong feelings are loudly or violently expressed
uptight, adj – worried or nervous and not able to relax
caricature, n – (the art of making) a drawing or written or spoken description of someone, which makes part of their appearance or character more noticeable than it really is, and which usually makes them look ridiculous
warmth, n – friendliness and affection
restrain, v – to control the actions or behaviour of someone by force, especially in order to stop them from doing something, or to limit the growth or force of something
rational, adj – showing clear thought or reason
exist, v – to be, or to be real
affect, v – to have an influence on someone or something, or to cause them to change
timid, adj – shy and nervous; lacking confidence; easily frightened
fearful, adj – frightened or worried about something
overcautious, adj – describes too careful, well considered and sometimes slow or uncertain
anxious, adj – worried and nervous

Discussion

What is the stereotype of the English? The French? The Italians? Daghestani people?
What does our culture tell us about handling our emotions?
What happens to feelings we don't express?
What may anger that you don't express to others become?
How can fears that you keep to yourself affect your life?
What may hurts and disappointments that you've never cried over turn into?

These are the song lyrics. What do you think the missing words could be? Chose one of the given words and put it in the lyrics:

CRY CRYING CRYING TEARS TEARS

But the touch of your hand can start me _____. (Roy Orbison)
I try to laugh about it, hiding the _____ in my eyes. (The Cure)
And I know there'll be no more _____ in heaven. (Eric Clapton)
Your bridges were burned and now it's your turn to _____ me a river. (Justin Timberlake)
People killin, people dyin, children hurt and women _____ (Black Eyed Peas)

The following quiz looks at some feelings that are common to us all and some of the different ways that people react to them

Reactions can range from expressing the feeling spontaneously and directly to finding some way of denying that it exists at all.

For each section circle the answer that is most often typical of you and **use the results of this quiz in a topic of your own**

How do you show your feelings?

ANGER

When you feel angry, which of the following reactions would be most typical of you?

Raising your voice or shouting at the person you are angry with.

Explaining quietly why you are angry.

Trying not to be angry (perhaps because you think it's wrong or unfair).

Telling yourself you are not really angry or that you've not really got anything to be angry about.

FEELING SAD OR UPSET

When you feel sad or upset, which of the following reactions would be most typical of you?

a. Crying about it to someone else.

Talking to a friend about what's upset you.

Going away and crying on your own.

Telling yourself you don't really feel sad or upset or that you've not really got anything to feel sad or upset about.

FEELING FRIGHTENED OR WORRIED

When you feel frightened or worried, which of the following reactions would be most typical of you?

a. Trembling, shaking or crying as you tell someone how you feel.

Talking to a friend about the things that are frightening or worrying you.

Going away on your own and crying about it or feeling bad.

Telling yourself you don't really feel frightened or worried or that you've not really got anything to feel so about.

FEELING EMBARRASSED OR ASHAMED

When you feel embarrassed or ashamed, which of the following reactions would be most typical of you?

a. Laughing in embarrassment as you try to explain someone why you feel embarrassed or ashamed.

Telling a friend later about how you felt embarrassed or why you felt so ashamed.

Swallowing hard and wishing the floor would open so that you could disappear from sight.

Pretending you're not in the least embarrassed or ashamed and putting an arrogant or cocky face on it.

FEELING HAPPY

When you feel happy, which of the following reactions would be most typical of you?

a. Laughing and smiling, telling someone how you feel.

Analyzing to yourself or others the reasons why you're happy.

Going around with an inner glow.

Telling yourself this can't last, it's not really true or it's not right to be happy when others aren't.

FEELING DISGUST OR DISLIKE

When you feel disgust or dislike, which of the following reactions would be most typical of you?

a. Screwing up your face, grimacing as you say what you feel.

Telling a friend how much you dislike or feel disgust about something.

Controlling your disgust or dislike.

Pretending that nothing's happened, ignoring the things or people that make you feel this way.

FEELING WARMTH OR AFFECTION FOR OTHERS

When you feel warmth or affection for others, which of the following reactions would be most typical of you?

a. Touching, holding, embracing, kissing other people.

Talking to a friend about the way you feel.

Deciding not to express how you feel, perhaps because you're afraid you might get hurt.

Telling yourself it's sloppy and sentimental to feel like this about people and pushing the feelings away.

DO YOU:

Express feelings directly?

The **a** statements show ways in which feelings can be expressed directly. You feel something and you show it.

Talk about them?

The **b** statements show ways in which feelings can be partially expressed by talking about them. Talking about your feelings can help you get clear about what you feel. You can get support. You may start to build up the confidence to express feelings more directly.

Keep them to yourself?

The **c** statements are about trying to control your feelings. Sometimes you may feel it's best to keep quiet about what you feel. You may not want to make yourself vulnerable before others. Or you may decide that expressing your feelings would be destructive to someone else. If you always keep your feelings to yourself, however, you may find that they start to come out in other ways.

Deny them?

The **c** statements are about the ways of denying your feelings altogether. You may think they're not nice. Or you may be frightened of their strength. Again, these denied feelings may emerge in other ways.

TRAVELLING

Sharing Ideas

1. What do you know about travelling?
2. Why do you think people travel?
3. Have you ever travelled anywhere?
4. Do you like travelling?
5. What ways / means of travelling do you know?

Travelling

Modern life is impossible without travelling. We can travel by car, by bus, by bicycle, by train, by ship, by plain. Each kind of travelling has its advantages. The fastest way of travelling is by plain. But it's expensive. Modern means of travelling have different *facilities*. The seats in carriages are comfortable. We can sleep, sit, read, enjoy beautiful scenery through the window; but in plains we can see only clouds. Cycling is very useful too. We can stop where we like and visit sights of interest, enjoy fresh air. We needn't keep any time-table or get tickets at the *booki*

Travelling is always exciting. We meet people, *brand new places*, get a lot of impressions. We enjoy the *picturesque scenery* of these places, *explore* them and *go sightseeing*. We learn history, culture and traditions of different lands. We come to know more about music, art literature and famous people. We become more educated. It's better to see ones than to hear many times. One more thing makes traveling wonderful. You are always looking forward to your trip and then to home coming, returning to our native town, family and friends. And it's quite natural. We owe much to travelling. It makes us more friendly. A lot of places *attract* tourists over the world. Foreigners *admire* a lot of places in Russia too.

Sometimes your journey turns out to be a real *disappointment*. It may happen in case the trip is not well organized or bad weather may *spoil* your plans, or the company who joined your

trip may be rather dull and you *feel bored* during the time you travel, or the place from which you expected much appears to have nothing particular.

Travelling has much in common with *camping* and going on *hikes*. It teaches us discipline, we learn to overcome all kinds of *hardships* and become *strong-willed*.

To travel in mind-that's remarkable! You don't have to suffer from standing in long lines to buy a ticket. You don't feel uncomfortable in the overcrowded transport. You may travel to the *remotest places* on the same day.

* * *

We often get tired of the same surroundings and daily routine. *Hence* some relaxation is *essential* to restore our mental and physical resources. That is why the best place of relaxation in my opinion is the one where you have never been before. And it is by means of travelling that you get to that place.

To be on the safe side and to spare yourself the trouble of standing long hours in the line you'd better *book tickets in advance*. All you have to do is to ring up the airport or the railway station booking office and they will send your ticket to your place. And of course before *getting off* you have to make your preparations.

You should settle all your business and visit your friends and relatives. On the eve of your departure you should pack your things in a suitcase. When the day of the departure comes, you call a taxi and go to the airport or the railway station.

For some time you stay in the waiting room. If you are hungry, you take some *refreshments*. In some time the loud speaker announces that the train or the plain is in and the passengers are invited to take their seats. If you travel by train you find your *carriage*, enter the carriage and find your *berth*. It may be a lower berth, which is more convenient or an upper one. You put your suitcase into a special box under the lower seat. Then you arrange your smaller packages on the tracks. In some time the train starts off. Travelling by train is slower than by plain, but it has its advantages. You can see the country you are travelling through and enjoy the beautiful nature. It may be an express train or a passenger one. There is no doubt it's much more convenient to travel by the express train because it does not stop at small stations and it takes you less time to get to your *destination*.

But if you are in a hurry and want to save your time you'd better travel by plane because it's the fastest way of traveling. After the procedure of registration you board the plain the last. You sit down in a comfortable armchair and in a few minutes you are already above the clouds. After the plain gains its regular height the stewardess brings in some mineral water. You can sit and read a book or a magazine, look through the window to watch the passing clouds change their color grow white to black.

Some people prefer to travel by ship when possible. A sea voyage is very enjoyable, indeed. But to my mind the best way of traveling is by car. The advantages of this way of spending your holiday are that you don't have to buy a ticket, you can stop whenever you wish, where there is something interesting to see.

When you get tired of relaxation, you become home-sick and feel like returning home. You realize that "East or West-home is best", as the saying goes.

Glossary

facility, n – an ability, feature or quality

picturesque scenery – attractive in appearance, especially in an old-fashioned way, the general appearance of natural surroundings, especially when these are beautiful

booking office – a place, usually in a theatre, where tickets can be bought before a performance

remarkable, adj – unusual or special and therefore surprising and worth mentioning

brand new places – absolutely unknown before

explore, v – to search and discover (about something)

go sightseeing – the visiting of interesting places, especially by people on holiday

attract, v – to pull or draw someone or something towards them, by the qualities they have, especially positive and admirable ones

admire, v – to respect and approve of someone or their behaviour, or to find someone or something attractive and pleasant to look at

disappointment, n – something or someone that is not what you were hoping it would be

spoil, v – to destroy or reduce the pleasure, interest or beauty of something

feel bored – feeling tired and unhappy because something is not interesting or because you have nothing to do

camping, n – when you stay in a tent on holiday

hike, n – a long walk, especially in the countryside

strong-willed, adj – determined to behave in a particular way although there might be good reasons for not doing so

hardship, n – (something which causes) difficult or unpleasant conditions of life, or an example of this

remotest places – far away in distance, time or relation

hence, adv – that is the reason or explanation for; therefore

essential, adj – necessary; needed

book tickets in advance – to arrange to have a seat, room, entertainer, etc. at a particular time in the future

getting off – to leave a place, usually in order to start a journey

refreshments, n, pl – (small amounts of) food and drink

carriage, n – any of the separate parts of a train in which the passengers sit

berth, n – a bed in a boat, train, etc., or a place for a ship or boat to stay in a port

destination, n – the place where someone is going or where something is being sent or taken

Discussion

What means of traveling did you come across while reading the text?

What is the fastest way of traveling?

What facilities do modern means of traveling provide us with (have)?

Why is traveling always exciting?

What can make your journey really disappointing?

If one made up his mind to travel anywhere what preparation he should do before getting off?

What advantages do all means of traveling have? Dwell on them.

- What country would you like to visit? Account for your choice.
- What is your favourite way of traveling?
- Are there any means of traveling that you would never use? Why?

Comment (agree or disagree, say why) upon the following quotations by famous people:

❖ Travel is only glamorous in retrospect.

* Paul Theroux (US novelist)

The use of traveling is to regulate imagination by reality, and instead of thinking how things may be, to see them as they are.

* Samuel Johnson (British man of letters, one of the outstanding figures of 18th-century England)

No one realizes how beautiful it is to travel until he comes home and rests his head on his old, familiar pillow.

* Lin Yutang, Chinese writer

A journey is like marriage. The certain way to be wrong is to think you control it.

* John Steinbeck American writer

I have found out that there ain't no surer way to find out whether you like people or hate them than to travel with them.

* Mark Twain, American writer

Fill in this table, account for your opinion and use these hints in a topic of your own:

Types of travelling	advantages	disadvantages
by sea		
by train		
by plane		
by car		
by bus		
by bicycle		
on foot		
in one's mind		

UPBRINGING CHILDREN

Sharing Ideas

What can make a child happy/unhappy?

Do you think you can be a better parent than your own parents in future?

In what ways do you spoil your child?

What are some things that you would not allow your children to do?

What are some things that your parents did or do that you would never do?

Upbringing a child is not an easy task

Upbringing children is a very difficult and responsible task. One's life and fate depend on one's upbringing *to a great extent*.

It's a fact that happiness and wellbeing of children depend on the degree of love, understanding and approval their parents give them. Parents should be tactful and *considerate* with their children. They shouldn't criticize them in public as it *humiliates* the children and

arouses *hostility* on their part. Parents must take a good look at themselves, as, consciously or unconsciously; children *pattern* themselves on their parents.

If parents have certain traits they don't want their children to *inherit*, they should do their best to get rid of them.

It is not wise to demand from a child more than he can give. In this case, parents can damage his/her confidence. The child may even develop an *inferiority complex*.

There is a term "difficult" children, such children are at war with themselves, and, *consequently*, they are at war with the whole world. Unhappy children these are! A difficult child is nearly always made difficult by wrong *treatment* at home. There must be no fear in children's life, as only *hatred* can *flourish* in the atmosphere of fear. Fear must be eliminated from the life of children the same about corporal punishment while bringing up children, it should not be acceptable.

Adolescence is the most dangerous age. Teenagers are gaining a sense of *dignity* as and they do not bear humiliation. Parents should be especially tactful with their children at this age.

Glossary

to a great extent – very much

considerate, adj - - respectful

humiliate, v – to make someone feel ashamed or lose their respect for themselves

hostility, n - unfriendliness and not liking or agreeing with something

pattern on, v – to copy one's habits and way of doing something

inherit, v – to have the same physical or mental characteristics as one of your parents or grandparents

inferiority complex - a feeling that you are not as good, as intelligent, as attractive, etc. as other people

consequently, adv.- as a result

treatment, n - the way you deal with or behave towards someone or something

hatred, n - an extremely strong feeling of dislike

flourish, v - to grow or develop successfully

adolescence, n - the period of time in a person's life when they are developing into an adult

dignity, n - calm, serious and controlled behaviour that makes people respect you

Discussion

Do you agree with the title of the story? Give your grounds.

What do happiness and wellbeing of children depend on?

Why should parents watch their behavior?

Sometimes parents are too demanding; they want their children to be the best. Do you think it is good to be too demanding? Give your grounds.

Have you ever dealt with "difficult" children? What do you think makes them difficult?

What is the most dangerous age when parents should be especially careful with their kids? Why?

Would you like to have children in future? Would you be a strict parent?

Do you think a man and a woman (both parents) should take equal part in bringing up a child?

Who is more responsible for a child?

How would you describe a good parent? How would a child describe a good parent? Do these qualities differ much?

What do you think can parents do to prevent their children from being difficult?

Comment (agree or disagree, say why) upon the following quotations by famous people:

You don't have to deserve your mother's love. You have to deserve your father's. He's more particular.

*Robert Frost (U.S. poet, 1874-1963)

A child understands fear, and the hurt and hate it brings.

*Nadine Gordimer (South African writer)

The best way to keep children home is to make the home atmosphere pleasant.

*Dorothy Parker (U.S. short-story writer and poet, 1893-1967)

Be gentle with the young.

*Juvenal (ancient Roman poet)

Tick 5 most important as you think activities when bringing up children, account for your choice and use these hints in a topic of your own:

Love your children unconditionally -- irrespective of whether they "behave nicely," clean up their room, and do their homework. Your love must go beyond this. Your children will feel it.	
Each day tell your children that you love them. All you have to say is three words, "I love you." If this is difficult for you, that is a sign you really need to say it.	
Speak and act in ways that give your children a positive self-image. Believe in your child. Believe in his abilities and potential. Say explicitly, "I believe in you." How do you know when you are successful at this? When your child says, "I see that you believe in me."	
Be a role model for the traits and qualities that you want your children to possess. Share your day with your kids so they know what you do and can learn from you and your experiences.	
Word your comments positively. Focus on the outcome you want. Say: "By developing this quality (for example, taking action right away), you will be more successful in life." (Rather than saying the negative.)	
Read great books to your children.	
Create a calm, loving, anger-free atmosphere in your home. Consistently speak in a calm and loving tone of voice. See, hear, and feel yourself being a calm person who has mastered the ability to maintain an emotional and mental state that is centered, focused and flowing.	
If you make a mistake when interacting with your children, apologize. Ultimately they will respect you more than if you try to deny the mistake.	
Every day, express gratitude in front of your children. Ask them regularly, "What are you grateful for?"	
When your children make mistakes, help them learn from those mistakes.	

SPORTS AND HEALTHY WAY OF LIFE

Sharing Ideas

Do you always eat healthy food?

Do you ever read magazines or news articles about health? If yes, what subject(s) do you find the most interesting?

Do you exercise? How often do you exercise?

How can you reduce stress in your life?

Are you good at sports? What sports are you good at? Do you often play sports?

Keeping fit and doing sports

The modern way of life, when people have little physical activity, use cars instead of walking, watch television for many hours, and work on computers is turning them into *legless creatures*. Although a lot of people are interested in staying healthy, not many people do very much about it. Only 10 per cent of *adults* take part in sport more than twice a week.

Some people argue that sports are not very useful. It takes a lot of energy and time. A lot of people prefer to watch sports competitions rather than take part in sports. The most popular spectator sports are football, hockey and figure skating. Most of the important competitions are *televised*, and people enjoy watching sports programmes on TV. But certainly watching sports events and going in for sports are two different things.

People nowadays are more *health-conscious* than they used to be. They understand that good health is above wealth. To be healthy we should avoid different bad habits that can affect our health. Smoking and drinking too much alcohol, are the worst ones. Smoking, for example, causes a number of heart and *lung* diseases, such as pneumonia and cancer. Besides, it makes your teeth yellow and skin unhealthy. Fortunately, in recent years smoking has received a lot of bad *publicity*, and fewer people smoke nowadays. Some companies don't employ people who are smokers. Smoking has been banned in most public places because everyone agrees it does harm to our health.

Smoking and drinking are joined by less dangerous habits, such as eating unhealthy food, or even overeating. Of course, they are not quite as *deadly* as smoking or drinking alcohol, but they also affect our health.

One of the best ways to stay healthy and to keep fit is by going in for sports. Among the benefits of regular exercise are a healthier heart, stronger bones, quicker reaction times and more resistance to various illnesses. Besides, you can eat and drink as much as you want because you are burning it all off.

To be healthy, it is also very important to spend a lot of time in the open air. It is useful to go for a walk before going to bed, or to air the room.

It is very important to be fit and healthy, and it is necessary to take care of your health. Being fat, in fact, can cause real problems. It is harder for fat people to get a good job, or even to make friends. If you want to do well, you must be thin. That's why we should go in for sports on a regular basis.

Sleeping eight or nine hours, getting up early, regular meals, a healthy diet and going in for sports is really a good way to live.

The most popular sports in Russia are football and hockey, skating and skiing, tennis and basketball. Among the benefits of regular exercise are a healthier heart, stronger bones, quicker reaction times, and less susceptibility to various illnesses. Scientists believe that if you go in for sport on a regular basis, it could even help you to live longer.

Glossary

legless, adj – lit. without legs

creature, n- any large or small living thing which can move independently, used to refer to a person when an opinion is being expressed about them

adult, n - a person that has grown to full size and strength

majority, n - the larger number or part of something

injuries, n pl - physical harm or damage to someone's body caused by an accident or an attack

televised, adj – shown on TV

health-conscious, adj – concerned about his/her health

essential, adj - necessary; needed

jog, v- to run at a slow regular speed, especially as a form of exercise

lungs, n. pl - two organs in the chest with which people breathe

publicity, n - the activity of making certain that someone or something attracts a lot of interest or attention from many people, or the attention received as a result of this activity

deadly, adv – bringing death closer

Discussion

Do you agree that people turned nowadays into legless creatures?

Why do people prefer watching sports rather than doing it?

Name some bad habits which affect our health in the negative way, prove your point.

What is one of the best ways to stay healthy according to the text? Do you agree with this statement?

Why should we go in for sports on a regular basis?

What are the most popular sports in Russia?

What are advantages of regular exercise?

What do you think is the most popular sport in the world?

What new sports would you like to try? How do you feel about extreme sports? Would you like to try any of these?

What sports do you like to watch live? Why?

What are some things people can do to keep healthy?

What disease frightens you the most? Why?

Study the following table. Choose one activity which you think is the most harmful and speak on it, proving your point of view:

ACTIVITY	RISKS TO YOU	RISKS TO YOUR FAMILY
Smoking	Respiratory illness, coronary heart disease, cancer	Respiratory illness, chest, nose, ear and throat infections. Your family's risks are increased two to three times if you smoke.
Lack of physical activity	Coronary heart disease, strokes, high blood pressure, breathlessness, flabby body, little energy, stiff joints, osteoporosis, poor posture, overweight.	Lack of energy for your work; lack of energy for your children and grandchildren; a poor role model.
Overeating	Coronary heart disease, high blood pressure, non-insulin dependent diabetes, constipation, joint pain, being out of breath. Your risks multiply if you eat too much animal fat, smoke, drink alcohol and take very little exercise.	Coronary heart disease, development of bad eating habits, poor life expectancy But having a Healthy Lifestyle isn't only about being the right weight for your height.

Alcohol addiction	Raised blood pressure, which increases the risk of Stroke; stomach disorders; depression and emotional disorders; cancers, particularly of the mouth, throat and gullet; hepatitis and cirrhosis of the liver; malnutrition; accidents at home, at work and on the roads; suicide.	Violence, accidents (perhaps influenced by you); less to spend on food; poor role model for children; increased risk of divorce.
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Comment (agree or disagree, say why) upon the following quotations by famous people:

Health is not valued till sickness comes.

*Dr. Thomas Fuller (an English churchman and historian)

Be careful about reading health books. You may die of a misprint.

*Mark Twain (U.S. humorist, writer, and lecturer)

Eat breakfast like a king, lunch like a prince, and dinner like a pauper.

*Adelle Davis (an American pioneer in the fledgling field of nutrition during the mid-20th century)

Quit worrying about your health. It'll go away.

*Robert Orben (an American magician and professional comedy writer)

NATURE PROTECTION AND GLOBAL WARMING

Sharing Ideas

What do you know about environmental problems?

What types of pollution do you know?

Which is more important, increasing people's standard of living, or protecting the environment?

Protection of environment

Environmental problems have become exceptionally *acute* in the modern world, and environmental protection has become a vital necessity for all people.

Our planet is in serious danger. One of the most important environmental problems in the world today is the shortage of clean water. Industrial *pollution* has made many sources of water undrinkable. Rivers, lakes and even seas have become *poisonous*. Thousands of fish die every year as a result of the illegal *dumping* of waste in rivers by factories all over the world.

Lake Baikal is one of the worlds' largest and most beautiful lakes. It contains a rich variety of fish and plants, including 1,300 *rare species* that do not exist anywhere else in the world. However, they are being killed by massive industrial waste, which some factories still pour into the lake every day. A few years ago people thought that the supply of clean water was unlimited. Now clean water is *scarce*, and we are beginning to respect this *precious* resource. We must protect the clean water that remains for the sake of our children and grandchildren.

Air pollution is another important problem. In hundreds of cities and towns the concentration of harmful substances in the air is over ten times the *admissible* level. Every day a

huge number of plants and factories *emit* lots of *harmful* substances into the atmosphere of big cities. The great increase in the use of motor cars in the last quarter of the twentieth century has caused an increase in a new kind of air pollution. Pollution from factories and cars poison the air we breathe, and is the main reason for the *greenhouse effect* and *acid rain*.

Acid rain can *damage* life in lakes and rivers and *destroy* forests. The greenhouse effect may also have *disastrous* consequences for our planet. It is already affecting several areas of the world with unusual weather causing *droughts* or heavy storms. The world's temperature is going up and the climate is changing. Cutting down on *emissions* from large *combustion* plants and *exhaust* fumes from *vehicles* would help solve the problem. I think we should try and use alternative energy, such as solar energy and wind energy, and design plants and cars that run on electricity, a much cleaner fuel than petrol.

One of the most alarming environmental problems is *depletion* of the ozone layer, which protects the Earth from the dangerous ultraviolet rays of the sun. Because of the ozone holes, the dangerous rays get through the atmosphere, causing skin cancer and other serious diseases. Many scientists think that these ozone holes are the result of air pollution.

The most urgent ecological problem today is the environmental safety of nuclear power stations. Nuclear pollution can't be seen, but its effects can be terrible. We all know how tragic the consequences of the Chernobyl *disaster* are. Nuclear waste also endangers people's lives. People all over the world protest against nuclear tests and nuclear weapons. If we do not take any action, the possibility of a global nuclear disaster is very real.

Of course, we can't help mentioning such burning issues as *destruction* of tropical forests and wildlife, *overpopulation*, and *shortage* of natural resources. The list of serious ecological problems could be continued.

Today environmental issues are much spoken and written about on TV, radio, and in the newspapers. If people want to survive, they must do their best to solve these problems. Fortunately, it's not too late to save our planet. We understand that our environment is not just our home town, but the whole earth. The protection of the environment requires the cooperation of all nations. Governments should take measures that will help improve the environment.

There are a lot of environmental groups and international organizations, whose main goal is to strengthen cooperation among environmentalists from different countries. The most famous of them is Greenpeace, which combines the people's efforts for peace with the huge and ever *mounting* movement for nature *conservation*. The World Wildlife Fund (WWF) is the name of another international organization that appeared in 1961. It has created or given support to National Parks on five continents.

Glossary

environmental, n – related to the air, water and land in or on which people, animals and plants live

acute, adj – here – very bad

pollution, n – damage caused to water, air, etc. by harmful substances or waste

poisonous, adj – very harmful and able to cause illness or death

dumping, n – getting rid of something unwanted, especially by leaving it in a place where it is not allowed to be

rare, adj – not common; very unusual

species, n – a set of animals or plants in which the members have similar characteristics to each other and can breed with each other

scarce, adj – not easy to find or obtain

precious, adj – of great value because of being rare, expensive or important

admissible, adj – FORMAL considered satisfactory and acceptable in a law court

emit, v – to send out a beam, noise, smell or gas

harmful, adj – causing harm

greenhouse effect, n – an increase in the amount of carbon dioxide and other gases in the atmosphere which is believed to be the cause of a gradual warming of the surface of the Earth

acid rain – rain which contains large amounts of harmful chemicals as a result of burning substances such as coal and oil

damage, v – to harm or spoil something

destroy, v – to damage something so badly that it does not exist or cannot be used

disastrous, adj – extremely bad or unsuccessful

drought [dro:t], n – a long period when there is little or no rain

emission, n – when gas, heat, light, etc. is sent out; an amount of gas, heat, light, etc. that is sent out

combustion – SPECIALIZED the chemical process in which substances mix with oxygen in the air to produce heat and light

exhaust fumes – the waste gas from an engine, especially a car's, or the pipe the gas flows through

vehicle, n – FORMAL a machine usually with wheels and an engine, which is used for transporting people or goods on land, particularly on roads

depletion, n – (a) reduction

disaster, n – (an event which results in) great harm, damage or death, or serious difficulty

destruction, n – when something is destroyed

overpopulation, n – too many people for the amount of food, materials and space available somewhere

shortage, n – when there is not enough of something

mounting, adj – gradually increasing

conservation, n – the protection of plants and animals, natural areas, and interesting and important structures and buildings, especially from the damaging effects of human activity

Global warming

Global warming is potential increase in global average surface temperatures resulting from *enhancement* of the greenhouse effect by air pollution.

In 2001 the U.N. Intergovernmental Panel on Climate Change *estimated* that by 2100 global average surface temperatures would increase by 2.5 to 10.4 °F (1.4 to 5.8 °C), depending on a range of *scenarios* for greenhouse gas emissions. Many scientists predict that such an increase would cause polar ice *caps* and mountain *glaciers* to *melt* rapidly, *significantly* raising the levels of coastal waters, and would produce new patterns and extremes of drought and rainfall, seriously *disrupting* food production in certain regions. Other scientists *maintain* that such predictions are *overstated*. The 1992 Earth Summit and the 1997 conference of the UN Framework Convention on Climate Change *attempted* to address the issue of global warming, but in both cases the cause was *hindered* by conflicting national economic agendas and disputes between rich and poor nations over the cost and consequences of reducing emissions of greenhouse gases.

Warming of the Earth's surface and lower atmosphere that tends to intensify with an increase in atmospheric *carbon dioxide* and certain other gases.

Glossary

enhancement, n – the improving of quality, amount or strength of something

estimate, v – to guess the cost, size, value, etc. of something

scenario, n – a description of possible actions or events in the future

cap, n – a small usually protective lid or cover

glacier, n – a large mass of ice which moves slowly

melt, v – to turn from something solid into something soft or liquid, or to cause something to do this
 significantly, adv – important or noticeable
 disrupt, v – to prevent something, especially a system, process or event, from continuing as usual or as expected
 maintain, v – to keep a road, machine, building, etc. in good condition
 overstated, adj – described or explained in a way that makes it seem more important or serious than it really is
 attempt, v – to try to do something, especially something difficult
 hinder, v – to limit the ability of someone to do something, or to limit the development of something
 carbon dioxide the gas formed when carbon is burned, or when people or animals breathe out

Greenhouse effect

Visible light from the Sun heats the Earth's surface. Part of this energy is *reradiated* in the form of long-wave *infrared* radiation, much of which is absorbed by molecules of carbon dioxide and water *vapour* in the atmosphere and reradiated back toward the surface as more heat. This process is analogous to the glass panes of a greenhouse that *transmit* sunlight but hold in heat. The trapping of infrared radiation causes the Earth's surface and lower atmosphere to warm more than they otherwise would, making the surface *habitable*. The increase in atmospheric carbon dioxide caused by widespread *combustion* of fossil fuels may intensify the greenhouse effect and cause long-term climatic changes. An increase in atmospheric concentrations of other trace gases such as *chlorofluorocarbons*, *nitrous oxide*, and methane may also aggravate greenhouse conditions. It is estimated that since the beginning of the Industrial Revolution the amount of atmospheric carbon dioxide has increased 30%, while the amount of methane has doubled. Today the U.S. is responsible for about one-fifth of all human-produced greenhouse-gas emissions.

Glossary

reradiate, v – to reproduce heat and/or light, or (of heat or light) to be produced
 infrared, adj – a type of light that feels warm but cannot be seen
 transmit, v – to broadcast something, or to send out or carry signals using radio, television, etc
 habitable, adj – providing conditions which are good enough to live in or on
 combustion, n – SPECIALIZED the chemical process in which substances mix with oxygen in the air to produce heat and light
 chlorofluorocarbons – synthetic chemical substance, corresponds to Russian “хлорфторуглерод”
 nitrous oxide – synthetic chemical substance, corresponds to Russian “азотистый оксид”

Recycling

Recycling is the processing of used objects and materials so that they can be used again. About 60% of rubbish from homes and factories contain materials that could be recycled. Recycling saves energy and raw materials, and also reduces damage to the countryside.

Glass, paper and aluminium cans can all be recycled very easily. Many towns have bottle banks and can banks where people can leave their empty bottles and cans for recycling. A lot of paper bags, writing paper and greeting cards are now produced on recycled paper.

Discussion

- Is the shortage of clean water one of the most important environmental problems in the world today? What are the reasons of it?
- What is going on with air in hundreds of cities and towns of our planet?
- What is the main reason for the greenhouse effect and acid rain?
- What may acid rain and greenhouse effect cause?
- What is the solution of this problem?
- What is one of the most alarming environmental problems?
- Is the environmental safety of nuclear power stations the most urgent ecological problem today?
- Why?
- What other ecological problems in different regions of the world do you know?
- What environmental groups and international organizations do you know? What is their main goal?
- How do you understand the terms Global warming and Greenhouse effect?
- Do you think there are lessons to learn from nature?
- Are there litter laws where you live? If so, what is the penalty for littering?
- Do you think cars should be banned from city centers?
- What are some types of pollution which are wide-spread in the place you live?
- What are some ways that you can reduce pollution in this country?
- What can you personally do to help prevent pollution? What can you do to make this world a better place?
- Who do you think is more responsible for pollution, individual people or the government?
- Explain why.
- If you could choose one alternative energy source to develop which one would you choose?
- Why?
- Do you think overpopulation is an important environmental issue? Why or why not?

Comment (agree or disagree, say why) upon the following quotations by famous people:

Nature has no mercy at all. Nature says, "I'm going to snow. If you have on a bikini and no snowshoes, that's tough. I am going to snow anyway."

* Maya Angelou (U.S. poet)

The Laws of Nature are just, but terrible. There is no weak mercy in them. Cause and consequence are inseparable and inevitable. The elements have no forbearance. The fire burns, the water drowns, the air consumes, the earth buries. And perhaps it would be well for our race if the punishment of crimes against the Laws of Man were as inevitable as the punishment of crimes against the Laws of Nature--were Man as unerring in his judgments as Nature.

* Henry Wadsworth Longfellow (U.S. poet)

The day, water, sun, moon, night--I do not have to purchase these things with money.

* Plautus (Roman comic playwright)

Nature does nothing uselessly.

* Aristotle (Greek philosopher and scientist)

❖ After you have exhausted what there is in business, politics, conviviality, and so on - have found that none of these finally satisfy, or permanently wear - what remains? Nature remains.
Walt Whitman (U.S. poet, journalist, and essayist)

❖ The goal of life is living in agreement with nature.

* Zeno (Eastern Roman emperor)

Think of how we can prevent the environment from pollution. Fill in the chart with your ideas

POLLUTION TYPES	WAYS OF SOLVING THE PROBLEM
air pollution	
water pollution	
soil pollution	
contamination (chemicals)	
noise pollution	

SCHOOL EDUCATION IN RUSSIA, IN GREAT BRITAIN AND IN THE USA

Sharing Ideas

1. Are most schools coeducational in your country?
2. Are there any subjects/classes you wanted to study but they weren't available at your school?
3. Do you know anyone who does not know how to read or write?
4. Do you think your school was a good one? Why/why not?
5. Should education be free?
6. Does your country provide a good public school system?

SCHOOLING IN RUSSIA, IN GREAT BRITAIN AND IN THE USA

Russians have always shown a great *concern* for education. The right to education is stated in the constitution of the Russia Federation. It's ensured by *compulsory* secondary schools, *vocational* schools and higher education *establishment*.

Education in Russia is compulsory up to the 9th form inclusive. The stages of compulsory schooling in Russia are: primary education for ages 6-7 to 9-10 inclusive; and senior school for ages 10-11 to 12-13 inclusive, and *senior school* for ages 13-14 to 14-15 inclusive. If a pupil of secondary school wishes to go on in higher education, he or she must stay at school for two more years. Primary and secondary school together comprise 11 years of study. Every school has a «*core curriculum*» of academic subjects.

After finishing the 9th form one can go on to a vocational school which offer programmes of academic subjects and a programme of training in a technical field, or a profession.

After finishing the 11th form of a secondary school, a lyceum or a gymnasium one can go into higher education. All applicants must take competitive exam.

All British children must stay at school from the age of 5 until they are 16. Many of them stay longer and take final examination when they are 17 or 18.

State schools are divided into the following types:

- Grammar schools. Children who go to *grammar schools* are usually those who show a preference for academic subjects, although many grammar schools now also have some technical courses.

- Technical schools. Some children go to technical schools. Most courses there are either commercial or technical.

- Modern schools. Boys and girls who are interested in working with their hands and learning in a practical way can go to a technical school and learn some trade.

- Comprehensive schools. These schools usually combine all types of secondary education. They have physics, chemistry, biology laboratories, machine workshops for metal and woodwork and also geography, history and art departments, commercial and *domestic* courses.

There are also many schools which the state doesn't control. They are private schools. They charge fees for educating children and many of them are *boarding schools*, at which pupils live during the term time.

After leaving school many young people go to colleges or further education.

Now the state in the United Kingdom provides a full range of free educational *facilities*.

Those parents who send their children to private institutions, and could afford it, are free to do so.

The organization of state schooling is not centralized as in the most European countries. Firstly, there is no *prescribed curriculum*. Secondly, the types of school available and the age ranges for which they *cater* vary in different parts of the country. In each area a Local Educational Authority is responsible for education. At any public school no *tuition fees* are payable. State schooling in the UK is financed partly by the Government and partly by local rates.

Schooling is *voluntary* under the age of 5 but there is some free *nursery school* education before that age. Primary education takes place in *infant schools* for pupils ages from 5 to 7 years old and junior schools (from 8 to 11 years). Some areas have different systems in which middle schools replace junior schools and take pupils ages from 9 to 11 years. Secondary education has been available in Britain since 1944. It is compulsory up to the age of 16, and pupils can stay at school voluntarily up to three years longer.

The private sector is running parallel to the state system of education. There are over 2500 fee-charging independent schools in GB. Most private schools are *single-sex* until the age of 16. More and more parents seem prepared to take on the *formidable* extra cost of the education. The reason is the belief that social advantages are gained from attending a certain school. The most expensive day or boarding schools in Britain are exclusive public schools like Eton College for boys and St. James' school for girls.

The American system of school education differs from the systems in some countries. There are state-supported public schools and private secondary schools. Public state schools are free and private schools are fee-paying. Each individual state has its own system of public schools. The federal government pays little or no attention to the schools.

Elementary education begins at the age of six with the first grade (form) and continues through to the eighth grade. In most states children are supposed to go to school until the age of sixteen (or until they have finished the eighth grade).

The elementary school is followed by four years of secondary school or high school as it is called there. In some states the last two years of the elementary and the first years of the secondary school are combined into a junior high school.

The programme of studies in the elementary school is different at different schools. It includes English, arithmetic (sometimes elementary algebra), geography, history of the USA and elementary natural science including physiology. Physical training, singing, drawing, and handwork (wood or metal work) are also taught. Sometimes a foreign language and the study of general history are begun.

Besides giving general education, some high school subjects are useful to those who hope to find jobs in industry and agriculture. Some schools give preparatory education to those planning to enter colleges and universities. Each state has its own university.

At the same time, educational opportunities in the USA are formal for many people. One per cent of American citizens from the age of fourteen and older can neither read nor write. Over two million American children do not go to school, and six million attend only the first grade. More than fifty per cent of school students do not finish high school.

Glossary

concern, n- something that is important to you, or when something is important
compulsory, adj - if something is compulsory, you must do it because of a rule or law
vocational, adj - providing skills and education that prepare you for a job
establishment, n - a business or other organization, or the place where an organization operates
senior school – final school period
core curriculum – main group of subjects studied in a school, college, etc
intelligence, n - the ability to learn, understand and make judgments or have opinions that are based on reason
grammar school - a British school, especially in the past, for children aged 11-18 who are good at studying.
domestic, adj – belonging or relating to the home, house or family
boarding schools - a private school where you can pay to stay and receive meals
facility, n - an ability, feature or quality
prescribed curriculum - set group of subjects studied in a school
cater, v – to provide, and sometimes serve
tuition fees – money paid for schooling
voluntary, adj - done, made or given willingly, without being forced or paid to do it
nursery school – a school for children between the ages of two and five
infant schools – in the UK, a school or part of a school for children who are 4 to 7 years old
single-sex – where children of same sex study
formidable, adj - causing you to have fear or respect for something or someone because they are impressive, powerful or difficult

Discussion

What are the stages of compulsory schooling in Russia?
Can one enter a higher educational institution on finishing the 9th form in Russia? Why?
How and when can one enter a higher educational institution in Russia?
When do British children go to school? When do they leave it?
What types of British state schools do you know? Trace the difference between them.
Are there any types of schools in Britain which the state doesn't control? What are they called?
Are they different from other types? How?
How do you understand the sentence which says that state schooling is not centralized in Europe?
Is education compulsory under the age of 5 in Britain? What about further education?
What are the typical features of private schools in GB?
What types of school are most common for the USA?
What are the features of the elementary education in the US?
What is "high school"?
What does the programme of studies in the elementary school include?
In what way are some high school subjects useful to students?
What can you say about educational opportunities in the US in general?
What are the most vivid recollections of your school years?
Do you think schooling in Russia should be compulsory? Give your grounds.
What subjects would you like to add to the core curriculum in our schools?
Did you have any extra- curriculum activities in your school? Did you do any of them?

Comment (agree or disagree, say why) upon the following quotations by famous people:

- ❖ The roots of education are bitter, but the fruit is sweet.
- *Aristotle (Greek philosopher and scientist)

Teachers open our eyes to the world. They give us curiosity and confidence. They teach us to ask questions. They connect us to our past and future. They are the guardians of our social heritage. Life without a teacher is simply not a life.

*Jonathan Sacks (the [Chief Rabbi](#) of the [United Kingdom](#)'s main body of [Orthodox synagogues](#).)

❖ Education is light, lack of it is darkness.

*Russian proverb

❖ The education of a man is never completed until he dies.

*Robert E. Lee (U.S. and Confederate military leader.)

Fill in this table, account for your opinion and use these hints in a topic of your own:

EDUCATION SYSTEM	advantages	disadvantages
in Russia		
in Great Britain		
In the USA		

APPEARANCE/DESCRIBING PEOPLE

Sharing Ideas

1. Give your definition for the word “appearance”. Do you think everybody has it?
2. Do you think it is important to be able to describe one’s appearance with much detail? Think of situations when we might need this skill.
3. What do you like/dislike best/ most of all in your appearance?

Appearance

When we speak of somebody’s *appearance*, we mean his or her figure, hands, feet, hair, face. A man or woman may be *heavily built*, *delicately built*, or well – made. The figure may be *slender*, or *stooping*, thin or *stout*, fat or *plump*. A person may be: tall, short or of medium height. As for a person’s arms, they may be short, long, rounded, thin, *slender* or *shapely*. Some people have small, thin and shapely hands. The hand may also be large, plump or *bony*. We usually find good-looking people with long shapely or slender legs. But if a person has short legs we find him ugly. We also pay attention to a person’s walk or *gait*. One’s steps may be light heavy, firm, though old people usually *shuffle* their feet, they have a shuffling gait.

When we describe a person’s appearance we usually mention his or her hair, which may be: black, dark, red, *chestnut*, brown, fair, golden, gray, white. According to the fashion woman’s hair may be cut, *plaited* or done in a knot at the back of her head. Some women wear a *fringe*. Women have their hair cut or done in various styles at the hairdressers. Men have a shave and have their haircut, and their beards and moustaches *trimmed* at the barber’s. Some men lose their hair and go *bald*.

The face may be square, oval, round, long, thin, *slump*, *angled*.

People's *complexion* may be dark, fair, olive, *ruddy*. A person may have regular or irregular features. He may also have large, delicate clean – cut features. He may also have a large broad or narrow, high or low forehead and his eyebrows may be thin, thick, bushy, penciled, dark or fair. I won't be mistaken if I say that each girl wants to have large wide-set eyes with long, thick curving eyelashes. The eyes may be of different colours: dark, black, hazel, brown, blue, grey, green.

The nose is considered to be good-looking if it is not large and it is straight. A plump face with a *snub* nose and *dimples* on cheeks also looks rather nice. The nose may also be *hooked* or *aquiline*. The mouth may be big, small, wide, and narrow. The shape of the lips makes it well-cut, firm, thin. The teeth may be even, uneven, large, small, tiny and pearly.

When a woman's face and figure *delight* us we say that she is beautiful, handsome or good-looking. If she is pleasant to look at we say that she is attractive or pretty. But a person's appearance may be common or even ugly. A lot of women want to lose weight and only few want to put on weight.

When a person *resembles* somebody we say that he takes after his father or mother. We may also say: he is the very image of his mother.

We say that a person looks his age when he looks neither older nor younger than he is in reality. He may look young for his age or look old for his age.

We often say that the face is the index of the mind. Besides, we should remember that sometimes appearances are *deceptive* and a fair face might hide a foul heart.

Glossary

appearance, n – the way a person or thing looks to other people

heavily built, adj – weighing a lot; needing effort to move or lift

delicately built, adj – pleasantly soft or light; not strong

slender, adj – thin and delicate, often in a way that is attractive

stooping, adj – when someone stands or walks with their head and shoulders bent slightly forwards and down

stout, adj – (especially of older people) quite fat and solid-looking, especially around the waist

plump, adj – having a pleasantly soft rounded body or shape, POLITE WORD FOR fat

shapely, adj – used to describe something that has an attractive form, especially a woman's body or parts of a woman's body

bony, adj – very thin

gait, n FORMAL- a particular way of walking

shuffle, v – to walk by pulling your feet slowly along the ground rather than lifting them

chestnut, adj – reddish-brown in colour

plaited, adj – three or more lengths of hair or string-like material joined by putting them over each other in a special pattern

fringe, n – an area of hair hanging over the forehead that is cut shorter than the rest of the hair

trim, v – to make something tidier or more level by cutting a small amount off it

bald, adj – with little or no hair on the head

slump, adj – having a retreating forehead

complexion, n – the natural appearance of the skin on a person's face, especially its colour or quality

ruddy, adj – red

snub, adj – a nose that is short and turns upwards at the end

dimple, n – a small hollow place, especially one which appears on a person's face when they smile

hooked, adj – describes a nose which is large and curved

aquiline, adj – a nose curved like an eagle's beak
delight, v – to give someone great pleasure or satisfaction
resemble, v – to look like or be like someone or something
deceptive, adj – making you believe something that is not true

Discussion

What do we mean when we speak of somebody's appearance?
What can you tell about person's figure?
What people do we usually find good-looking or ugly?
Is it necessary to mention his or her hair when we describe a person's appearance? Give your grounds.
What can you tell about person's features?
What do we say when a woman's face and figure delight us?
When do we say that person takes after his father or mother?
What do we say if a person looks neither older nor younger than he is in reality?
How do you understand the proverb "Appearances are deceptive"? Do you agree with this statement?
If somebody asked you to describe somebody's appearance what would you start with?
What is the most important feature in the appearance of the other sex as you see it?
Do you think appearance is the most important thing in life? Give your grounds.
What do you think about the idea of altering one's appearance with the help of surgery? Do you approve or disapprove of it?

Comment (agrees or disagrees, say why) upon the following quotations by famous people:

- ❖ There is certainly no absolute standard of beauty. That precisely is what makes its pursuit so interesting.
* John Kenneth Galbraith (Canadian-U.S. economist and public servant)
- ❖ Beauty is all very well at first sight; but who ever looks at it when it has been in the house three days?
* George Bernard Shaw (Irish playwright and critic)
- ❖ What is a face, really? Its own photo? Its make-up? Or is it a face as painted by such or such painter? That which is in front? Inside? Behind? And the rest? Doesn't everyone look at himself in his own particular way? Deformations simply do not exist.
* Pablo Picasso (Spanish-born French painter, sculptor, printmaker, ceramicist, and stage designer)
- ❖ A man's face is his autobiography. A woman's face is her work of fiction.
* Oscar Wilde (Irish poet and dramatist)
- ❖ Rarely do great beauty and great virtue dwell together.
* Petrarch (Italian scholar, poet, and humanist)

Use the words below to describe one of your group mates and let other students guess who it is

Describing appearance

Height	Build	Age	
tall, tallish, short, shortish, medium height	frail, stocky, slim, thin, plump, fat, skinny, well-built	young, elderly, middle-aged, teenager, in 20s, 30s, 40s	
Face	Eyes	Hair	Clothes
round, oval, square, with scars, wrinkles, freckles, sun-tanned, pale	big round blue eyes, large, small, bright, narrow	bald, straight, curly, spiky, wavy	casual, scruffy, shabby, smart, tidy, messy

Describing Character

What's he like? Is she nice?

careful, hard-working, worried, cheerful, broadminded, active, curious, secretive	aggressive, tough, careless, practical, sensible, independent, strong-minded, stupid	dull, занудный boring, imaginative, ambitious, crafty, хитрый sensitive, gentle, naive	generous, loyal, self-controlled, moody, trusting, modest, tolerant, терпимый friendly	energetic, confident, selfish, shy, stubborn, reliable, clumsy, intelligent
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1.4. Учебно-тематический план

Модули 4-5- входят в аспект аналитическое чтение.

2 семестр.

Модуль 4

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудио рная работа, час	ПК
		Лаб-ная работа	Контр. раб.	Пресса	Сам. раб.	
Модуль 4 Содержательная и концептуальная информация текста "The happy man"						
1. Концептуальное пространство текста "The happy man"	6	4			1	

2. Юмор как основная составляющая текста "The happy man"	4	2			0,5	
3. Денотативно-событийное пространство текста	4	2	1		0,5	
4. Художественное и эмотивное пространство текста	4	3	1		2	1
Всего за модуль, час	18	11	2		4	1

Модуль 5

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудиторная работа, час	
		Лаб-ная работа	Контр.раб.	Пресса	Сам. раб.	ПК
Модуль 5 Содержательная и концептуальная информация текста "The apple tree"						
1. Концептуальное пространство текста "The happy man"	6	4			1	
2. Метафорическая наполненность текста "The happy man"	4	2			0,5	
3. Денотативно-событийное пространство текста	4	2	1		0,5	
4. Художественное и эмотивное пространство текста	4	3	1		2	1
Всего за модуль, час	18	11	2		4	1

Модуль 6 входит в аспект «разговорная практика, устные темы».

II семестр

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудио- рная работа, час	ПК
		Лаб-ная работа	Контр.р аб.	Пресса	Сам. раб.	
1. Holidays in G.B., USA and in Russia	6	4			1	
Movie / my favorite movie star	4	2			0,5	
3. Music	4	2	1		0,5	
4. Painting.	4	3	1		2	1
Всего за модуль, час	18	11	2		4	1

1.5. Самостоятельная работа студентов

Тексты и задания для самостоятельной подготовки

HOLIDAYS IN GREAT BRITAIN, USA AND RUSSIA

Sharing Ideas

1. Do you like holidays? Why?
2. Where is the best place to be for the holidays?
3. Which GB holidays do you know about?
4. What do you English people do when they have holidays?

British and American holidays

Every country and every nation has own traditions and *customs*. English are proud of their traditions and carefully keep them up. English people celebrate Christmas on the 25th of December. Christmas Day is a family holiday. It is the time when all the family gets together round the Christmas tree decorated with toys and sweets. Children believe that when they are asleep Santa Claus comes with a big bag of toys. They often hang up large *stockings* for the presents. All families have Christmas dinners. They eat traditional dishes - turkey, duck, and pudding. On the New Year's Day they watch the old year out and the New Year in. There are some traditions on New Year's Day. One of them is the old First Footing. The first man to come into the house is very important. The Englishmen believe that he brings luck. This man (not a woman) must be healthy, young and pretty-looking. He brings presents - bread, a piece of coal or a coin. Another best-loved holiday is St. Valentine's Day on the 14th of February - the holiday of love and *affection*, the day of sending «valentines» and giving presents to those you love «Be My Valentine» - Englishmen with these word ask to become friends or companion Valentines often are decorated with symbols of love - red hearts and roses, *ribbons* and *laces*. In England tradition of celebrating Easter is deep-rooted in the history of the nation. Easter is a church holiday. There is a popular belief that wearing 3 new things on Easter will bring good luck.

Traditionally Easter is marked by parades of people in bright new spring clothes are held on this day. Another custom is decorating eggs for children. Eggs are hidden in the yards little children believe that the Easter rabbit comes and leaves eggs for them. Easter candies are maid in the form of eggs, little chickens and rabbits. Halloween is the day or evening before all Saint's Day. Children dress up in Halloween costumes and put masks over their faces. They go out into the streets to beg. People give them sweets, cookies and apples. A favorite Halloween custom is to make a *jack-o'-lantern* (the children scrape out a *pumpkin* and cut the eyes, nose and mouth). They light a candle inside the pumpkin to scare their friends.

There are so-called Bank holidays in the UK. Prior to 1834, the [Bank of England](#) observed about thirty-three saints' days and religious festivals as holidays, but according to the Act of Parliament in 1834, this was drastically reduced to just four: [1 May](#), [1 November](#), [Good Friday](#), and [Christmas Day](#). According to the Act of Parliament of 1871 there are 4 bank holidays (Public holidays in G.B. are called bank holidays because the banks as well as most of the offices and shops are closed) Easter Monday, Spring Bank Holiday (Whitsun), December 26th - Boxing Day and [May Day](#) Bank Holiday. Other public holidays are Good Friday, May Day, Also there is a Pancake Day, April's Fool Day and Mother's Day.

People in the USA have holidays both, similar to those celebrated in England and special, nationally-coloured ones. Each of 50 states *establishes* its own legal holidays. But there are holidays, which are *common* to all federal offices. They are the New Year Day, Washington Birthday - "President's Day", Memorial Day, Independence Day and Thanksgiving Day.

There are also many traditional holidays such as St' Valentine's Day, Mothers' Day and Halloween. Perhaps the "two most American holidays" are the 4th of July and Thanksgiving Day. The Independence Day is like a big national party. It takes place through over the country: in *neighborhoods*, beaches or in parks. Some towns and cities have parades with *bands* and flags and many politicians try to give a patriotic speech if there are any listeners. But what makes this holiday exciting is the atmosphere of enjoyment. Families have beach parties with hot-dogs and hamburgers, volleyball, *fireworks* and rockets at night. The national birthday is also the nation's greatest *annual* summer party. Like X-mas.

Thanksgiving Day is the day for families to come together. Traditional foods are prepared for the feast - turkey or ham, *cranberry* sauce and corn dishes, breads and rolls, pumpkin pies. St' Valentine's Day, February 14th, is sweethearts' day when people who are in love express their *affection* for each other in merry ways. The cards may be different but the message is the same: "Will you be my Valentine?" Halloween means ""holly evening". It takes place on the 31st of October. At parties people dress up in strange costumes and *pretend* they are *witches*. They cut horrible faces in potatoes and

pumpkins and put a candle inside which shines through the eyes. People may play different games such as trying to eat an apple from a *bucket* of water without using their hands.

In recent years children dressed in white sheets knocked on doors at Halloween and ask if you like trick or treat. If you give them something nice - a treat - they go away. But if you don't they play a trick on you, such as making a lot of noise on your front doorstep.

Glossary

custom, n - a way of behaving or a belief which has been established for a long time

stockings, n - a large sock which children leave out when they go to bed on Christmas Eve so that it can be filled with small presents

affection, n - a feeling of liking for a person or place

ribbon, n - long narrow strip of material used to tie things together or as a decoration

lace, n - a decorative cloth which is made by weaving thin thread in delicate patterns with holes in them

jack-o'-lantern, n - a pumpkin that has been hollowed out and cut with holes shaped like eyes, a nose, and a mouth, and lit with a candle inside, which is made at Halloween

pumpkin, n - a large, round vegetable with hard yellow or orange flesh

establish, v - to start something that will continue for a long time

common, adj - belonging to or shared by two or more people or things

neighborhood, n - neighbouring places are next to or near each other

band, n- group of musicians who play modern music together

fireworks, n - loud noise when explosive chemicals which produce bright coloured patterns explode

annual, adj – taking place each year

cranberry, n - a small round red fruit with a sour taste

affection, n - a feeling of liking for a person or place

pretend, v - to behave as if something is true when you know that it is not, especially in order to deceive people or as a game

witch, n - woman who is believed to have magical powers and who uses them to harm or help other people

bucket, n- a container with an open top and a handle, often used for carrying liquids

Discussion

- ✓ How do English celebrate Christmas? Do they celebrate the New Year?
- ✓ How is St.Valentine's Day celebrated?
- ✓ What is Easter?
- ✓ What are the features of Halloween?
- ✓ What do you know about Bank holidays? Why do they have such a name?
- ✓ Do people who live in different states in America celebrate the same holidays? Are any common holidays? What are they?
- ✓ What is the Independence Day and how do people mark it?
- ✓ How is Thanksgiving celebrated?
- ✓ What is the message of the Valentine cards?
- ✓ Are there any specific features of Halloween in the USA?
- Are any of the British holidays celebrated in Russia?
- Do you know any other typically British holidays?
- Find some information about British holidays related to the Royal family.

HOLIDAYS IN RUSSIA

Sharing Ideas

1. What holidays have disappeared in your country?
2. What new holidays do you think are needed in your country?
3. How many holidays do you have in your country?
4. What special foods are associated with your favorite holiday?
5. Do we celebrate any of the holidays typically celebrated in GB?

Russian holidays

If you think about the most *appropriate* time to work in Russia, forget about May. First, there is a two-day celebration of May 1, which under the Soviets used to be the International Day of Workers' Solidarity and now is the Day of Labor and Spring. Then, there is May 9, Victory Day, marking the Russian victory in World War II. With a weekend in between and a couple of days taken off to round it out, many Russians do not appear at their work places for about a *fortnight*.

Apart from being an impressive loss of working hours for the national economy, Russian holidays are also remarkably *contradictory*, ideologically speaking. On June 12, a relatively new holiday, Russian Federation Day, is celebrated to mark the day in 1990 that Russia adopted a declaration of *sovereignty*. On November 7 and 8 the country still celebrates what under the Soviets was the anniversary of the 1917 Bolshevik revolution, which led to the creation of the USSR. Nowadays, the anniversary of the revolution is called the Day of *Reconciliation* and Unity.

December 12, Constitution Day, marks the adoption of the 1993 constitution, which *legitimized* the end of the Soviet era.

Nowadays, the New Year remains the biggest and the most popular winter holiday in Russia. However, following the *collapse* of the atheist regime, Russia started to celebrate *Orthodox* Christmas, which, according to the old Church calendar, comes after the *secular* New Year--on January 7. Russian people also celebrate, though unofficially, the so-called "old New Year," on the evening of January 13-14.

Hardly a month passes by before there is another holiday -February 23, Army Day. Historically this holiday has nothing to do with the creation either of the Soviet or the Russian armies. Rather, on that day in 1918, the Bolshevik leaders called on workers to take up arms to defend St. Petersburg from the White Guards, who were closing in on the city. Less than two weeks after Army Day comes the first spring *public* holiday: On March 8, the country celebrates the Women's Day, another Soviet *holdover*. The May 8 holiday originated with the German socialist Klara Zetkin, who began the International Women's Day (IWD) in 1911. The Bolsheviks adopted it after they came to power. Yet it was on that day that Soviet women expected to be presented with flowers, be taken care of and generally be treated *gallantly*.

Only two public holidays in Russia *retain* their original meaning and are equally loved by everyone in the country--New Year's and Victory Day. The New Year celebration was always a family occasion. And since the Second World War affected every family in Russia, Victory Day remains a *sacred* day for all, truly uniting the country.

In addition to the public holidays celebrated in throughout Russia, Dagestanis observe also some traditional holidays of their own. Being the followers of Islam and in accordance with their religious freedom, they celebrate Uraza-Bairam on the occasion of completing *fasting* in the sacred month of Ramazan, the 9-th month of the Islamic *lunar* calendar. Another major religious holiday is Kurban – Bairam, celebrated in 70 days after Ramazan. Before it thousands of Dagestan Moslems go on *pilgrimage* to Mecca and Medina, the sacred places of Islam. These and other Islamic holidays are *movable* – that is due to the fact that they are based on the lunar calendar which is 10 or 11 days shorter than the solar, Gregorian calendar.

Daghestanis observe non- religious holidays as well. They are: Navruz – Bairam, an ancient folk festival which marks the beginning of spring, Holliday of the first Furrow is mostly celebrated by the rural population to mark the beginning of a new agricultural year, Day of shepherds, a professional holiday of shepherds held in Summer, Festival of flowers which is customarily held in the Akhty district in May, Festival of Sweet Cherry, usually celebrated in the Kasumkent district in June etc. In recent years it has become a tradition to celebrate the *White Cranes Day* in *commemoration* of the fallen in the battle fields. On the initiative of the poet Rasul Gamzatov, this memorable date is marked every year in the village of Gunib. The main national holiday of Daghestan is its Constitution Day celebrated all over the republic on July, 26.

Glossary

appropriate, adj - correct or right for a particular situation or occasion

fortnight, n - a period of two weeks

contradictory, adj - stating the opposite of some fact or statement

sovereignty, n - the power or authority to rule

reconciliation, n - the process of making two people or groups of people friendly again after they have argued seriously or fought and kept apart from each other, or a situation in which this happens

legitimize, v - to make (something) legal or acceptable

collapse, n - to be unable to continue or to remain in operation; fail

Orthodox, adj - (of beliefs, ideas, or activities) following generally accepted beliefs or standards

secular, adj - not having any connection with religion

public, adj – here - official

holdover, n – remained features from the previous times

gallantly, adv – (of a man) polite and kind towards women, especially when in public

retain, v - to keep or continue to have something:

sacred, adj - considered to be holy and deserving respect, especially because of a connection with a god

fasting, n - a period of time when you eat no food

lunar, adj – moon related

pilgrimage, n - journey made by a pilgrim to a place which is considered special, and which you visit to show your respect

movable, adj – having no fixed date

solar, adj – sun related

crane, n - a tall bird with long thin legs and a long neck

commemoration, n - something which is done to remember officially and give respect to a great person or event

Discussion

- ✓ Enumerate all the holidays celebrated in Russia.
- ✓ What month of the year is the most inappropriate for work? Why? Make use of your own experience.
- ✓ What holiday do we celebrate on the 9-th of May?
- ✓ Say a couple of words about the Russian Federation Day.
- ✓ What holidays do we observe in winter? Are there any religious holidays in winter?
- ✓ Why is the Orthodox Christmas celebrated on the 7-th of January?
- ✓ What can you tell about the holiday which falls on the 23-th of February? Does it have anything to do with the formation of The Soviet Army?
- ✓ Who and began the International Women’s Day? Give the background of this holiday.

- ✓ What holidays in Russia retain their original meaning and are equally loved by everyone in the country? Why?
- ✓ Give the account for the most important holidays in Daghestan.
- Compare the nature of the public holidays in Russia with those observed in GB. Find similar and different features.
- Where do you think holidays are more politically coloured?
- Distinguish the features most characteristic of the Russian and English holidays.

Comment (agree or disagree, say why) upon the following quotations by famous people:

- ❖ A good holiday is one spent among people whose notions of time are vaguer than yours.
* John Boynton Priestley (an English author and dramatist)
- ❖ "I once wanted to become an atheist, but I gave up - they have no holidays."
* Henny Youngman (a British comedian and violinist famous for "one-liners," short, simple jokes usually delivered rapid-fire)
- ❖ The best of all gifts around any Christmas tree: the presence of a happy family all wrapped up in each other.
*Burton Hillis (an American writer)

Fill in the following chart

Holiday	way of celebrating (if any)		
	Great Britain	USA	Russia
New Year			
Christmas			
St.Valentine's day			
Easter			
Thanksgiving			
April Fool's day			

Independence day			
suggest other holidays and complete the chart			

MOVIE/ MY FAVORITE MOVIE STAR

Sharing Ideas

1. How often do you go to the cinema?
2. Do you watch American movies in English (with subtitles), or do you prefer to see movies dubbed into your own language? Explain why.
3. What is your all-time favorite movie?
4. Have you ever seen the same movie more than once? If yes, name it (or them).
5. What do you think of people who talk during movies at a movie theater?
6. What movie star would you most like to meet? What would you do if you met one?
7. If a book is made into a movie, do you prefer to read the book first or see the movie first?
8. What was the last movie you saw? What did you think about it?

Cinema, cinema, cinema...

In 1995 we celebrated the hundredth anniversary of cinematography. A century ago the Lumiere brothers made their first three-minute films which were demonstrated to the public on December 28, 1895 in Paris.

Since then a new era has begun- the era of cinematography. It rapidly spread all over the world and very soon turned into one of the most popular arts and *entertainments*. The twentieth century may rightfully be called the century of cinematography. Nowadays the cinema is considered one of the main *contemporary* arts. It *combines* such arts as painting, literature, theatre, architecture, and music. That's why a lot of people of different professions are involved in film production: *scriptwriters*, *directors*, *producers*, *cameramen*, costume designers, composers, actors, actresses and many others.

The first films were silent and *black-and-white* ones. The first films in the West were melodramas and comedies. In Russia they were mostly historical ones and *screen-versions* of the best novels.

Since the twentieth, the Hollywood, the famous U.S. film studio, has become the center of the world *movie* industry.

In early thirties the first sound films were released. The cinema was of great importance during the two world wars. The best cameramen went to the front to make documentary films about heroism of the soldiers. *Feature films* of that time helped people survive the *hardships* of war.

Films are demonstrated in cinemas (moving picture-theatres (movies) – U.S.). There are a lot of them in every town and city. In the programme there used to be a feature - film preceded by a *newsreel*, a documentary, a *popular science film* or even by an *animated cartoon*. In our country there are intervals between the shows, and the day show is called a *matinee*. In most cinemas in Western countries there are no intervals between the programmes, and people can stay in the cinema as long as they like.

Nowadays most people prefer watching video films and TV, but films will never *cease* being one of the best entertainments all over the world. Besides, cinema plays a great educational role in the life of society. It helps to bring up the younger generation, to widen the young people's range of knowledge.

Glossary

entertainment, n - shows, films, television, or other performances or activities that entertain people, or a performance of this type

contemporary, adj - existing or happening now

combine, v - to (cause to) exist together, or join together to make a single thing or group

scriptwriter, n - a person who writes the words for films or radio or television broadcasts

director, n - a person who is in charge of a film and tells the actors how to play their parts

producer, n - a person who makes the practical and financial arrangements needed to make a film, play, television or radio programme

cameraman, n - a person who operates a camera when films or television programmes are being made

black-and-white, adj – colorless

screen-version, n – movie version of some literature piece

movie, n - MAINLY US FOR a cinema film

feature film - a film that is usually 90 or more minutes long

hardship, n - (something which causes) difficult or unpleasant conditions of life, or an example of this

newsreel, n - a short film that consists of news reports, usually one that was made in the past for showing in a cinema

popular science film – a film based on some fantastic story

animated cartoon - a film made using characters and images which are drawn rather than real, and which is usually amusing

matinee, n - a film shown or a play performed during the day, especially in the afternoon


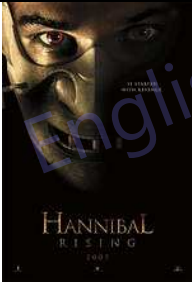

cease, v- to stop something

Discussion

- ✓ Who and when started cinematograph?
- ✓ What arts does cinema combine and people of what profession are involved into film production?
- ✓ What were the first motion pictures in the West and in Russia about?
- ✓ What is the role of cinema in our life?
- ✓ Why was cinema so important during the war?
- ✓ What is a matinee?
- ✓ Can cinema be of any but entertaining use to people, especially young ones? How?
- What famous Hollywood film studios do you know?

- Why do you go to the cinema?
- Give the synopsis of one of your favourite films, explain why you like it.
- Who is your favourite actor (actress), why do you think he/she is special?

Read the following movie trailers and try to figure out which genre each film belongs to. Provide a movie trailer of a film you like best of all, make an appropriate presentation

	<p>Notting Hill</p> <p>William Thacker (Hugh Grant) is a shy London bookseller who has never had much luck with women. His business is stagnant, he has the roommate from hell, and since his divorce, his love life is completely non-existent. When Hollywood star Anna Scott (Julia Roberts), whose picture has been plastered on the cover of every magazine, and every time she makes a move, the entire world knows about it, wanders into his shop, he is transfixed, but doesn't expect to see her again. But coincidence brings them together again, and soon the unlikely couple are falling in love, and must deal with the problems of a relationship between a star and an ordinary guy.</p>
	<p>Hannibal Rising</p> <p>Based on the new Hannibal Lecter prequel novel from author Thomas Harris, which will center on how Hannibal watched his young sister get killed and eaten by hungry soldiers in war-ravaged Lithuania during WWII. The movie will take place at three pivotal moments of Hannibal's life. It is the fourth book dealing with the Doctor, who first appeared in "Red Dragon," and subsequently in "The Silence of the Lambs" and "Hannibal". Gong Li will play Lady Murasaki, Lecter's teacher after he escapes from an orphanage and runs away to Paris.</p>
	<p>Alpha Dog</p> <p>In the sprawling, privileged neighborhoods around L.A., bored teenagers with too much time and too much money string one hazy day into another, looking for the next thrill--doing suburban imitations of the thug life they idolize from rap music, video games and movies. When you're living without any consequences, anything can happen. And in the hot California summer six years ago, something did. Inspired by true events, Alpha Dog follows three fateful days when the lives of a group of Southern California teens suddenly dead-ended. The film features a powerful ensemble cast including Ben Foster, Shawn Hatosy, Emile Hirsch, Christopher Marquette, Sharon Stone, Justin Timberlake, Anton Yelchin and Bruce Willis and is written and directed by Nick Cassavetes.</p>

	<p>Rocky Balboa</p> <p>"Rocky Balboa" is the next story in the saga of Philadelphia boxer Rocky Balboa, one of Hollywood's most beloved characters. In the film, Rocky has long since retired but is drawn back to the boxing ring one last time. On the way he is challenged by a powerful new champion, by personal tragedy and ultimately by himself.</p>
	<p>Eragon</p> <p>Based on the Christopher Paolini-penned bestselling fantasy novel about a youth whose discovery of a dragon egg leads him to become a knight and battle an evil king. The medieval-set tale revolves around a farm boy who learns he is the last of a breed of benevolent Dragon Riders, whose magical powers derived from their bond with the beasts.</p>
	<p>Apocalypto</p> <p>Rated: R for sequences of graphic violence and disturbing images</p> <p>From Academy Award® winning filmmaker Mel Gibson ("The Passion of The Christ," "Braveheart"), comes "Apocalypto": a heart stopping mythic action-adventure set against the turbulent end times of the once great Mayan civilization. When his idyllic existence is brutally disrupted by a violent invading force, a man is taken on a perilous journey to a world ruled by fear and oppression where a harrowing end awaits him. Through a twist of fate and spurred by the power of his love for his woman and his family he will make a desperate break to return home and to ultimately save his way of life.</p>
	<p>Turistas</p> <p>"Turistas" follows six college students who, while backpacking across Brazil, get stranded in the jungles and imprisoned by a military group with a bloody agenda. After a terrifying bus accident maroons a diverse group of young adventure travelers in a remote Brazilian beach town, they slowly discover that the white sand beaches and lush jungles are concealing a darker, unsettling secret.</p>
	<p>Deja Vu</p> <p>The drama stars Denzel Washington as an FBI agent who, upon discovering that a woman he loves was among the victims of a ferry terrorist attack, travels back in time.</p>



Casino Royale

Daniel Craig takes over the role of the legendary British secret agent, James Bond, in the highly anticipated 007 adventure thriller. "Casino Royale" will be the 21st James Bond film.

Comment (agree or disagree, say why) upon the following quotations by famous people:

- ❖ Film as dream, film as music. No art passes our conscience in the way film does, and goes directly to our feelings, deep down into the dark rooms of our souls.
* Ingmar Bergman (Swedish film writer-director)
- ❖ Pictures are for entertainment, messages should be delivered by Western Union.
* [Samuel Goldwyn](#) (U.S. film producer)
- ❖ Movies are one of the bad habits that corrupted our century. Of their many sins, I offer as the worst their effect on the intellectual side of the nation. It is chiefly from that viewpoint I write of them--as an eruption of trash that has lamed the American mind and retarded Americans from becoming a cultured people.
* [Ben Hecht](#) (U.S. journalist, novelist, playwright, and film writer)
- ❖ Right now I think censorship is necessary; the things they're doing and saying in films right now just shouldn't be allowed. There's no dignity anymore and I think that's very important.
* [Mae West](#) (U.S. film actress)

MUSIC

Sharing Ideas

1. Are you a music-lover or can you go without it?
2. What types of music do you know? Which of them appeal to you?
3. What do you think of music fans and fan-clubs?
4. In what ways can music be advantageous?
5. Have you ever been to a concert? What were your impressions?

Music in the USA, Great Britain and Russia

The history of popular music in the United States in the 1970s and 80s is basically that of rock music which has grown to include hundreds of musical styles. New styles such as folk, salsa, new wave, funk, reggae, heavy metal, acid rock, punk rock, rap, hip hop, acid jazz and world music have developed. Country rock, a *fusion* of country and western and rock 'n' roll, grew popular in the 1970s. A *blend* of rhythm and blues and *gospel* music came to be known as soul. Rap developed in the mid-1970s among African-American and *Hispanic* performers in New York City. It generally consists of *chanted*, often improvised, street poetry usually accompanied by disco or funk music. The 1990s saw the birth of alternative music or grunge. Techno, a style of dance music that gained popularity in the 1990s, combines computer-generated, disco-like rhythms with *digital samples*.

In contemporary music, there is a strong *crossover* phenomenon. The trend is not towards one big *homogeneous* style, but rather an interesting meeting of different influences in projects here and there. Musicians have become much more globally aware of other kinds of music. A

whole genre called "world music", a sort of mix of ethnic music adapted to modern western styles, has developed. It includes any ethnic music that isn't big enough to have its own category. Two genres, in particular, have *exerted* an extraordinary hold for the past two decades or so -- rap and its close cousin, hip-hop. Hip-hop uses many of the same *features*, but it is a more dance-driven, rather than message-driven, phenomenon. Both styles have African-American roots, but have been quickly embraced by white performers and can be *encountered* today just about everywhere and in just about any circumstance.

As for Great Britain, this country has produced more popular music stars than any other country. Over the last 30 years rock and pop music have been very popular in Britain. The Beatles, with their style of singing, *eloquent* and exciting, is still one of the most popular groups. British groups often set new trends in music. New styles, groups and singers continue to appear. Some of the more recent pop groups are Dire Straits, Eurhythmics and Spice Girls. Many of the new bands have been able to use the changes in technology to develop their music. Computerised *drum* machines, synthesisers and other electronic instruments are now just as popular as the piano and electric guitars.

Since Soviet rule came to its end in Russia, the country has gone on to embrace a wide selection of modern music genres. From rock to metal all the way to electronic and ska punk, Russia's modern music is as varied as its people. New bands and music artists continue to come out of Russia and are enjoyed the world over. Rock and Roll first came to Russia during the 1960s. Rock bands began emerging in the Soviet Union. Officials at the time viewed rock music as coming from the evil West. Following some rock-groups which began this style in Russia, a number of other Russian rock bands *emerged*. Mumiy Troll brought a more Western sound to rock during the 1990s. The youth of Russia became interested in energetic music with less lyrics, called rockapops. Bands such as Zemfira, Zveri and Multfilmi gained *recognition*.

As for popular music, its area in Russia is rather vast. Some singers and bands have survived the Soviet era and *acquired* a completely new sound, those like Sofia Rotaru, Alla Pugacheva, Valeriy Leontyev and the like are still popular with both, young and adult people, they are considered to be old stagers. There are also bands and solo singers who became popular over the past 10 years, e.g. Phillip Kirkorov, Valeriy Meladze, Valeria, Vitas, some of them have extraordinary voices and others make good music full of melody. And finally there are many young performers who appear every now and then after some song contests, like song contest "New Wave" in Jurmala, Eurovision song Contest. TV shows like "Narodnyy Artist" or "Music Factory" also *staff* Russian pop scene with new pop icons. Among the new and talented representatives of the Russian pop music there are Dima Bilan (whom Russia prides on after his brilliant performance at the Eurovision Song Contest in 2006), Alexander Panayotov, Alexey Goman, Stas Pjekha, Irina Dubtsova, Gluck'oza and many more. There are also different girls-and boys bands, like Via-Gra, Tutsi, Chelsea, Tchay Vdvoyom, A-Sortie, Kornu and many more. They are definitely popular otherwise they would not be a part of our pop music.

Glossary

fusion, n - when two or more things join or are combined

blend, n - a mixture of different things or styles

gospel, n - a style of religious music originally performed by black Americans

Hispanic, adj – Spanish speaking population; connected with Spain or Spanish-speaking countries, especially those countries in Latin America

chanted, adj - a word or phrase that is repeated many times

digital, adj - describes information, music, an image, etc. that is recorded or broadcast using computer technology

sample, n - a small part of a song which has been recorded and used to make a new piece of music

crossover, n - the process or result of changing from one activity or style to another

homogeneous, adj - consisting of parts or people which are similar to each other or are of the same type

exert, v - to use something such as authority, power, influence, etc. in order to make something happen

feature, n - a typical quality or an important part of something

encounter, v - to experience, especially something unpleasant

eloquent, adj - giving a clear, strong message

set, v - here - start

drum, n - a musical instrument, especially one made from a skin stretched over the end of a hollow tube or bowl, played by hitting with the hand or a stick

emerge, v - to appear by coming out of something or out from behind something

recognition, n - an acceptance that something is excellent

acquire, v - to obtain something

staff, v- to take in as employees

Discussion

- ✓ Enumerate all the music styles which existed in the USA by 1970.
- ✓ What is soul?
- ✓ What is rap?
- ✓ When was Techno-style popular? Can you remember any bands performing within this style?
- ✓ What are the trends of contemporary music?
- ✓ How do you understand the term "world music"?
- ✓ What are the main hip-hop features?
- ✓ What are the most popular music styles in Britain? Name some bands solo singers who come from Britain.
- ✓ When did Rock'n'Roll come to Russia? Was it welcomed by the official? Why do you think it happened?
- ✓ Name some alternative bands popular in Russia in the 90s.
- ✓ How do talented singers get on stage in Russia, what is the recent trend?
- What do you think about Daghestani pop music?
- Do you think different song contests should exist? Why? Do you watch them?
- What is important for you in a singer?
- What makes a good song?

Fill in the table providing the names of the bands and solo performers for each category and country

style country	Disco	Rap	Pop	Rock/ Rock'n'Roll	Punk rock	R'N'B	Jazz
the UK							
the USA							
Russia							
Daghestan							

Comment (agree or disagree, say why) upon the following quotations by famous people:

- ❖ I don't know anything about music. In my line you don't have to.
*Elvis Presley (an American singer, musician and actor)
- ❖ Music is essentially useless, as life is.
*George Santayana (a philosopher, essayist, poet, and novelist)
- ❖ Music is the only language in which you cannot say a mean or sarcastic thing.
*John Erskine (US author & educator)
- ❖ Take a music bath once or twice a week for a few seasons, and you will find that it is to the soul what the water bath is to the body.
*Oliver Wendell Holmes (an American poet of the 19th century)

Make your own Top Ten list including the best foreign singers and groups and the best of Russia's singers and groups:

TOP TEN CHART	
Russian	Foreign (indicate the country)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Организация самостоятельной работы студентов на по языку прессы

Материалы по аспекту прессы и разработки к ним

ARTICLE I

1. *Read the article and look up the meaning of the underlined words and phrases in the dictionary*

Israeli-Palestinian violence escalates

Israel is considering a further response to the latest wave of attacks by Palestinian militants, which have left at least 20 Israelis dead since Saturday.

The Israeli cabinet met Sunday to discuss the situation shortly after a lone Palestinian sniper shot and killed seven Israeli soldiers and three Jewish settlers at an army roadblock. Another Israeli soldier was killed in a shooting along the border with the Gaza Strip. On Saturday nine Israelis were killed and 35 injured in a suicide bombing in Jerusalem.

Israeli helicopters responded to the latest attacks with raids on Palestinian positions in the West Bank. At least four Palestinian policemen were killed. And Israeli tanks moved back into refugee camps that were the targets of Israeli raids last week.

The Al-Aqsa Martyrs Brigade claimed responsibility for the violence. The group has promised to avenge the Israeli raids on the refugee camps.

2. Give Russian equivalents of the following words and phrases

Jewish settlers; militants; to claim responsibility; injured; a suicide bombing; a refugee camp.

3. Give English equivalents of the following words and phrases. Reproduce the sentences from the article with them.

Боевики; атака террориста-смертника; раненые; еврейские поселенцы; взять ответственность за; лагерь беженцев.

4. Complete the statements using the active vocabulary

- 1) Israel is considering response to ...
- 2) Nine people were killed and several dozens injured in ...
- 3) Israeli helicopters responded ...
- 4) Israeli tanks moved back into ...
- 5) ... for the violence.

5. Make up questions to the contents of the article

ARTICLE II

1. Read the article and look up the meaning of the underlined words and phrases in the dictionary

Pakistan move angers India

NEW DELHI — India accused Pakistan of provocative troop movements near the Line of Control in the disputed Kashmir region as tension between the nuclear foes mounted.

A senior Indian official said that the Pakistani Army had moved an armored brigade closer to the line dividing the Himalayan territory that has been claimed by both countries.

India has bolstered its defenses in response, said an official, who did not wish to be identified.

Pakistan has accused India of exploiting the tense situation on its border with Afghanistan by massing troops along its eastern flank.

Tensions have escalated since the American strikes against Afghanistan began, even though the United States has put strong pressure on the nuclear foes to moderate their hostile talk for the duration of the military campaign.

The Prime Minister of India and the leader of Pakistan both vowed to repulse any military action by the other.

The two countries have not once gone to war over Kashmir.

2. Give Russian equivalents of the following words and phrases

To vow; disputed (territory/question); to accuse smb of smth; to escalate (tensions); a foe; to mass troops; to put pressure on; to repulse; to claim (territory).

3. Give English equivalents of the following words and phrases. Reproduce the sentences from the article with them

Оказывать давление на кого-либо; клясться (давать обет); спорная территория; отразить (нападение); обвинить кого-либо в чем-либо; враг; сосредоточивать (стягивать) войска; претендовать на (территорию); усилить напряженность.

4. Make up questions to the contents of the article
5. Retell the article using the active words and phrases

ARTICLE III

1. Read the article and look up the meaning of the underlined words and phrases in the dictionary

Chechen warlord in trial for terror

МАХАЧКАЛА, Russia — The Chechen separatist warlord Salman Raduev went on trial in the southern Russian republic of Dagestan on charges of terrorism in connection with an armed attack that killed 78 people.

Mr. Raduev, the most prominent Chechen rebel to be arrested and tried so far, also faces charges of banditry, hostage-taking and plotting murder.

The prosecutor called the trial "a demonstration of the triumph of justice over terrorism."

2. Give Russian equivalents of the following words and phrases

Hostage-taking; justice; in connection with; a prosecutor; on charges of; a rebel; to go/be on trial.

3. Give English equivalents of the following words and phrases; make up your own sentences to illustrate their meaning

В связи с; взятие заложников; повстанец; предстать перед судом; по обвинению в; правосудие; прокурор.

4. Answer the questions on the text using the active vocabulary

- 1) Who went on trial and on what charges?
- 2) What other charges does the warlord face?
- 3) What did the prosecutor call this trial?
- 4) Why do you think the prosecutor calls the trial "a demonstration of justice over terrorism"? Do you agree?

5. Retell the article using the active vocabulary

ARTICLE IV

1. Read the article and look up the meaning of the underlined words and phrases in the dictionary

Realignment of priorities

The September 11 terrorist attacks that hit the New York World Trade Center and the Pentagon forcibly realigned the nation's political priorities. All have dropped to the bottom of a list that is now dominated by a single word: "war."

With "retaliation" on the lips of the president and many lawmakers in both parties, Congress ensured that the US president would have the funds at his disposal to help rebuild the damaged Pentagon, clean up the debris from collapsed buildings in New York and bolster rescue and security efforts.

In an unusual display of unity, Democratic and Republican leaders backed the use of force by the US president under the War Powers Act. Many expressed solidarity with the president in his determination to "punish the perpetrators of these attacks as well as their sponsors."

"The nation must understand this is now the focus of administration," he said.

2. Give Russian equivalents of the following words and phrases

To clean up the debris; to realign priorities; at one's disposal; the use of force; retaliation; a perpetrator; determination.

3. Give English equivalents of the following words and phrases. Reproduce the sentences from the article with them

В чем-либо распоряжении; виновный/исполнитель; решимость; расчистить завалы; ответный удар/возмездие; перераспределять приоритеты; применение силы.

4. Answer the questions on the text using the active vocabulary

- 1) What changes in the US foreign and home policy took place after the September 11 terrorist attacks?
- 2) Why does the US president need funds at his disposal?
- 3) What did Democratic and Republican leaders back unanimously?
- 4) What determination did the president express?
- 5) Do you think the unity, which the nation demonstrated, helped in overcoming difficulties and fighting terrorism?

5. Retell the article using the active vocabulary

ARTICLE V

1. Read the article and look up the underlined words in the dictionary

Russia gives strong backing to US

The Russian president strongly backed the US strikes but said Russia would not so beyond its limited contribution to the US-led actions.

The attacks on the US had united the world against terrorism, and could not be ignored, he said. He also expressed confidence the US would do everything in its power to avoid civilian casualties.

Russia is offering to exchange intelligence, to help with search and rescue missions in the region and to open air corridors for humanitarian flights.

2. Give Russian equivalents of the following words and phrases

To express confidence; to go beyond (the limit); to avoid casualties; contribution to; civilian; intelligence; a search and rescue mission.

3. Give English equivalents of the following words and phrases. Reproduce the sentences from the article with them

Поисково-спасательная операция; выражать уверенность; вклад в; выходить за рамки; гражданский; избегать потерь (гибели); разведка.

4. Complete the following statements using the active vocabulary

- 1) The Russian president backed the US strikes but said Russia...
- 2) The attacks on the US...
- 3) The US president expressed confidence that...
- 4) Russia is offering to exchange ...

Read the additional article and comment on it

Transnational terrorism

States with poor governance; ethnic, cultural, or religious tensions; weak economies will be prime grounds for terrorism. At the same time the trend away from state-supported political terrorism and toward more diverse, transnational networks — enabled by information technology — will continue. Some of the states that actively sponsor terrorism or terrorist groups today may decrease or even cease their support by 2015 as a result of regime changes, or the

conclusion that terrorism has become counterproductive. But weak states also could drift toward cooperation with terrorists, creating de facto new state supporters. Between now and 2015 terrorist tactics will become increasingly sophisticated and aimed at achieving mass casualties. We expect the trend toward greater lethality in terrorist attacks to continue.

ARTICLE VI

1. Read the article and look up the underlined words and phrases in the dictionary

German election battle heads for a tense finish

Voters in Sunday's German general elections will be sounding the closing bell on one of the most dramatic campaigns for decades.

The ruling coalition of Social Democrats and Greens leads in most opinion polls this week, but the outcome and the composition of the next coalition, remain wide open.

Whichever party emerges the winner, Germany's complex voting system and the nuances of coalition building makes the complexion of the next government difficult to predict.

This year's elections herald the first postwar reduction in the size the Bundestag, the parliamentary lower house, from 665 to 598 seats in a response to population decline and budgetary pressures. This has intensified competition for the remaining seats.

Partly because of the parties' close standing in the polls, voter turnout is expected to be high. In the previous election, 82 per cent voters cast ballots — high by international standards. A similar turnout among 61.2 eligible voters is expected this time.

Germany's electoral system, based on proportional representation is distinctive in giving each elector two votes, for constituency representatives and parties. The second vote, for parties, is decisive as it determines each group's share of the seats.

Parties must also overcome a minimum 5 per cent threshold to be represented in parliament, in a rule aimed at excluding small, potential extremist groups and ensuring stable majorities.

2. Give Russian equivalents of the following words and phrases

Opinion polls; lower house (upper house); population decline; voting system; to stand close in the polls; outcome; electoral system; composition of a coalition; 5 per cent threshold; to ensure stable majority; to cast ballots.

3. Give English equivalents of the following words and phrases

Избирательная система; опрос общественного мнения; 5-процентный барьер; набрать почти равное количество голосов; итог; верхняя палата парламента (нижняя палата парламента); обеспечить стабильное большинство; отдавать голос (бюллетень); уменьшение численности населения; состав коалиции; система голосования.

4. Say if the following statements are true or false. Use the introductory phrases for agreement and disagreement

1. Germany's elections will start on Sunday.
2. The ruling coalition lags behind according to opinion polls.
3. The outcome of the elections as well as the composition of the next coalition is not clear yet.
4. The German electoral system clearly defines the make-up of the next parliament.
5. The size of the Bundestag has been reduced this year due to budgetary pressures.
6. A great number of people are going to take part in the elections.
7. The turnout of 82% is rather low by international standards.
8. Each voter has two votes.
9. Every party that takes part in elections should be represented in the parliament.

5. Translate the following texts into English using Translation Notes

1

ТУРЦИЯ. В стране вчера прошли досрочные выборы в парламент страны. Выборы должны были состояться¹ в 2004 году, однако были перенесены в связи с расколом в правительственной коалиции. Судя по опросам, наибольшие шансы на победу имеет недавно созданная Партия справедливости и развития.

2

США. Американский президент совершает поездку по южным штатам страны, чтобы поддержать кандидатов от Республиканской партии на предстоящих выборах в Конгресс. Одновременно пройдут выборы губернаторов 36 из 50 штатов.

3

Президент США подписал законопроект², направленный на усовершенствование избирательной системы США. Документ, одобренный ранее Конгрессом, должен исключить повторение ситуаций, когда путаница с подсчетом голосов поставила страну на грань³ политического кризиса. Новый закон получил название «Помощь Америке в голосовании» и предусматривает выделение 3.9 млрд. долларов в бюджеты штатов. Деньги пойдут на замену устаревших машин для подсчета результатов голосования, подготовку добровольцев, работающих на избирательных участках и распространении информации о выборах. Новые компьютерные программы должны предотвратить возможные ошибки. Закон устанавливает единые базовые требования для всех 50 штатов.

Translation notes

1 were to be held

2 a bill

3 to bring the country to the point of

ARTICLE VII

1. Read the article and look up the underlined words and phrases in the dictionary.

Systematic violations of women's rights in Afghanistan

Women in Afghanistan have suffered a catastrophic assault on their human rights during more than twenty years of war and under the repressive rule of the Taliban. Now, as women face further peril with the intensification of conflict following the September 11 attacks on the United States, the international community must make a firm commitment to support women's human rights.

Throughout Afghanistan's civil war, the major armed factions primarily the Taliban and the United National Islamic Front for the Salvation of Afghanistan, a coalition of mainly Tajik, Uzbek, and ethnic Hazara parties — have repeatedly committed serious abuses of international human rights and humanitarian law. Women have borne the major part of this violence and discrimination. In the civil war| women have suffered massive and systematic human rights abuses.

2. Give Russian equivalents of the following words and phrases

Peril; abuse; an assault; to face smth; to make a commitment; a faction; violence; to commit; international community.

3. Give English equivalents of the following words and phrases. Reproduce the sentences from the article with them

Опасность/риск; наступление; жестокое обращение; взять на себя обязательство/пообещать; международное сообщество; группировка столкнуться с чем-либо; насилие; совершать.

4. Read the article again and answer the questions

- 1) What have women suffered in Afghanistan for more than 20 years?
- 2) What are the Afghan women facing now and why?
- 3) What commitments should the international community make? Why?
- 4) What abuses were committed during the Afghan civil war?
- 5) What abuses did the women suffer during the war?
- 6) Why do you think women have borne the major part of violence and discrimination?

5. Render the article in English using the active words and phrases

ARTICLE VIII

1. Read the article and look up the underlined words and phrases in the dictionary

Discrimination against Palestinian Arab children in Israel's schools

The report on discrimination against Palestinian Arab children in Israel's schools is based on Human Rights Watch investigations at twenty-six Arab and Jewish schools and on nationwide statistics compiled by the Israeli government. Nearly-one-quarter of Israel's 1.6 million schoolchildren are Palestinian Arab citizens and are educated in schools run by the Israeli government, but operated separately from those of the Jewish majority. The report found differences in almost every aspect of the education system.

The Education Ministry does not allocate as much money per head for Palestinian Arab children as it does for Jewish children. Their classes are 20 per cent larger on average. They get far fewer enrichment and remedial programs¹ — even though they need them more — in part because the Ministry uses a different scale to assess need for Jewish children. Their school buildings are in worse condition and many communities lack kindergartens for three and four-year-olds.

One of the largest gaps is in special education, where disabled Palestinian Arab children get less funding and fewer services, have limited access to special schools, and lack appropriate curricula.

Translation Notes

¹ Enrichment and remedial programs —: программы по обеспечению продуктами питания и лекарствами.

2. Give Russian equivalents of the following words and phrases

To allocate; to compile; on average; investigation; curriculum (*pl.* curricula); an access to smth; to assess; lack; per head.

3. Give English equivalents of the following words and phrases. Reproduce the sentences from the article with them

В среднем; учебный план/курс обучения; составлять (отчет); расследование; выделять (средства); доступ к чему-либо; оценивать; нехватка; на человека.

4. *Read the article again and complete the following statements*

- 1) ... is based on Human Rights Watch investigations.
- 2) Nearly one quarter of Israel's schoolchildren are ...
- 3) The report found ...
- 4) The Education Ministry does not...
- 5) Arab children get fewer enrichment and remedial programs because the Ministry...
- 6) Disabled Palestinian Arab children ...

5. *Render the article in English using the active words and phrases*

ARTICLE IX

1. *Read the article and look up the underlined words and phrases in the dictionary*

Afghanistan delays speedy return of refugees

Afghanistan's interim government has delayed signing an agreement with Iran and the United Nations on the return of several hundred thousand refugees, just weeks before the scheduled start of a program of assisted repatriations.

However, the UN refugee agency says it is still hopeful that, with or without a formal agreement, organized voluntary returns will begin next month. The three sides are proceeding on the basis that an estimated 400,000 Afghans could go back to their homeland from Iran within a year.

Relief workers suggested Kabul was concerned about the impact of a sudden influx of refugees, as well as Iran's stated intention to deport Afghans who have refused to take part in its registration program.

Over the course of nearly two years, Iran has registered 2.35 million Afghans and estimates that several hundred thousand remain unregistered.

The representative of the UN High Commissioner for Refugees (UNHCR)¹ in Iran said that they were preparing transport and relief supplies for the returnees in coordination with the Afghan government. He added that he did not expect Iran to carry out mass expulsions.

More than 100,000 Afghans have already left Iran before the start of the UN-assisted program.

Translation Notes

¹UN High Commissioner for Refugees — Верховный комиссар ООН по делам беженцев.

2. *Give Russian equivalents of the following words and phrases*

To estimate; to delay; an expulsion; an interim government; an impact; relief supplies; to carry out; a refugee; an influx of refugees.

3. *Give English equivalents of the following words and phrases. Reproduce the sentences from the article with them*

Выдворение (из страны); приток беженцев; оценивать/предполагать; переходное/временное правительство; откладывать; помощь (беженцам); беженец; производить/выполнять; влияние.

4. *Read the article again and express your agreement or disagreement with the following statements*

Agreement: Yes, you are right. /I can't but agree. /It's OK. I agree. /Yes, it's true.

Disagreement: I'm afraid, you're not quite right. -/No, I can't agree with that. /I'm sorry, but that's wrong.

- 1) Afghanistan has signed an agreement with Iran and the UN on the return of its refugees.
- 2) The UN refugee agency says the return will begin next month.
- 3) The three sides estimate that about 200,000 people "will be able to return home within a year.
- 4) Kabul is concerned about the relief workers acting in the country.
- 5) All Afghans living in Iran have been registered.
- 6) Iran is going to carry out mass expulsions from the country.
- 7) More than 100,000 Afghans have left Iran.

4. *Render the article in English using the active words and phrases*

ARTICLE X

1. *Read the article and look up the underlined words and phrases in the dictionary*

Helping poor nations

The US president's plan to add \$5 billion to the foreign aid budget shows that his administration is rethinking the importance of helping underdeveloped countries. Obviously, that is a good thing — not only because the money may ease the hopelessness that breeds terrorism. Foreign aid, well spent, will also liberate entrepreneurial energies, protect human rights and help millions achieve better lives.

The president's vision, however, is larger than his financial; commitments. He wants to spend the extra \$5 billion over three years! Shamefully, America, once the world's most generous aid giver, now gives less, relative to the size of its economy, than any other developed country, and much of what it does provide goes to military rather than humanitarian purposes. Many Americans have supported the retreat from foreign aid under the assumption that the money is wasted anyway. The president's plan would use economic development funds as a reward for countries that agree to combat corruption, strengthen the rule of law, respect human rights and maintain open markets.

And after a decade in which foreign assistance spending remained virtually flat, this proposal marks a significant advance. A three-year rise of \$5 billion can do much good fighting AIDS and other infectious diseases, ridding of malnutrition, spreading computer literacy and helping Third World business to market their goods in the developed world.

Washington's leadership cannot be reduced to a show of military might. This proposal could help lead America back towards its traditional role as a generous partner in spreading economic development.

2. *Give Russian equivalents of the following words and phrases*

Developed country; foreign aid; entrepreneurial energies; to combat corruption; underdeveloped country; computer literacy; to waste money human rights; commitments; malnutrition; AIDS; the rule of law.

3. *Give Russian equivalents of the following words and phrases. Reproduce the sentences from the article with them*

Компьютерная грамотность; зря тратить деньги; предпринимательская деятельность; развитая страна; страна с низким уровнем развития экономики; права человека; бороться с коррупцией; обязательств; иностранная помощь; СПИД; плохое питание; верховенство закона

4. *Read the article again and answer the following questions*

1. What fact shows that the US administration is rethinking the importance of helping poor countries?
2. What can money ease and what results can it bring if spent well?
3. Does the USA spend as much money on foreign aid as other developed countries?
4. Where does most of the American money go?
5. Why did many Americans support the retreat from foreign aid?
6. What countries will be rewarded from the economic development funds according to the president's plan?
7. What can this \$5 billion aid bring to the underdeveloped countries?
8. What this proposal could bring to America itself?

5. *Render the article in English using the active words and phrases*

1.6. Учебно-методическое обеспечения дисциплины

**Список рекомендуемой научной и художественной литературы.
Данная литература имеется в наличии в библиотеке**

1. Аналитическое чтение:

1. Аракин В.Д. Практический курс английского языка М., 1991.ч. 3 – 200 экз.

2. Домашнее чтение:

1. Galsworthy J. The Man of Property -50 экз.
2. Fitzgerald F. S. Tender Is the Night - 70 экз.
3. Golding W. Lord of the Flies - 25 экз.
4. Cheever B. Short Stories - 40 экз.
5. Shaw B. Plays- 30 экз.
6. British Modern Short Stories - 25 экз.
7. Bierse A. Short Stories - 12 экз.
8. O’Henry Short Stories - 50 экз.
9. Maugham W.S. Cakes and Ale - 40 экз.
10. Hemingway E. Farewell to Arms – 30 экз.
11. English Story. Book 3 - 50 экз.
12. Dickens Ch. Dombey and Son - 12 экз.
13. Bronte E. Wuthering Heights – 25 экз.
14. Hemingway E. Fiesta - 25 экз.

3. Пресса:

1. Крупнов В.А. Пособие по общественно-политической лексике. М. 1966. - 15 экз.
2. Панова В.А. Читаем газеты и учимся говорить о политике. -15 экз.
3. Королькова В.А. Learn to Read Papers – 20 экз.

Рекомендуемая литература по аспекту «Пресса»

1. Королькова В.А. Learn to read paper, М., 1980
2. Крупнов В.А. Political and official language, М., 1982
3. Лукавченко И.М. Язык средств массовой информации, М., 2000
4. Панова Mastering English through talking politics

5. Телень Э.Ф. Средства массовой информации, М., 2004
6. Умаханова Т.Г., Меджидова Л.Р. Пособие по общественно-политической лексике, Махачкала, 2003
7. Cobuild C. Key words in the media, М., 2002
8. Paul Sanderson Using newspapers in the classroom., Cambridge University Press, 1999

4. Устная практика:

1. Агеева И.А., Алешкина Г.Д. A Reader in the USA. - 50 экз.
2. Аракин В.Д. Практический курс английского языка. ч.4. – 200 экз.
3. Tokareva N.D. What Is It Like in the USA? М, 2000 - 60 экз.
4. Tenson, Voitova. Habits and ways in Great Britain - 50 экз.
5. Томахин. Реалии-американизмы. - 60 экз.

5. Письменная практика:

1. Волш А. English Writing. - 50 экз.
2. Розина Т.Х. English Writing - 50 экз.
3. Берлизон С.Б. Пособие по письменной практике. - 50 экз.
4. Арнольд И.В. Стилистика современного английского языка. – 70 экз.
5. Kukhareenko A Book of Practice in Stylistics. – 40 экз.

Аудио и видео-материалы

Headway intermediate Cas.1, 2
 Headway upper-intermediate Cas. 1,2
 Headway advanced Cas. 1, 2
 In the USA Cas.1, 2
 British life and institutions
 In the English-speaking world
 Ideas and issues (advanced)
 Ideas and issues (intermediate)
 Ideas and issues (pre-intermediate)
 Streamline (Connections)
 Intelligent Business (audio, video)

Дополнительная литература

1. Бабенко Л.Ю. Филологический анализ текста.
2. Гальперин И.Р. Текст как объект лингвистического исследования. – М., 2005
3. Нестерова Н.М. Страноведение. Англия. – Ростов-на-Дону, 2001.
4. Старикова Е.Н., Нестеренко Н.Н. Британская пресса: углубленное чтение. – М., 2001
5. Уолтер М. 100% Ultimate English. – М., 2005.
6. Яковлева Е.В., Вершинина Е.Ю. Об англоязычной культуре на английском языке. – М., 1997.
7. Baranovsky Hello, America. – Минск, 1995.
8. Galperin I.R. Stylistics. – М., 1977.
9. Inge Thomas M. American Reader. – Washington, 2001.

Контрольные вопросы для итогового рейтингового контроля по аспекту «домашнее чтение»:

1. Comment on the title of the story. How does it help to grasp the main idea of the text?
2. What is the main idea of the text at large and how is it conveyed to the reader? Try to formulate it in brief.
3. Sum up the characters involved in the story discussed.
 - a) Pick out the verbs and adjectives characterizing each of the personages

Character	Verbs	Adjectives

- b) What do you learn about the characters through their behavior?
 - c) What do you learn about the characters through their actual and inner speech?
 - d) Summarize the writer's method in presenting his characters
4. Whose feelings are in the focus of author's attention?
5. Make up summary of the text.
6. Divide the text into logical parts and define the tone of each part. What words or sentences characterize it?

Logical part	Tone of narration	Words/ sentences

7. Choose the key – sentence for each part.

Logical part	Key-sentence

8. Speak on the setting of the story. How does setting contribute to the text's overall meaning?
9. Speak of the text stating whether it presents an account of events, a description, a dialogue or portraiture. If you find several components, name all of them. Show examples to prove it.

Form of narration	Example

10. Speak about the choice of words in the text and their stylistic function.
11. What stylistic devices prevail in the text? Point out 10 of them and comment on their use and function.

Stylistic device	Function

12. Who is the narrator? Does the narrator's point of view differ from the author's? How can you tell? What is the narrator's perspective? Why is the narration from this perspective?
13. What symbols does the author employ? How do the symbols contribute to the work as a whole?
14. Which character interests you the most? Why?

15. Do characters change over time? How?
16. How does a specific character function within the work? What is her/his purpose?
17. What does the work remind you of? (Other poems, books, articles)
18. Can you compare/contrast two characters in the text?
19. Can you compare/contrast this work to another text you are familiar with?
20. Have you ever seen a play or movie version of this work? How did it differ?
21. Can you critique the work from a different perspective? (Feminist, conservative, Marxist, theological, historical, etc.)
22. How does the author portray a particular social group? Why?
23. What interests you the most about the work?
24. Did you enjoy the text? Why or why not?
25. If you were to meet the author, what questions would you ask?
26. Were you confused by any parts of the text? Why?
27. What were the text's strongest points? What were the text's weakest points?
28. Write a paragraph telling why you would or would not recommend this book to your friends.
29. What words does the author choose? Consider his/her word choice compared to another. Why did the author choose that particular word? What are the connotations of that word choice?
30. What are the sentences like? Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Sinuous like a snake? Is there antithesis, chiasmus, and parallel construction? What emotional impression do they leave?

1. I V курс Семестр: 7-8

1.1. Количество часов на дисциплину: 156

Активный лексический минимум

К концу четвертого года обучения в университете студенты должны усвоить и употреблять в устной и письменной речи около 4200 слов и фразеологических единиц, включая 1300 лексем, представляющих помимо слов и словосочетаний литературного языка, некоторые политические и лингвистические термины, тематически ограниченные слова, без которых невозможно адекватное освещение тематического материала; некоторые неологизмы английского языка.

Чтение.

- Аналитическое чтение. Чтение оригинального художественного общественно политического текста, имеющее целью максимально точное и адекватное понимание содержания текста с установкой на наблюдение за языковыми явлениями; умение дать лексико-грамматический анализ выделенных элементов текста; умение выделить все стилистические явления; умение дать структурный анализ текста; уметь определить авторский метод презентации литературного образа и описать героев в анализируемом тексте.

Чтение: Прочитать отрывок в 10-15 строчек со скоростью 150 слов в мин. и дать его художественный перевод.

- Чтение художественного общественно политического текста, направленное на понимание основного содержания текста. Скорость: 400 слов в мин. Контроль: тестовый опрос.
- Домашнее чтение.
- Аудиторное чтение. Чтение оригинального художественного текста с выделением и последующим заучиванием фразеологических единиц. Объем: 30-40 страниц в неделю/4 фразеологических единиц на 1 страницу. Умение передать содержание текста и дать авторскую и свою оценку описываемым событиям и героям.
- Самостоятельное чтение. Чтение оригинального художественного текста с самостоятельным выделением фразеологических единиц. Объем: 35-40 страниц в неделю, 1-2 фразеологические единицы на страницу. Краткое

изложение прочитанного материала; художественный перевод отрывка из 10-15 строк; умение выделить основные проблемы, охарактеризовать героев. Контроль: отчет о прочитанном раз в месяц.

Письмо.

Требования: изложение по прочитанному двукратно прослушанному тексту (фонограммы) художественного или общественно политического характера с последующим изложением своего видения проблемы; умение дать сжатое изложение содержания текстов по аналитическому и домашнему чтению; умение написать краткое сочинение (объем: 2-3 страницы) на проблемную тему в рамках проходимого материала; умение адаптировать художественный текст (для учеников 7-9 классов); коррекция и комментирование ошибок; умение написать письмо и сообщить о себе, окружающих людях, текущих событиях и планах на будущее.

Аудирование.

Понимание аутентичной монологической и диалогической речи в пределах изучаемого материала. Тексты для аудирования: художественный текст (в сокращ.), публицистическая речь; интервью, лекции. Темп речи: 250 слов в минуту.

Говорение.

Требования:

- владение монологической подготовленной речью в виде докладов и сообщений и неподготовленных сообщений; владение диалогической речью в режиме L-ST, ST₁-ST₂. в виде беседы на предложенную тему или интервью (в пределах изучаемого материала); владение полилогической речью в виде дискуссий в ситуациях официального и неофициального общения в пределах изучаемого материала.
- Владение следующими композиционными формами; описанием, повествованием, рассуждением.

Виды речевой деятельности:

- умение опросить собеседника, выразить свои чувства, пожелание, свое мнение по обсуждаемой проблеме; умение выразить свое одобрение, неодобрение, дать приказание, распределить обязанности, дать совет; уметь стимулировать высказывание собеседника, прервать его, заполнять паузы при помощи клишированных построений, уметь описать природу, знать

основные виды животных и растений, характерных для данной страны; уметь написать и отправить письмо, телеграмму; выписать газеты, журналы; знать типы газет и журналов в своей и в стране изучаемого языка (Великобритания, Англия); уметь описать любую газету, журнал, телепередачу; уметь выяснить вкусы собеседника по данной теме; выразить свое отношение к рекламе.

Грамматика.

Повторение пройденного материала. Морфология. Части речи. Глагол. Формы сослагательного наклонения. Существительное. Прилагательное. Наречие. Морфологическая и синтаксическая характеристика. Отличие наречия от прилагательного. Степени сравнения наречий и прилагательных.

Синтаксис

Простое предложение. Подлежащее и способы его выражения. "IT" как подлежащее предложения. Сказуемое. Классификация типов сказуемого. Согласование сказуемого с подлежащим. Формы контроля изучаемого материала: контрольные работы, квалификационный тест-рейтинг раз в семестр; экзамен. Изучение английского языка в 7-8 семестрах продолжаются в двух направлениях: современный литературный английский язык, классический английский язык, сопровождая изучение грамматического курса более углубленным с привлечением английской научной грамматической литературы. Главной целью обучения на этом этапе является дальнейшее развитие умений и навыков разговорной речи, перевода, беспереводного чтения и понимания текстов на бытовую, общественно-политическую и научную тему. Большое место в учебном процессе занимает работа над прессой, которая включает аннотирование и реферирование. Общественно-политическая лексика закрепляется на всех видах занятий по развитию навыков и умения чтения, перевода устной и письменной речи и т.д. На четвертом курсе работа в ЛТСО, кроме работы над диафильмами, видеофильмами, слайдами и др., должна включать прослушивание текстов радио- и телепередач на английском языке, связанных с последними известиями.

Лекционные часы отводятся на углубленное изучение синтаксиса простого и сложного предложений, словообразований, более сложных морфологических форм.

Аудиторное чтение в течение учебного года проводится в виде чтения текстов современной художественной и научной (в конце 7 семестра) литературы, текстов классической английской художественной и научной литературы (в конце 8 семестра), а также современной прессы (газеты, журналы). Каждый вид чтения сопровождается грамматическим анализом и переводом на русский язык. Выбираются, в общем, тексты

средней трудности, а в конце учебного года более трудные тексты, требующие более углубленного комментария.

Английская пресса является одной из разновидностей материалов аудиторного чтения. Материалами для чтения служат статьи из английских газет и журналов на бытовые, историко-культурные, политические и экономические темы.

Основными видами аудиторных чтений являются аналитическое, синтетическое. Виды чтения текста, которые наряду с чтением и правильным произношением, обратным переводом, беспереводным чтением и многими другими видами аудиторных работ обязательно включает и комплексный морфолого-синтаксический и лексико-стилистический анализ текста. Перевод с русского языка на английский и с английского языка на русский язык включает в себя материалы на бытовые, воспитательные, историко-культурные и политические темы из газет и журналов, дидактических книг. Выбираются в начале 7 семестра тексты со средней трудностью, с постепенным переходом на более трудные тексты. Перевод проводится по двум направлениям: устный и письменный. Оба вида работы закрепляются упражнениями в лингафонном кабинете с использованием ТСО. Самостоятельная работа студентов с последующей проверкой преподавателя. Письменное или устное изложение по прослушанным текстам, по просмотренному фильму, спектаклю, упражнения по составлению официальной документации, по написанию различного содержания писем, телеграмм, упражнения по развитию речи, такие, как диалоги, вежливые формы обращения, просьба, приглашения.

Содержание экзамена по курсу « Практика устной и письменной речи английского языка».

А. Письменная часть.

- 1. Понимание содержания однократно прослушанного диалогического текста (фонограммы). Объем 2500-3000 л. знаков. Контроль: тест. (10 мин.)*
- 2. Изложение двукратно прослушанного текста проблемного характера в рамках изучаемого материала с последующим изложением собственного видения проблемы. (45 мин.)*
- 3. Коррекция ошибок в письменно представленном тексте. (10-15 ошибок). (20 мин.)*
- 4. Адаптация художественного оригинального текста. (8-10 элементов). (15 мин.)*

Б. Устная часть.

1. Лингвостилистическая интерпретация оригинального художественного/публицистического текста: 3-4 страницы. Выразительное чтение отрывка в 10-15 строк и его художественный перевод.

2. Изложение содержания иноязычного текста общественно-политического характера и беседа по затронутой тематике.

3. Беседа на предложенную устную тему в пределах изучаемого материала

Примерная тематика устной и письменной речи

(IV курс)

I. Человеческая личность и общество.

- Проблема семейных отношений: мужа-жены; родителей-детей. Распределение домашних обязанностей.
- Воспитание детей. Подросток в семье и школе.
- Проблема “трудных детей”.

II. Мир вокруг нас.

- Природа региона, страны проживания и страны изучаемого языка.
- Охрана окружающей среды. Экология.

III. Связь и средства массовой информации.

- Почта. Телеграф. Телефон. Письма.
- Газеты. Журналы.
- Радио, телевидение.

Примерный список книг для домашнего чтения

- Bailey C. and Knebel J. Seven Days in May.
- Cheever J. Selected Short Stories.
- Cronin A. The Citadel.
- Cusack D. Say No to Death.
- Dreiser J. Sister Carrie.
- Fit and general F. S. Selected Short Stories.
- Galsworthy J. The Apple Tree and other Stories.
- Green G. The Quiet American.
- Hemingway E. Selected Stories.

- Hemingway E. A Farewell to Arms.
- London J. Selected Stories.
- Maugham W. S. The Moon and Sixpence.
- Shaw G. B. Pygmalion.
- Priestly J. B. Angel Pavement.
- Saroyan W. Selected Short Storie

**1.2.Учебно-тематический план.
Модули 1-2- входят в аспект аналитическое чтение.**

I семестр.

Модуль 1

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудио рная работа, час	ПК
		Лаб-ная работа	Контр.раб.	Пресса	Сам. раб.	
Модуль 1 Пресуппозиция текста «Doctor in the House»						
1.Творческая судьба Р. Гордона и ее отражение в романе «Doctor in the House»	6	4			1	
2. Текст и действительность	4	2			0,5	
3. Воплощение языковых реалий в тексте « Doctor in the House»	4	2	1		0,5	
4. Профессиональная лексика как индикатор англоязычной культуры	4	3	1		2	1
Всего за модуль, час	18	11	2		4	1

Модуль 2.

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудиторная работа, час	ПК
		Лаб-ная работа	Контр.раб.	Пресса	Сам. раб.	
Модуль 2 Смысловая и синтаксическая структура текста To kill a Mockingbird (Harper Lee)						
1. Композиционное сцепление речевых жанров в романе To kill a Mockingbird	6	4			1	
2. Структурно-семантические особенности ораторского стиля в речи А. Финча.	4	2			0,5	
3. Синтаксический параллелизм и повторы как особенности ораторского стиля.	4	2	1		0,5	
4. Экспрессивные средства достижения ретардации в тексте.	4	3	1		2	1
Всего за модуль, час	18	11	2		4	1

Модуль 3 входит в аспект разговорная практика.

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудиторная работа, час	ПК
		Лаб-ная работа	Контр.р аб.	Пресса	Сам. раб.	
Модуль 3 System of courts and higher education in the USA						
1. The categories of institutions in the USA. Studying in America: pros and cons	6	4			1	

2. System of points and grades. Ivy League Universities	4	2			0,5	
3. State and federal courts in the USA. Special courts in the USA	4	2	1		0,5	
4. Problem of crime and punishment.	4	3	1		2	1
Всего за модуль, час	18	11	2		4	1

1.3. Самостоятельная работа студента

Контрольный тест модуля 3.

Test 5

Higher Education.

I. Choose the right answer.

Which of the degrees does not exist?

L.L.B.

B.D.

Ph.D.

Ph.M.

The Ivy League does not include

(A) Yale University

(B) Harvard Radcliffe

(C) Cambridge University

(D) Columbia College

The course of lessons arranged in addition to the year's work in a university after the start of summer holidays is called

(A) summer school

(B) additional school

(C) vacation school

(D) academic course

One can update his qualification in ...

(A) evening school

(B) college of continuing education

(C) career development and job placement office

(D) grad school

Out of more than three million students who graduate from high school each year

(A) most of them continue their studies and receive higher education

(B) about one million go on for higher education

(C) about one half join the workforce

(D) about one third launch their business

The technical training institution is intended for high school graduates to learn different technical skills and trades necessary for industry

- to develop their knowledge of foreign languages
 to receive the degrees of bachelor of arts, or of science
 to prepare for admission to the university
 Of the four-year institutions 28 percent and 72 percent are private but
 (A) most of the students study at public institutions
 (B) most of the students study at private institutions
 (C) the tuition fee is the same for both types of higher education
 (D) the tuition fee is much higher in public institutions
 During one term or semester a student will study
 (A) four or five different subjects
 (B) both majors and electives
 (C) many subjects that he will need in future life
 (D) only those subjects that he likes
 Though much is spent by the state for education
 (A) American universities complain that these funds are becoming smaller with every year
 (B) American universities receive much support from rich people
 (C) Much money is received by the universities from their research programmes
 (D) Most of American students prefer to study abroad

II. Decipher the abbreviation

SAT

GPA

ACT

ID

BA

MS

AS

B.Ed.

BFA

MD

III. Odd-one-out

- (A) college (B) school (C) institution (D) university
 21. (A) professor (B) bachelor (C) doctor (D) master
 22. (A) junior (B) applicant (C) sophomore (D) freshman
 23. (A) grant (B) stipend (C) scholarship (D) salary
 24. (A) counselor (B) teaching assistant (C) associate professor (D) assistant professor
 25. (A) thesis (B) paper (C) dissertation (D) essay
 26. (A) quiz (B) credit (C) test (D) exam
 27. (A) student union (B) fraternity (C) sorority (D) campus
 28. (A) hostel (B) library (C) facility (D) laboratory
 29. (A) elective (B) medium (C) major (D) minor

IV. Fill in the blank the correct word:

30. It is not easy to enter a college or a university in the USA because they may accept only one out of every ten who ...
 (A) announce
 (B) acclaim
 (C) apply
 (D) register
 31. Applicants are usually chosen on the basis of their high school ...
 records
 scores

certificate

grade

32. Among the four types of higher education institution there is the two-year, or, which is financed by local authorities and which is intended for local needs.

- (A) technical school
- (B) four-year college
- (C) public institution
- (D) community college

33. After four years of studies at a four year college the graduate receive the degree of
... or

- (A) Bachelor of Arts, Master of Arts
- (B) Bachelor of Science, Master of Science
- (C) Master of Arts, Master of Science
- (D) Bachelor of Arts, Bachelor of Science.

34. More student study at public institutions of higher education because ... fees here are much lower.

- (A) education
- (B) housing
- (C) accommodation
- (D) tuition

35. When students applies for aids an analyses is made of the parents' ...

- (A) finance
- (B) profit
- (C) status
- (D) income

36. Many universities in the USA do not have the money to ... new equipment which is necessary for research.

- (A) install
- (B) obtain
- (C) work out
- (D) maintain

37. An undergraduate student must earn ... credits to receive a bachelor's degree?

- (A) 120
- (B) 10
- (C) 40
- (D) 124

38. The teaching staff of an American university is called the ...

- (A) department
- (B) professorship
- (C) faculty
- (D) insructors

39. The head of the university is usually called ...

- (A) President
- (B) Headmaster
- (C) Rector
- (D) Director

40. ... signifies that a faculty member has become a full and permanent member of the academic body of the university?

- (A) rank
- (B) doctor's degree
- (C) professor's level
- (D) tenure

a date

The phrase "in advance of" in line 11 is closest in meaning to
into
on either side of
after the end of
prior

The author makes all of the following observations about non-degree students EXCEPT
they may be admitted after the deadline
they may enroll for six credit hours
they must change their status during the first semester
they need not submit transcripts

The word "status" in line 14 could best be replaced by which of the following?
information
classification
payment
agreement

Students who have already been admitted to the Graduate School

- (A) never need to apply for readmission
- (B) must reapply if they have not been registered at the university during the previous semester
- (C) must reapply every semester
- (D) must reapply when they are within ten credit hours of graduation

What special rule applies to undergraduate students?

- They may not register for graduate work.
- They must pass an examination in order to register for graduate work
- They may receive special permission to register for graduate work.
- They may register for graduate work at any time.

Контрольный тест модуля 3 "The US Court System":

I. Choose words and phrases on the topic "The US Court System":

1. The courts are ... of the law.

- a) defendants
- b) disputes
- c) residences
- d) overseers

2. State and federal courts are organized into ... basic levels of courts.

- a) two
- b) three
- c) four
- d) six

3. Trial courts include ...

- a) justices of peace
- b) civil courts
- c) courts of appeal
- d) common pleas courts

4. In criminal matters the common pleas courts have exclusive jurisdiction over:

- a) domestic relations
- b) felonies
- c) Juvenile matters
- d) Probate

5. The probate division deals with ...

- a) drugsters

- b) thefts
c) divorce, alimony and child custody
d) shop lifting
6. If a juvenile of ... commits an offence the juvenile division deals with the case.
a) 13
b) 15
c) Any person under 18
d) 16
7. The main job of the courts of appeal is ...
a) to pass a verdict
b) to determine whether the law was correctly interpreted
c) to acquit a person
d) to release in courtroom
8. The Supreme Court is
a) the trial court
b) the court of last resort
c) the court of appeal
d) the district court of each state
9. The US courts of appeal are ... between the district courts and The US Supreme Court.
a) local courts
b) trial courts
c) Intermediate courts
d) Juvenile courts
10. The Supreme Court consists of a chief justice and ... associated justices.
a) two
b) three
c) eight
d) five
11. The Supreme Court justices are appointed by ... for life.
a) the jury
b) solicitor
c) President with the Consent of the Congress
d) the defendant
12. Indictments are ... against persons who have been arrested and referred to the grand jury.
a) complaints
b) crimes
c) felony accusations
d) verdicts
13. A person can be sentenced without trial if he
a) commits a minor crime
b) escape from the prison
c) is the son of wealthy parents
d) pleads himself guilty
14. The parties to civil suits and defendants in criminal cases are entitled to trial jurors.

- a) three
- b) seven
- c) one
- d) twelve

15. The prosecution presents its based on the criminal investigation of the case.

- a) papers
- b) evidence
- c) claims
- d) verdict

16. The attorneys try to show the evidence in the most ... for their clients.

- a) terrible
- b) favorite
- c) favorable light
- d) pleasant light

17. The jury retires to the ... to consider the verdict.

- a) neighbor's
- b) to hospital
- c) jury room
- d) office

18. The spy ... the desk in the attempt to find secret documents.

- a) invaded
- b) kidnapping
- c) ransacked
- d) looted

19. The safe deposit box ... a high-pitched sound when it was moved.

- a) ejected
- b) emitted
- c) expelled
- d) excluded

20. He ... his fist and threatened to hit me.

- a) clutched
- b) clenched
- c) grabbed
- d) gripped

21. The thieves got away with ... of jewellery worth thousands of pounds.

- a) catch
- b) haul
- c) loot
- d) snatch

22. The burglar's presence was betrayed by ... floorboard.

- a) cracking
- b) creaking
- c) crunching
- d) groaning

23. Smugglers consistently ... import regulations.

- a) break
 - b) flaunt
 - c) float
 - d) flout
24. Luckily my wallet was handed in to the police with its contents ...
- a) contained
 - b) intact
 - c) missing
 - d) preserved
25. The intruder was badly ... by the guard dog in the palace garden.
- a) eaten
 - b) violated
 - c) eaten
 - d) mauled
26. When the police examined the house they found that the lock had been ... with.
- a) broken
 - b) hindered
 - c) touched
 - d) tampered
27. The hooligan ... the money out of hand and run away.
- a) grasped
 - b) gripped
 - c) snatched
 - d) withdrew
28. The jury sits in the
- a) judge's box
 - b) in the gallery
 - c) the jury box
 - d) in the dock
29. Before the trial the accused may be
- a) cross-examined
 - b) invited to tea
 - c) released on bail
 - d) sent to prison
30. If the dependant is convicted he is
- a) sentenced to death
 - b) released
 - c) fined
 - d) impose a sentence
31. A person can't be arrested if
- a) he is ill
 - b) he is busy
 - c) there is a warrant of arrest
 - d) he is asleep
32. There must be evidence to find the accused guilty.

- a) circumstantial
- b) material
- c) direct
- d) corroborative

33. A person can be detained by

- a) a boss of firm
- b) the head master of the school
- c) the police
- d) the President of the college

34. The person who files a complaint is

- a) a gossip
- b) a chatter-box
- c) plaintiff
- d) neighbor

35. The offender in the dock is called

- a) prisoner
- b) defendant
- c) counsel of the defense
- d) claimant

36. In criminal cases the ... brings in the charge against the defendant.

- a) the lawyer
- b) the plaintiff
- c) prosecutor
- d) the witness

37. The Grand Jury is a body of ... persons chosen to consider serious crimes.

- a) 3
- b) 12
- c) 9
- d) between 16-23

37. Trial courts in each state include besides common pleas courts and smaller in importance

- a) detention centers
- b) penitentiaries
- c) municipal, county and mayors` courts.
- d) police stations

38. Besides civil and criminal cases there are:

- a) condemned cells
- b) prison resorts
- c) dormitories
- d) framed-up cases

40. The defendant at the trial is supposed to

- a) recite a poem
- b) to tell an anecdote
- c) to give testimony
- d) sit listless

41. Driving somebody away for a ransom is called
a) entertaining
b) bribery
c) forgery
d) kidnapping
42. Money taken from the state budget or firm or restaurant is
a) bribery
b) ransom
c) perjury
d) embezzlement
43. Living under fictitious name using smb's passport is
a) ransom
b) treachery
c) forgery
d) perjury
44. Violating traffic rules is
a) embezzlement
b) escape
c) speeding
d) flight
45. If you rob the flat by tampering with the lock it is
a) house breaking
b) arson
c) burglary
d) shoplifting
46. If you do shopping and don't pay it is
a) burglary
b) theft
c) robbery
d) shoplifting
47. If one kill another in a cruel way it is
a) manslaughter
b) willful murder
c) homicide
d) murder
48. If one puts the other's house to fire he will be charged with
a) theft
b) raping
c) larceny
d) arson
49. If a person is kidnapped they usually demand
a) a present
b) a flat
c) an accommodation to the resort
d) ransom
50. If you want to be acquitted in the court you must

- a) praise
- b) sympathize
- c) criticize
- d) bribe

51. English law is divided into parts.

- a) 3
- b) 4
- c) several
- d) 2

52. Ecclesiastical courts deal with

- a) military crimes
- b) civil rights
- c) church crimes
- d) juvenile crimes

53. The law consists of

- a) chapters
- b) paragraphs
- c) statutes or Acts of Parliament
- d) articles

54. Later the courts of equity were fused with

- a) civil courts
- b) criminal courts
- c) courts of common law
- d) juvenile courts

55. English law distinguishes offences

- a) major
- b) minor
- c) criminal
- d) indictable and non- indictable

56. Less serious crimes and preliminary inquiries are conducted by

- a) civil courts
- b) district courts
- c) Supreme court
- d) magistrates courts

57. Courts of Quarter session sit at least time a year.

- a) once
- b) twice
- c) 3 times
- d) 4 times

58. In countries the courts are presided by

- a) a judge
- b) a jury
- c) a bench of justices of the peace
- d) a judicial officer

59. Courts of Assize are presided by

- a) judges

- b) jury
- c) recorder
- d) High Court Judges

60. The Supreme Court of United Kingdom is called

- a) Old Tom
- b) old Margy
- c) old City
- d) old Bailey

4. Listen to the text and choose the correct version.

61. A big police investigation was under way in....

- a) Paris
- b) in country
- c) in London
- d) in East End

62. Mr. Aristos was aged...

- a) 25
- b) 40
- c) 55
- d) 70

63. Mr. Aristos and his wife arrived home...

- a) after summer holiday
- b) after the dance in the disco club
- c) after a New Year party
- d) after a visit to the theatre

64) Mrs. Aristos was in the...

- a) twenties
- b) thirties
- c) forties
- d) sixties

65) The accident happened in the house at about...

- a) noon
- b) in the evening
- c) 5 a.m.
- d) 1.30 a.m.

66) Their children were...

- a) with their parents
- b) with their brother
- c) with their friends
- d) with their baby-sitter

67) The police believe the intruders were...

- a) actors
- b) their neighbours
- c) burglars
- d) teenagers

68) The police discovered ... to be missing

- a) some books
- b) some jewellery
- c) some cash
- d) some appliances

69) The dead man was an extremely ... man

- a) poor
- b) wealthy
- c) smart
- d) trustful

- 70) Many of the houses are large and detached ...
- many servants
 - baby sitters
 - rich furniture
 - elaborate security precautions
- 71) The police are looking for ...
- their children
 - Mr. Aristos
 - their servants
 - witnesses who may have seen anything suspicious
- 72) First indications suggest there were ,, intruders
- a dozen
 - three
 - two
 - a group

2. Study the texts and choose the right answer to the questions.

Judges

Judges are trained lawyers, nearly always ex-barristers who sit in the Crown courts (and appeal courts). The judge rules on the point of law and makes sure that a trial is conducted properly. The Jury finds the accused guilty and the Judge passes the verdict.

Text 2

Solicitors

After the accused has been arrested the first person he meets is the solicitor. Solicitors are qualified lawyers who advise the accused and help prepare the defence.

The solicitor may present the accused in court. A person who can't pay the fee to the solicitor usually gets financial help from the state.

Text 3

Barristers

In more serious cases when there are special legal difficulties it is usual for the solicitor to hire a barrister to defend the accused. The barrister is trained in the law and in the skills required to argue a case in court. The barrister for the defence will be confronted by his opposite, the prosecuting barrister who represents the state. Legal aid is available to pay for defence barristers.

73. What is the difference between the barrister and solicitor?
- there is no difference at all
 - solicitor is the first to deal with the accused while barrister deals with him at the trial
 - solicitors don't see the defendant at all

- d) barristers conduct preliminary investigation
74. If a person can't pay the fee to the solisitor who helps him?
 a) his friends
 b) his neighbours
 c) the person gets financial aid from the state
 d) he is served free
75. Whose duty is to hire the barrister?
 a) the parents' duty
 b) the judge's duty
 c) the friebds of the accused
 d) in more serious cases the solisitor does it
76. Who is the barrister for the defence confrunted by?
 a) the defendant
 b) the jurors
 c) his opponent
 d) the judge
77. How do the judges differ from solisitors?
 a) the judges are trained lawyers, always ex-barristers from Crown or Appeal courts
 b) they are justies of peace
 c) the prosecutors
 d) they have no right to pass a verdict
78. Who passes the verdict in the court?
 a) the jury
 b) the defendant
 c) the judge
 d) the witnesses
79. Who conducts the trial?
 a) the speaker of the House
 b) the strangers in the gallery
 c) the witnesses
 d) the judge
80. What is a jury and who can't be a juror?
 a) anyone who wants
 b) the group of witnesses
 c)the Grand ju

2.4.Учебно-тематический план дисциплины на 2 семестр

Модуль 4.

Наименование тем и модулей	Гру-д-	Аудиторная работа, час	Внеаудиторная работа, час	ПК

Модуль 2 Смысловая и синтаксическая структура текста « Lumber room»		Лаб-ная работа	Контр.раб.	Пресса	Сам. раб.	
1.Смысловая и синтаксическая структура текста « Lumber room»	4	3				
2. Текст и действительность.	3	2				
3. Воплощение языковых реалий в тексте « Lumber room»	3	2				
4. Экспрессивные средства достижения ретардации в тексте.	2	2			2	1
Всего за модуль, час	12	9			2	1

Модуль 5.

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудиторная работа, час	ПК
		Лаб-ная работа	Контр.раб.	Пресса		
Модуль 5 Выявление роли лексически маркированных единиц в раскрытии идейно-художественного содержания текста						
1.Смысловая и синтаксическая структура текста	4	3			1	

2. Роль лексики с отрицательной коннотацией в создании образа "мстительного человека" Ruthless (W. De Mille)	3	2			0,5	
3. Настоящая любовь и человеческие трагедии в рассказе Rachel (E.Coldwell)	3	2				
4. Пословица как смыслопорождающий образ произведения The Verger (W.S.Maugham)	2	2			2	1
Всего за модуль, час	12	9	2			1

2.5. Самостоятельная работа студентов Test paper for 4th year students

Section I

Decide which form of the verb is correct/ or more natural/ in the following sentences.

- This small town is known being / to be / to have once been a capital.
A B C
- Frank is used to live / to living / to have lived alone.
A B C
- If I have seen / saw / had seen you when you passed the street I would say / would have said / said hello.
A B C A B C
- I would rather not speak / to speak / speaking upon the subject.
A B C
- I wish you will come / would come / came to see us tomorrow.
A B C
- They accused him of telling / having told / having been told lies the other day.
A B C
- They say Alex gets / will get / is getting married next month.
A B C
- The baby doesn't cry so much now but she used to cry / to crying / to have cried every night.
A B C
- Martin Luther King was working / worked / had been working for civil rights for more than a decade when he received the Nobel Peace Prize.
A B C

10. He made me to repeat / repeat / repeating my story again and again.
A B C
11. As soon as he will arrive / is arriving / arrives, tell him that I want to see him.
A B C
12. I was very busy yesterday so I had my mother iron / to iron / ironed my shirt.
A B C
13. The little boy burst into tears when he saw that his toy car had been broken / had broken / was breaking apart.
B C A
14. She was made to work / work / working from dawn to dusk.
A B C
15. Jane wishes she spent / had spend / had spent her vacation on the Gulf Coast last summer.
A B C
16. Had we known your address we wrote / had written / would have written you a letter.
A B C
17. The police has already found / have already found / have already founded the thief.
A B C
18. The political candidate talked as if he had already elected / had already been elected / was already been elected to the presidency.
A B C

Section II

Directions: In each of the following sentences, a word or phrase is underlined. Below each sentence are four other words or phrases; choose the one that keeps the meaning of the original sentences, when substituted for the underlined part.

- It crossed my mind today that you might want to accompany us.
A. occurred to me C. escaped my attention
B. made me angry D. reminded me
- It was no surprise when we were told that our grandfather had passed away.
A. survived C. died
B. slipped D. gone on vacation
- She estimated that 250 people would attend the reception for the ambassador.
A. denied C. calculated
B. hoped D. asserted
- The reporter described the scene as one of total chaos.
A. joy C. wonder
B. disorder D. intensity.
- The hotel he recommended proved to be too expensive.
A. turned out to be C. demanded proof of being
B. wasn't D. looked
- The dog saw his reflection in the pool of water.
A. image C. imagination
B. bone D. leash
- Most of the wounded passengers were quickly removed from the aircraft.
A. unconscious C. deceased
B. injured D. distressed
- Let's suppose that we are floating in a cool pool on a hot summer day.

- A. imagine
B. imply
- C. suggest
D. beg
9. The dean congratulated the student on his outstanding display of leadership.
A. alluded
B. scolded
C. praised
D. contacted
10. The number of the unemployed people in the country is increasing rapidly.
A. licensed
B. working
C. business
D. jobless
11. Lyndon Johnson succeeded John Kennedy as president of the USA.
A. overruled
B. preceded
C. followed
D. assisted
12. After a long, hard struggle we gradually succeeded in having people accepted the truth of our theory.
A. slowly
B. momentarily
C. suddenly
D. graciously
13. She was naturally apprehensive at the prospect of meeting her future mother-in-law.
A. quiet
B. strong
C. resigned
D. fearful
14. The O'Briens greeted us with open arms.
A. cordially
B. sadly
C. at a distance
D. sternly
15. Be careful not to mention the matter to him; he's still a bit touchy on the subject.
A. handy
B. sensitive
C. manual
D. ill-mannered

Section III

Identify the one underlined word or phrase which is wrong in each sentence. Correct the mistake.

1. Peter, as well as his two cousin, are left-handed.
A B C D
2. In October 1967, Sputnik, the first man-made satellite, was being launched by the Soviet Union.
A B C D
3. Sarah said she heard someone in the attic, but when we looked, we didn't find someone.
A B C D
4. Despite the time of the year, yesterday's temperature was enough not to turn on the air conditioning.
A B C D
5. Paula doesn't want to attend the seminar and Sheila doesn't too.
A B C D
6. We had better to review this chapter carefully because we will have some questions on it on our test tomorrow.
A B C D
7. We thought he is planning to go on vacation after the first of July.
A B C D
8. Bess is used to fly after having crossed the continent many times during the past
A B C

decade.

D

9. Sam used to living in Oklahoma, but his company had him transferred to a better position in Georgia.

A

B

C

D

10. Standing among so many strangers, the frightened child began to sob

A

B

C

uncontrollable.

D

11. Our Spanish professor would like us spending more time in the laboratory, practicing our pronunciation.

D

12. When you will come after class this afternoon we will discuss the possibility of your writing a research paper.

A

B

C

D

13. Let Nancy and him to make all the plans for the party and you and I will provide the refreshment and entertainment.

A

B

C

D

14. Our new neighbours lived in Arizona for ten years before moving to their present house.

A

B

C

D

15. There were so much people trying to leave the burning building that the police had a great deal of trouble controlling them

A

B

C

D

Test

I. A. Choose the word or phrase that best completes each sentence

1. It was wrong of you to interfere in her private affairs. You impose your wishes on her.

A) mustn't B) mightn't C) shouldn't D) wouldn't

2. Had Bob not interfered in his sister's marital problems there..... peace between them.

A) will have been B) would have been C) will be D) was

3. Once ..., a language cannot easily be forgotten.

A) learning B) it learned C) learned D) having learned

4. Hardly..... when something else went wrong with it.

A) had the car mended

C) the car had been mended

B) has the car Been mended

D) had the car been mended

5. They demanded that the work.

A) stopped

B) has been stopped

C) be stopped

D) stops

6." Jack walked past me without speaking"- "Heyou. He is very shortsighted."

A) needn't have recognized

C) might not have recognized

B) shouldn't have recognized

D) must not have recognized

7. I am having my house..... That's why there's all the mess.

A) paint B) painting C) to paint D) painted

8.She had some strange habits. Shesit by the window and look at passers-by for hours.

- A) should B) would C) would rather D) might
9. John was the first student for the scholarship.
A) to apply B) in applying C) applied D) to be applied
10. The milkman looks like a snowman. It heavily outside.
A) will be snowing B) may be snowing C) must be snowing D) should be snowing
11. I feel very full after that meal. I'm not used so much.
A) to eat B) to have eaten C) to being eaten D) to eating
12. I wish you such a bad headache last night.
A) I hadn't had B) haven't had C) hadn't D) didn't have
13. The Chinese gunpowder.
A) are known to discover C) are known to be discovered
B) are known to have discovered D) are known to have been discovered
14. They the streets but they don't anymore.
A) are used to cleaning C) used to' clean
B) are used to clean D) use to clean
15. It's raining. I wish it raining soon.
A) will stop B) would stop C) stopped D) stops

B.

- 1 coffee like ... best is from Brazil.
A) The/- B) The/the C) -/the D) -/-
2. ... cheetah is ... fastest of all ... animals.
A) A/the/the B) The/the/the C) The/the/- D) -/the/-
3. ... Hilton Hotel is near.....hotel where I'm staying.
A) The/the B) -/the C) TBe/a D) -/a
4. Agnes has been ... nurse all her life. She has spent her life caring for ... sick.
A) the/the B) a/the C) a/- D) a/a
5. ... lot of people object to attempts to bring up ... "Titanic".
A) A/- B) A/a C) The/the D) A/the
6. ... London is ... safe city today, but ... London of ... 18th century was pretty rough.
A) -/the/a/the B) -/a/the/the C) A/the/-/the D) -/a/-/the
7. Did ... police found ... person who stole your car?
A) The/the B) -/the C) -/a D) The/a
8. ... Soviet Union was ... first country to send ... man into ... space.
A) -/the/-/the B) The/-/the/- C) The/the/-/the D) The/the/a/-
9. ... most of ... stories that ... people tell about. ... Irish aren't true.
A) -/the/-/the B) The/the/-/the C) -/-/-/the D) The/the/the/-
10. He said he was ... employee of ... gas company and had come to read ... meters.
A) A/the/the B) An/an/the C) An/the/the D) An/the/-

C

1. Go straight down this road and take the second ... on the left.
A) point B) corner C) angle D) turning
2. Los Angeles is a large... centre.
A) proper B) directional C) urban D) rural
3. The two countries ... in the trade war have now reached a tentative agreement.
A) involved B) discriminated C) encountered D) preceded
4. In recent years inflation has almost doubled the ... of living.

- A) price B) cost C) expense D) charge
5. The storm did considerable ... to the trees in the park.
A) harm B) destruction C) damage D) injury
6. It's only a small flat but it ... my needs perfectly.
A) settles B) meets C) supplies D) fills
7. Working in the midday heat made him ... so much that his shirt stuck to his body.
A) drain B) sweat C) strain D) transpire
8. The meteorologists say we are likely to have a ... winter.
A) calm B) soft C) mild D) smooth
9. Two, four, six, eight and ten are ... numbers.
A) even B) pair C) dual D) double
10. Why they don't ban all cigarette advertising is ... my comprehension.
A) above B) below C) over D) beyond

D.

1. He had been ... of the danger but took no notice.
A) warned B) shown C) explained D) prevented
2. That song ... of my youth.
A) recalls B) remembers C) reminds D) recollects
3. Everybody ... her for saving the old man from drowning.
A) congratulated B) accused C) praised D) prohibited
4. I want to ... you on your engagement.
A) compliment B) praise C) wish D) congratulate
5. Forcing a student to work ... to resistance.
A) entails B) leads C) involves D) produces
6. He ... of lying to him.
A) charged B) accused C) attacked D) criticized
7. I was very ... of myself for forgetting Mother's birthday.
A) disgraced B) shy C) shocked D) ashamed
8. The government was ... for not helping the unemployed with large families.
A) criticized B) accused C) objected D) protested
9. They have been ... with a serious crime.
A) accused B) convicted C) charged D) prosecuted
10. They can't ... on a name for the baby.
A) conclude B) decide C) consent D) assent

E.

1. He refuses to comment ... the current development.
A) in B) with C) for D) on
2. I mustn't eat too much. I am supposed to be ... a diet.
A) in B) on C) at D) of
3. We provided them ... food.
A) with B) of C) for D) from
4. Many people are addicted ... cocaine in the United States.
A) to B) for C) with D) on
5. If a child is deprived ... love, he is likely to have many psychological problems when he grows up.
A) with B) of C) on D) off
6. She can't possibly cope ... so many problems.
A) for B) about C) with D) on
7. We can't know what is ... store ... us. We must have something ... rainy day.
A) on/for/for B) in/for/for C) on/to/us D) in/with/for
8. It's no good looking ... your old friends.

- A) after/for B) up/at C) down/on D) down/ at
9. I'm very tired. ... fact, I'm run ... my feet.
A) on/of B) in/to C) for/off D) in/off
10. I assure you, he doesn't marry you ... love. He is ... your money.
A) for/after B) for/about C) in/after D) because of/after

F.

1. He can't even speak Russian properly, ... English.
A) leaving out B) let alone C) to mention D) without saying
2. He found out that the picture was very expensive. It was beyond his
A) means B) resources C) status D) money
3. I was surprised to see Helen and Jones in the play tonight. I thought she had given up the stage
A) at all B) perpetually C) evermore D) for good
4. He opposed the marriage at first but then he gave to the daughter's entreaties.
A) opening B) place C) way D) position
5. His request completely aback.
A) left B) shook C) made D) took
6. My boss is very critical, and he is always finding with my work.
A) trouble B) mistakes C) error D) fault
7. An architect planning a new house should always in mind his client's needs.
A) carry B) bear C) train D) take
8. I was really angry. Her behaviour put my up.
A) back B) head C) mind D) indignation
9. He when his mother died.
A) fell in bits B) went to pieces C) split up D) broke himself up
10. I can't remember the title of it exactly. I've got it
A) down in the mouth C) at the edge of my mouth
B) on the point of my tongue D) on the tip of my tongue

II. Match the underlined words or phrases with their synonyms given after each group of sentences:

1. A. You certainly take after your mother.
B. Biologists forecast a decrease in the bird population due to pollution.
C. Many accidents occur in the home
D. Metals undergo expansion when heated.
E. They exhibit total lack of concern for the child.
F. We acquire much of knowledge through reading.

- | | |
|----------------------|---------------------------------|
| 1. - resemble | 4. -go through, experience |
| 2.- get, obtain | 5. -display |
| 3. - predict | 6. -happen |

2. A. Anthropologists distinguish the three races of men by their physical characteristics.
 B. I eat out every night because I detest cooking.
 C. Good lightning enchances the attractiveness of a restaurant.
 D. More than four billion people inhabit the earth.
 E. Television commercials induce people to buy new products.
 F. Helen's account of how the argument started doesn't correspond with Sam's words.

- | | |
|--|----------------------------------|
| 1. -live | 4.-in not an agreement with |
| 2. -add to; make better | 5.-differentiate |
| 3. -lead or move by influence or persuasion | 6. -hate |

3. A) I shall consider the matter and let you know my answer in due time.
 B) We delayed our departure on account of the bad weather.
 C) There is not much point in repairing that old car.
 D) Regarding our plans for the future all I can say is that we shall take whatever opportunity arises for expanding our activities.
 E) They determined to go ahead with the plan notwithstanding widespread public opinion.
 F) These children are taught to respect all old people regardless of race or colour.

- | | |
|--|---|
| 1. -concerning, with regard to | 4. -in spite of |
| 2. - purpose, advantage, use | 5. -because of |
| 3. -when the due time has elapsed | 6. -without considering, irrespective of |

2.6. Учебно-методическое обеспечение дисциплины
Список рекомендуемой научной и художественной литературы.

Данная литература имеется в наличии в библиотеке

6. Аналитическое чтение:

1. Аракин В.Д. Практический курс английского языка М., 1991. ч. 4 – 200 экз.

7. Домашнее чтение:

1. Galsworthy J. The Man of Property -50 экз.
2. Fitzgerald F. S. Tender Is the Night - 70 экз.
3. Golding W. Lord of the Flies - 25 экз.
4. Cheever B. Short Stories - 40 экз.
5. Shaw B. Plays- 30 экз.
6. British Modern Short Stories - 25 экз.
7. Bierse A. Short Stories - 12 экз.
8. O’Henry Short Stories - 50 экз.
9. Maugham W.S. Cakes and Ale - 40 экз.
10. Hemingway E. Farewell to Arms – 30 экз.
11. English Story. Book 3 - 50 экз.
12. Dickens Ch. Dombey and Son - 12 экз.
13. Bronte E. Wuthering Heights – 25 экз.
14. Hemingway E. Fiesta - 25 экз.

8. Пресса:

1. Крупнов В.А. Пособие по общественно-политической лексике. М. 1966. - 15 экз.
2. Панова В.А. Читаем газеты и учимся говорить о политике. -15 экз.
3. Королькова В.А. Learn to Read Papers – 20 экз.

9. Устная практика:

1. Агеева И.А., Алешкина Г.Д. A Reader in the USA. - 50 экз.
2. Аракин В.Д. Практический курс английского языка. ч.4. – 200 экз.
3. Tokareva N.D. What Is It Like in the USA? М, 2000 - 60 экз.
4. Tenson, Voitova. Habits and ways in Great Britain - 50 экз.
5. Томахин. Реалии-американизмы. - 60 экз.

10. Письменная практика:

1. Волш А. English Writing. - 50 экз.
2. Розина Т.Х. English Writing - 50 экз.
3. Берлизон С.Б. Пособие по письменной практике. - 50 экз.
4. Арнольд И.В. Стилистика современного английского языка. – 70 экз.
5. Kukhareenko A Book of Practice in Stylistics. – 40 экз.

Дополнительная литература.

1. Бабенко Л.Ю. Филологический анализ текста.
2. Гальперин И.Р. Текст как объект лингвистического исследования. – М., 2005
3. Нестерова Н.М. Страноведение. Англия. – Ростов-на-Дону, 2001.
4. Старикова Е.Н., Нестеренко Н.Н. Британская пресса: углубленное чтение. – М., 2001
5. Уолтер М. 100% Ultimate English. – М., 2005.
6. Яковлева Е.В., Вершинина Е.Ю. Об англоязычной культуре на английском языке. – М., 1997.
7. Baranovsky Hello, America. – Минск, 1995.
8. Galperin I.R. Stylistics. – М., 1977.
9. Inge Thomas M. American Reader. – Washington, 2001.

3. V КУРС (9-10 СЕМЕСТР)

3.1. Учебная программа

Семестр: 9-10

Количество часов на дисциплину: 96

Активный лексический минимум

1. Цели и задачи изучения дисциплины

Основной целью преподавания языка на 5 курсе является дальнейшее углубление и расширение круга регистров речи за счет изучения художественных и общественно-политических текстов. Студенты должны показать свободное владение английским языком, освещая разнообразные вопросы, умение правильно синтаксически и стилистически организовать свою речь и способность выступать публично с сообщениями, проводить анализ текстов научной и художественной прозы, излагать информацию в разных видах письменных работ.

Работа над совершенствованием языка ведется как на материале письменных работ, так и устно с последующим комментированием, обсуждением и работой над индивидуальными и типичными ошибками. При отборе методического материала особое внимание необходимо уделять эффективным приемам активного обучения, а также достижениям современных методик (коммуникативного и интенсивного обучения, игрового моделирования).

Задачи курса: обеспечить овладение студентами словарным составом современного английского языка; научить свободно, говорить, читать и писать по-английски и переводить с английского на русский любые тексты, кроме текстов узкоспециального характера. Студент должен приобрести правильные произносительные навыки, научиться свободно и правильно пользоваться грамматическими конструкциями английского языка, овладеть достаточно обширным словарем и научиться стилистически правильно оформлять свою речь как устную, так и письменную, соответственно содержанию высказывания.

Работа над совершенствованием языка ведётся как на материале письменных работ, так и устных, с последующим комментированием, обсуждением и работой над индивидуальными и типичными ошибками. При отборе методического материала особое внимание необходимо уделять эффективным приёмам активного обучения, а также

достижениям современных методик (коммуникативного и интенсивного обучения, игрового моделирования).

В соответствии с этими задачами курса, для более компетентного преподавания учебного материала, вводится аспектное преподавание: аналитическое чтение, грамматика, домашнее чтение, пресса, устная и письменная практика.

Для более компетентного преподавания учебного материала вводится аспектное преподавание: аналитическое чтение, устная практика, пресса, домашнее чтение.

Студенты 5 курса должны уметь читать оригинальную художественную, научную и общественно-политическую литературу, опираясь на изученный языковой материал, без посторонней помощи с адекватными скоростью и уровнем понимания читаемого в соответствии с различными целями деятельности. Студент должен владеть следующими видами чтения: просмотровое, ознакомительное, изучающее и поисковое.

Просмотровое чтение предполагает получение общего представления о читаемом материале. Для просмотрового чтения необходимо подбирать ряд тематически связанных текстовых материалов и создавать ситуацию просмотра. Скорость чтения не должна быть ниже 500 слов в минуту, а учебные задания должны быть направлены на формирование навыков и умений ориентироваться в структуре текста, использовать материал текста источника в соответствии с конкретным коммуникативным заданием.

При *ознакомительном* чтении основной коммуникативной задачей является извлечение содержащейся в тексте основной информации, умение различать главную и второстепенную информацию. Темп чтения - слов в минуту. Для практики в этом виде чтения используются длинные, легкие в языковом отношении тексты.

Изучающее чтение предусматривает максимально полное и точное понимание всей содержащейся в тексте информации. Темп чтения – не ниже 500 слов в минуту.

Поисковое чтение ориентированно на чтение газет и литературы по специальности.

2. Требования к уровню освоения содержания дисциплины

Студент 5 курса должен:

1) уметь пользоваться различными стратегиями чтения в зависимости от поставленных целей, то есть переходить от просмотрового чтения к ознакомительному, а также судить о степени адекватности понимания этих целей;

2) уметь переводить художественный текст без словаря (в пределах языковой подготовки), на основе прочитанного дать характеристику композиции, действующих лиц, сюжетных особенностей; владеть навыками лингвостилистической интерпретации текста,

понимать тон, композицию, конфликт данного отрывка.

3) прочитать за семестр не менее 200 страниц оригинальной прозы по домашнему чтению, а также 200 страниц по дополнительному чтению;

4) уметь грамотно реферировать газетную статью с русского на английский язык, правильно ориентироваться в данной ситуации и обосновать свой вывод по данной проблеме (не менее 1500 знаков).

Аналитическое чтение

Чтение оригинального художественного текста, имеющее целью максимально точное и адекватное понимание всего содержания текста с установкой на наблюдение за языковыми явлениями. Студент должен уметь найти логически законченные части текста и озаглавить их, выделить главную проблему, составить резюме текста, охарактеризовать героев, уметь дать лексико-грамматический анализ выделенных элементов текста, выделить стилистические явления, дать структурный анализ текста, лингвостилистическую интерпретацию текста с адекватной интерпретацией темы, замысла автора.

Реферирование общественно-политического текста

Умение переводить статьи с русского на английский, реферировать и аннотировать на английском языке актуальные газетные и публицистические статьи, определить круг рассматриваемых в тексте проблем и основных положений автора, свободно ориентироваться в газетной статье, обсудить данные в ней проблемы, а также положение дел в стране и за рубежом.

Рекомендуемые российские газеты: «Независимая», «Известия», «Новое дело»; Англоязычные газеты: «Moscow News», «Russia», «The Moscow Times», «The Washington Post», «The Tribune».

Устная практика

Требования: владение монологической подготовленной речью в виде докладов и сообщений, и неподготовленных сообщений, владение диалогической речью в виде беседы на предложенную тему или интервью (в пределах изучаемого материала), владение полилогической речью в виде дискуссий в ситуациях официального и неофициального общения. Владение следующими композиционными формами: описание, повествование, рассуждение.

Аудирование

Студент должен воспринимать на слух и понимать естественную речь в соответствии с потребностями как в ситуации общения, так и в ситуациях восприятия иноязычной речи, предъявляемой в записи или средствами массовой информации. Темп речи – 250-300 слогов в минуту. Обучение аудированию предполагает выполнение упражнений на формирование общих аудитивных навыков, речевых упражнений и последующую учебную работу с аудиотекстом.

Вся работа с аудиотекстом в условиях класса должна состоять из 3 этапов:

1) *предтекстовый* этап (pre-listening activity) включает работу с доской, фрагментами аудиотекста, а также живое учебное общение. Основное содержание этапа: снятие языковых трудностей аудиотекста, тренировочные упражнения на базе текста, введение и первичное закрепление новых слов, аудирование изолированных отрывков текста.

2) *текстовый* этап (while-listening activity) включает прослушивание всего текста и поочередно отдельных абзацев, смысловых блоков и их разработка.

3) *послетекстовый* этап (post-listening activity) включает: вопросно-ответную форму работы, составление плана пересказа, составление ситуаций по тексту, составление диалога по теме, расширение и продолжение текста.

Студент должен понимать на слух английскую речь средней степени сложности и уметь выделить главное после однократного прослушивания, в т.ч. спонтанную, монологическую и диалогическую речь в пределах изученного языкового материала при непосредственном общении и звукозаписи.

К концу пятого года обучения в университете студенты должны усвоить и употреблять в устной и письменной речи около 4500 слов и фразеологических единиц, в том числе 500 лексем, помимо слов и словосочетаний литературного языка, включающих также политические, лингвистические и некоторые технические термины, стилистически дифференцированную лексику и фразеологию.

Профессионально-адаптивное владение языком

К окончанию пятого курса студент должен уметь:
производить комплексный лингвистический анализ предложенного текста, представленного доклада и иного устного сообщения;

выделять наиболее важную информацию в прочитанном/прослушанном материале, обобщать ее и комментировать;

самостоятельно производить поиск, нахождение и извлечение необходимой информации из различных источников на иностранном и русском языках;

самостоятельно готовить доклады, сообщения, рефераты и аннотации по прочитанному и услышанному материалу;

производить комплексный лингвистический анализ предложенных материалов;

свободно и в достаточном объеме владеть лексическим материалом, необходимым для подготовленного и спонтанного обмена информацией различной тематической направленности;

адаптировать свою речь в зависимости от конкретных условий общения;

составлять письменный документ с соблюдением его жанровой специфики.

Требования к государственному аттестационному экзамену по практике устной и письменной речи английского языка

Письменная часть экзамена

Сочинение на проблемную тему (предлагается преподавателем). Объем – не менее 5 тетрадных страниц. Время написания – 2 академических часа.

Перевод текста с русского языка на английский по одной из изученных тем объемом 2000-2200 символов. Время написания – 2 академических часа.

Устная часть экзамена

Чтение вслух и перевод отрывка текста объемом 20-25 строк; интерпретация оригинального художественного текста общим объемом 4000-4500 знаков с элементами лингвистического и стилистического анализа; последующая беседа по содержанию текста. Устное реферирование газетной статьи на русском языке общественно-значимой тематики объемом 2000-2500 знаков. Беседа по содержанию статьи. Беседа по одной из предложенных устных тем.

Содержание экзамена по курсу «Практика устной и письменной речи английского языка».

А. Письменная часть, 2ч.

1. Аудирование. 20 мин.
2. Сочинение. 70 мин.

Б. Устная часть.

1. *Интерпретация художественного текста с выделенными элементами (5-6) для адаптации.*
2. *Реферирование текста общественного политического характера с языка обучения на иностранный язык.*
3. *Беседа на устную тему в пределах проходимого материала.*

Примерная тематика докладов и рефератов

(V курс)

1. Неологизмы в английском языке. Их семантические особенности и перевод.
2. Интернациональная лексика в английском языке и способы ее перевода.
3. Стилистические трансформации при переводе на русский язык.
4. Безэквивалентная лексика английского языка.
5. Образные средства английского языка.
6. Газетный стиль английского языка.
7. Поэтизмы в английском языке.
8. Публицистический стиль.
9. Архаизмы в современной английской литературе.
10. Некоторые особенности эмфазы в английском языке.

Примерная тематика дипломных работ

1. Семантическая и синтаксическая комбинаторика прилагательных цветообозначения в английском языке.
2. Омонимия финитно-герундиальных сочетаний в английском языке.
3. Функционально-семантический анализ слов к5атегории состояния в английском языке.
4. Языковые реалии по теме: «отдых, времяпровождение, спорт, игры» в американском варианте английского языка.
5. Особенности английских реалий языке Канады.
6. Структурно-семантическая классификация предлогов в английском языке.
7. Язык как средство идеологического воздействия.
8. Фразеологизмы с именами собственными в английском языке.
9. Новая лексика как источник стилистической синонимии в английском языке.

10. Неологизмы английского языка в аспекте перевода на русский язык.
11. Основные структурно-семантические характеристики английской аббревиальной лексики.
12. Индивидуально-авторское использование стилистически сниженной лексики в произведениях современной англоязычной прозы.
13. Историзмы в прозе О.Генри.
14. Глаголы композиты в английском языке.
15. Словообразование в английском языке.

Примерная тематика устной и письменной речи.

(V курс)

I. Обучение. Образование. Работа.

- Школа.
- Проблемы школьного обучения в стране проживания и в стране изучаемого языка.
- Школьная практика, впечатления, трудности, урок английского языка.
- Личность учителя в процессе обучения и воспитания подрастающего поколения.
- Планы на свою будущую карьеру.

II. Проблема рабочей занятости в стране проживания и стране изучаемого языка.

- Мир духовной жизни общества.
- Литература. Чтение.
- Кино, театр, балет, концерт.
- Изобразительное искусство.
- Эстетическое воспитание детей в семье и школе.
- Наука, технический прогресс.

Примерный список книг для домашнего чтения

- Fitzgerald F. S. Great Gatsby.
- Galsworthy G. The Man of Property.
- Galsworthy G. In Chancery.
- Galsworthy G. To Let.

- Maugham W. S. Cakes and Ale or the Skeleton in the Cupboard.
- Waugh E. Selected Stories.
- English Short Stories of the 20th Century.
- Priestley J.B. Angel Pavement.
- Dreiser T.F. Jennie Gerhardt.

3.2. Учебно-тематический план дисциплины

Объем дисциплины и виды учебной работы

Объем дисциплины – 96 часов (4 модуля).

Виды учебной работы: аудиторная работа, внеаудиторная работа.

Модуль 1.

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудио- рная работа, час	ПК
		Лаб-ная работа	Контр.р аб.	Пресса	Сам. раб.	
Модуль 1. Экстралингвистические параметры текста						
1. Фигура учителя и ее отражение в романе Дж. Хилтона "Трудный год".	8	6			1	
2. Текст и действительность.	6	5	1		1	
3. Воплощение языковых реалий в тексте "Трудный год".	6	5			1	
4. Профессиональная лексика как индикатор англоязычной культуры	8	5	1		2	2
Всего за модуль, час	30	21	2		5	2

Модуль 2.

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудиторная работа, час	ПК
		Лаб-ная работа	Контр. раб.	Пресса		
Модуль 2 Жанрово-стилевая организация отрывка из романа «The Escape»						
1.Смысловая и синтаксическая структура текста «The Escape»	8	6			1	
2. Текст и действительность.	6	5	1		1	
3. Воплощение языковых реалий в тексте «The Escape»	6	5			1	
4. Экспрессивные средства достижения ретардации в тексте.	8	5	1		2	2
Всего за модуль, час	30	21	2		5	2

3.3.Учебно-тематический план 2 семестра

Модуль 3.

Наименование тем и модулей	Труд-	Аудиторная работа, час	Внеаудиторная работа, час	ПК
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Модуль 2. Жанрово-стилевая организация отрывка из романа Б.Кауфман "Вверх по лестнице, ведущей вниз		Лаб-ная работа	Контр. раб.	Пресса	Сам. раб.	
1..Композиционное сцепление речевых жанров в романе	6	4			1	
2. Структурно-семантические особенности эпистолярного жанра в тексте	4	2			0,5	
3. Синтаксический параллелизм и повторы как особенности стиля автора	4	2	1		0,5	
4. Экспрессивные средства достижения ретардации в тексте.	4	3	1		2	1
Всего за модуль, час	18	11	2		4	1

Модуль 4.

Наименование тем и модулей	Труд-сть	Аудиторная работа, час			Внеаудиторная работа, час	ПК
		Лаб-ная работа	Контр.р аб.	Пресса	Сам. раб.	
Модуль 4. Воплощение языковых реалий в газетном тексте						
1.Пассивные конструкции и прочие особенности синтаксиса газетного стиля	6	4			1	
2. Жанровое своеобразие газетно-публицистического стиля.	4	2			0,5	

3. Семантическое своеобразие и типология газетных заголовков	4	2	1		0,5	
4. Лексическое своеобразие газетного стиля	4	3	1		2	1
Всего за модуль, час	18	11	2		4	1

Самостоятельная работа

Рекомендуемая литература для самостоятельной работы

1. Майерс Л.М. Пишем по-английски. – СПб, 1997
2. Рябцева Н.К. Научная речь на английском языке – М.: Наука, 2002
3. Серикова А.С. Основы композиции и реферирования текста. – М., 1983
4. Тэйлор Ш. Деловая переписка и образцы документов на английском языке. – М.: Наука, 2002.
5. Уолш И.А. Письменная практика. М., 1992.
6. Комова Т.А. History, Philology and Culture. – М., 1997.

Материально-техническое и информационное обеспечение дисциплины

Учебные тексты для аудирования

1. Andrews. Say it with us
2. Interviews. (American English)
3. In the USA. Cas. 1,2
4. Ideas and issues. (intermediate) Cas. 1,2
5. Ideas and issues. (advanced) Cas. 1,2
6. Streamline. (Connections) cas.1,2
7. Headway upper Intermediate; Headway Advanced:
England as seen by Americans. – 17b
America as seen by Britons. – 17a

- Phoning a landlord – 21
Educating children at home – 29
Working at home – 36
8. British life and Institutions. (by M. Farrell + cassette):
Environment (28-29);
Government (36-37);
Political Parties (42-43);
Education (66-67);
Religion and Beliefs (78-79).

Учебные фильмы для просмотра:

1. BBC News. DVD.
2. BBC World. Natural Disasters.
3. "To kill a mocking-bird". Man and Society.

Методические указания студентам

Список рекомендуемой литературы по домашнему чтению

1. F.S. Fitzgerald. Tender is the night.
2. Th. Dreiser. The Titan.
3. Th. Dreiser. The Financier.
4. Modern British short stories.
5. Modern American short stories.
6. E. Hemingway. A farewell to the arms.
7. E. Hemingway. Fiesta.
8. Thomas Hardy. Selected stories.
9. G.Green. The quiet American.
10. A. Bierce. Selected Stories.
11. J. Joyce. Stories.
12. K. Mansfield. Stories.
13. O'Henry. Stories.
14. J. Cheever. Selected stories.
15. J. Galsworthy. The Forsyte Saga.

Тематика устных сообщений

1. Freedom under law. From Magna Carta to modern democracies.
2. Advantages and disadvantages of different electoral systems.
3. Computer as one of the greatest developments of the 20 th century.
4. Advances in the communication industries that have changed our life.
5. Natural disasters caused by a green-house effect.
6. My experience as a foreign language teacher.
7. What an ideal teacher should be.
8. Teaching as my profession.
9. Tolerance as the main necessity of a civilized society.
10. Living in a multinational republic.
11. Human values.
12. The world around us. Local conflicts.
13. Educational systems in Russia, Great Britain and the USA.
14. Secondary education in the USA as compared with Russia.
15. Secondary education in the UK as compared with Russia.
16. Higher education in the USA, the UK and Russia.
17. Reading: a rest, a pastime, a source of information and permanent enrichment or a refuge for the lonely?
18. Violence on TV.
19. Mass media as a source of information and means of manipulating people.
20. Environmental protection.
21. Global terrorism.
22. Daghestan in the focus of global problems.
23. Social and economic problems of Daghestan.
24. Youth problems in Daghestan and Russia.
25. The (presidential) elections mirrored in mass media.

Темы сочинений:

1. Teaching Foreign Languages
2. What makes a good language teacher
3. Anti-war theme in world literature
4. Human characters in (W. S. Maugham's) stories
5. Style and language in (W. S. Maugham's) stories и другие темы.

The Scheme of Lingua-Stylistic Interpretation of the Text

1. Some information about the author.
2. The genre of the text under study (a *historical, social, psychological, educational, fantastic, detective*, etc. novel, a short story, a play).
3. The structure of narration (*1-st person (the author's), 3-rd person narration, description, dialogue, interior monologue*).
4. The logical division of the text and the tones of narration.
5. The central conflict (main idea) in a philosophical aspect.
6. The approximate time and place of setting.
7. The main characters and their status.
8. Summary of the text (a few sentences in the Present Simple Tense, done in a logical order, without details).
9. The climax(es) of the text with key-sentence(s) to it.
10. Lexical stylistic devices (*epithet, metaphor, metonymy, personification, periphrasis, zeugma, simile, oxymoron, hyperbole*) and their effect.
11. Syntactical stylistic devices (*parallel constructions: anaphora, anadiplosis (catch-repetition), epiphora, framing; rhetorical question, inversion, non-personal direct speech, asyndeton, polysyndeton*).
12. The vocabulary employed by the author (*bookish, high style, colloquial words, slang, idiomatic phrases, allusion, euphemism, proverbs and sayings, set expressions*). Real geographic places, names of famous people, etc.
13. An appraisal part.

II. Материалы, устанавливающие содержание и порядок проведения промежуточных и итоговых аттестаций

Тест к модулю 1.

I. Choose the right synonym to the word

1. Wits
 - a) intelligence; b) respect; c) impudence; d) foolishness.
2. Neat
 - a) clean; b) proper; c) fresh; d) modern.

3. Benefit

a) income; b) profit; c) performance; d) order.

4. Conscious

a) aware; b) witty; c) intelligent; d) neat.

5. Orderly

a) tidy; b) spick-and-span; c) trim; d) aware.

II. Find a correct answer (30 points)

1. What was Speed conscious of when he took his seat on the dais?

a) banging of desk-lids; b) atmosphere of subdued expectancy; c) the boys' staring at each other; d) fireworks.

2. What was the first breach of discipline during the prep?

a) roaring with laughter; b) banging of the desk-lids; c) fireworks; d) benefit performance.

3. What does the author call his act?

a) witticism; b) the most dangerous weapon; c) fond hopes ruined; d) hysterics of laughter.

4. What was his reaction to the breach of discipline?

a) roaring with laughter; b) punishment of hundred lines; c) banging of the desk-lid; d) tearing off the map of the desks.

5. What did Speed remember when the assembly was roaring with laughter?

a) his own school; b) his previous day; c) his parents; d) the prayer.

6. In what way did he put off the mischief-makers?

a) by sharing the hundred lines between them; b) by taking them to the Head Master; c) by ignoring them; d) by calling their parents.

7. What did Speed learn in the evening?

a) it was the school for boys; b) they were preparing a star benefit performance; c) it was his last day there; d) nothing.

8. What stylistic device is used here: The whole assembly roared with laughter?

a) metaphor; b) simile; c) hyperbole; d) periphrasis.

9. What stylistic device is used here: ...the most dangerous weapon in the master's armoury...

a) epithet; b) metaphor; c) oxymoron; d) metonymy.

10. What stylistic device is used here: I didn't do anything. – Oh, didn't you?

a) zeugma; b) asyndeton; c) anadiplosis; d) epiphora.

III. Translate into English (60 points)

1. Дети с нетерпением ждали, когда в класс войдет новый учитель.

2. Ошибиться было невозможно: за его веселостью скрывалась обида.
3. А что, если он не придет?
4. Обстоятельства помешали им привести свой план в исполнение.
5. Она отделалась от него шуткой.
6. Сказав это, он понял, что поставил себя в глупое положение.
7. Спид отчетливо осознавал, что такой шаг опасен, но решил рискнуть.
8. Я хочу, чтобы он немедленно уехал. Не могу простить ему его наглости.
9. Все деньги от благотворительного концерта были отданы в помощь пострадавшим от землетрясения.
10. Письмо было написано аккуратным женским почерком.
11. Он успешно прошел через испытание, хотя отчетливо осознавал, что выглядел посмешищем.
12. Она совершенно растерялась и не знала, как поступить в этой сложной обстановке.

Тест к модулю 2.

I. Choose the right synonym to the word (10 points)

1. Negotiations
a) talks; b) agreements; c) discussions; d) negations.
2. Surpass
a) help to pass by; b) exceed; c) pass away; d) prevail.
3. Aspiration
a) ambition; b) breath; c) pronunciation; d) accent.
4. Observe
a) study; b) create; c) object; d) prevent.
5. Involved
a) mixed; b) complicated; c) stirred; d) strong.

II. Find a correct answer

1. What did Miss Barrett think of advice she got from her college colleagues and Dr. Bester?
a) easier said than done; b) doomed to failure; c) can't figure it out; d) impossible to fight against all the odds.
2. How did Miss Barrett characterize her pupils?

- a) most of the kids, though physically mature, can't read beyond 4th and 5th grade level; b) most of the kids are very bright; c) some kids are not polite; d) all the kids are very decent and diligent.
3. What was the reaction of the class to the famous quotation?
a) they laughed at it; b) they were involved in a spirited discussion; c) they didn't know what to say; d) they remained indifferent.
4. What was Paul Barringer's principle in life?
a) teaching on one foot; b) working like a dog; c) doing nothing is the best thing; d) better late than never.
5. What was the quotation at the blackboard?
a) Hitch your wagon to a star; b) It's never late to study; c) A man's reach should exceed his grasp – or what's a heaven for?; d) Knowledge is power.
6. Why did the teachers dislike McHabe?
a) he never greeted them; b) he was given to popping up unexpectedly; c) he was very strict with them; d) he always tried to find fault with them.
7. What stylistic device is used here: "Chaos, waste, cries for help...":
a) metaphor; b) oxymoron; c) zeugma; d) repetition.
8. What stylistic device is used here: "To the young, cliches seem freshly minted"?
a) metaphor; b) exaggeration; c) periphrasis; d) personification.
9. What stylistic device is used here: "They crowded in the doorway, chirping like agitated sparrows..."
a) metonymy; b) epithet; c) simile; d) allusion.
10. What stylistic device is used here: "There are a few good, hard-working, brilliant people; a few really endowed teachers; a few who truly love young people".
a) periphrasis; b) enumeration; c) anaphora; d) anadiplosis.

III. Translate into English (60 points)

- Я ничего не буду предпринимать, пока не начну ориентироваться в обстановке.
- Тебе необходимо расширять свой кругозор! – Легче сказать, чем сделать!
- Он преподавал в весьма неблагоприятной обстановке и, несмотря на это, творил чудеса.
- Я не могу его понять: вчера он выместил свое зло на мне, а сегодня сделал комплимент!

5. Изучение иностранных языков способствует расширению кругозора; кроме того, как только человек начинает разбираться в иностранном языке, он глубже постигает и родной язык.
6. Мне придется поставить будильник на 6 часов, чтобы не опоздать.
7. Министры иностранных дел встретились, чтобы договориться о встрече на высшем уровне. Результаты переговоров превзошли все ожидания.
8. Наблюдательный человек сразу бы понял, что попытки навязать таким людям свое мнение, связаны с известным риском и даже обречены на провал.
9. Врач сказал, что больному должен быть под постоянным наблюдением, с какими бы трудностями это ни было связано.
10. После беспорядков в городе был введен комендантский час.
11. Договаривающиеся стороны не смогли прийти к соглашению, и политические обозреватели считают, что переговоры обречены на провал.
12. Миссис Смит ходила в церковь и соблюдала все религиозные праздники, но ей не удалось навязать свои взгляды сыну.

Test Paper on Lesson

I. Give English Equivalents for:

1. успешное прохождение испытания;
2. жить по своим правилам;
3. аккуратный почерк;
4. хорошо поставленный голос;
5. растеряться;
6. владеть аудиторией;
7. расхохотаться;
8. претворять в жизнь;
9. новенький костюм;
10. пройти без проблем;
11. обратиться с мыслями;
12. правильные манеры;
13. преступление против человечества;
14. выставить себя посмешищем;
15. быть суровым с к.-л.;
16. благотворительный концерт;
17. сразу заметить в толпе;
18. ясно осознавать опасность;
19. добросовестный работник;
20. улыбаться как Чеширский кот;
21. увлекаться модой;
22. стойко переносить тяготы;
23. сойти с ума;

24. благотворное лекарство;
25. нарушить ч.-л. планы.

II. *Translate into English:*

1. Продавец так и не смог отделаться от назойливого покупателя.
2. Лектор говорил спокойным, хорошо поставленным голосом и прекрасно владел залом.
3. Он понял, что свалял дурака, и расхохотался.
4. Не будь так суров к ребенку, он не виноват.
5. В правоте этих слов ошибиться невозможно.
6. Сомнений быть не могло – за ее широкой улыбкой скрывалась обида.
7. А что, если это лекарство не поможет?
8. Он всегда выходил из себя, когда его планы рушились.
9. Переговоры на высшем уровне прошли спокойно.
10. Я хочу, чтобы вы сверили всю эту информацию по Интернет.
11. Во время Второй мировой войны фашисты совершили много преступлений против человечества.
12. Увидев, что все в полном порядке, он выразил улыбкой свой восторг.
13. Все это делается ради вас. – Боюсь, это не принесет никакой пользы.
14. Его наглость и возмутительное поведение вызвали всеобщий гнев.
15. Она совершенно растерялась и не знала, как поступить в этой сложной обстановке.
16. Когда он собрался с мыслями, то понял, что дети хотели подшутить над ним.
17. Мне кажется, вы слишком много времени посвящаете своей внешности.
18. Скромное, но аккуратное платье выгодно подчеркивало ее изящную фигуру.
19. Он был арестован за нарушение общественного порядка.
20. Обстоятельства помешали им привести свой план в исполнение.

III. *Express in One Word:*

1. out of spirits;
2. immoral, shocking;
3. very decent;
4. violence;
5. profitable;
6. to be aware of smth;
7. very new and fashionable;
8. in the habit of putting things to their right places;
9. implicating smartness, compactness;
10. liveliness of spirit.

IV. *Paraphrase the Following:*

1. What if there is no corroborative evidence for him?
2. Everyone is anxious that you should accept this profitable idea.
3. Having said this, he burst into laughter.
4. He was arrested by her face immediately.
5. How could you be so cruel to me?
6. The scheme was soon brought to life.
7. She tried to get rid of him with a smile.
8. You'd better address the doctor.

9. Our life in the house followed a quiet pattern.
10. Everything she said could be heard distinctly.

V. Make up a Short Situation Using the Following:

To be keenly conscious of smth; to grin and bear it; orderly manners; to be at one's wits' end; a neat handwriting; an outrageous behavior; benefit performance; spick-and-span; to be in subdued spirits.

Test 1 on the political set-up of countries

Choose the right answer.

1. What is a basic part of the structure of the American governmental system according to which the powers of the branches are limited?
 - a. the US Constitution
 - b. the system of checks and balances
 - c. the Bill of Rights
 - d. the executive departments
2. What are constitutional guarantees of civil liberties for individual citizens of America called?
 - a. combination of acts
 - b. civil rights
 - c. the Bill of Rights
 - d. legislation
3. What is the main function of Congress?
 - a. to enact nation's laws
 - b. to administer law
 - c. to impeach and try members of the executive branch
 - d. to override a Presidential veto
4. When does a bill become law if the President doesn't simply sign it?
 - a. if the two thirds of Congress vote for it
 - b. after 10 days
 - c. if the President vetoes it
 - d. if the Houses approve it
5. What is the important duty of the State Supreme Court?
 - a. to review cases
 - b. to abolish state courts
 - c. to determine whether the laws conform to the US Constitution
 - d. to impeach and try members of the judiciary

6. Who is the only permanent member of the British Cabinet?
- Lord Chancellor
 - The Prime-minister
 - The President
 - The Queen
7. When does a bill become an Act of Parliament?
- if it passes through both Houses
 - if it receives Royal Assent
 - if it is approved in the House of Lords
 - if it is approved in the House of Commons
8. What powerful organ of the UK can force the British Government to resign?
- the House of Commons
 - the House of Lords
 - the Opposition
 - the Supreme Court of Judicature
9. What is the UK government formed by?
- President and his Cabinet
 - Prime-Minister
 - The Party which won the majority of seats
 - Government departments
10. What members is the House of Lords made up of?
- hereditary and life peers
 - bishops
 - Lords Temporal and Lords Spiritual
 - Lords Spiritual
11. Fill in the blank with the correct word or word combination.
11. The operation of the US government is based on the US Constitution which was adopted by Congress and came into force in _____.
- 1784
 - 1789
 - 1776
 - 1879
12. Congress consists of two Houses: the Senate and the _____.
- House of Commons
 - House of Lords

- c. Supreme Court
- d. House of Representatives

13. When a bill is offered in Congress, it is immediately referred to a _____ committee.

- a. conference
- b. legislative
- c. congressional
- d. governmental

14. According to the US Constitution a President's office is limited to two terms of _____ years each.

- a. five
- b. six
- c. four
- d. eight

15. _____ make up the second highest level of the federal judiciary.

- a. district courts
- b. military courts
- c. state supreme courts
- d. courts of appeals

16. Russia is a federate _____ republic.

- a. presidential
- b. parliamentary
- c. constitutional
- d. democratic

17. The parliament of Russia is composed of the State Duma and _____.

- a. Federal Assembly
- b. The Council of Federation
- c. Senate
- d. People's Assembly

18. The President of Russia may be impeached by the _____ for treason.

- a. State Duma
- b. Council of Federation
- c. Constitutional court
- d. Supreme Court

19. The UK Constitution is formed partly by common law, partly by _____, and partly by conventions.

- a. caselaw
- b. unwritten law

- c. civil law
- d. statutes

20. _____ is a large part of the civil law made up of a mass of precedents, previous court decisions.

- a. common law
- b. statute
- c. criminal law
- d. an Act of Parliament

TEST on ELECTORAL SYSTEMS

Fill in the blank with the correct word or word combination.

1. The Prime-Minister of the UK can serve _____.

- a. two four-year terms
- b. any number of years
- c. four year term
- d. five year term

2. The UK electoral system is based on _____.

- a. a proportional representation system
- b. a representation system
- c. first-past-the post system
- d. both a proportional representation and first-past-the post systems

3. The real contest is between the two big parties in the UK: the Conservative and the _____ parties.

- a. Democratic
- b. Labour
- c. Republican
- d. Ulster Unionist

4. People who are not allowed to vote include _____.

- a. members of the House of Commons
- b. government employees
- c. clergymen
- d. members of the Royal family

5. The largest minority party forms the official _____.

- a. party
- b. government

- c. opposition
- d. House of Commons

6. The members of the House of Commons are elected by voters in each of Britain's 659 _____.

- a. constituencies
- b. electorates
- c. counties
- d. districts

7. MPs are elected at a general election _____/

- a. in two years
- b. every four years
- c. every five years
- d. for life

8. If, in a system usually dominated by two parties, neither party gets an overall majority, commentators talk about a _____.

- a. hung parliament
- b. minority party
- c. splinter party
- d. fringe party

9. In case of a hung parliament the Monarch has the right to appoint the _____.

- a. Deputy Prime-Minister
- b. Prime-Minister
- c. Speaker
- d. Secretary of State for foreign affairs

10. _____ is held in a constituency when the person representing it resigns or dies.

- a. nation-wide election
- b. general election
- c. state election
- d. by-election

11. In America, the election campaign starts in January in the year of election with primaries and caucuses, leaving _____ months until the actual election.

- a. ten
- b. five
- c. one
- d. six

12. The president and the _____ are the only officials chosen in a nation-wide election.

- a. Secretary of State
- b. Chief Justice
- c. Vice-president
- d. Speaker

13. Electoral College is group of electors the number of whom is based upon the number of _____ from each state.

- a. Senators and representatives
- b. Representatives and congressmen
- c. voters
- d. congressmen

14. The candidate with the largest number of _____ votes wins the presidential election in the USA .

- a. electors'
- b. citizens'
- c. party representatives'
- d. congressmen's

Match the columns.

15. manifesto

- a. the policies that the party says
It will put into effect if elected

16. presidential bid

- b. a document in which proposed
policies of the party may be outlined

17. turnout

- c. preliminary elections, in which
voters choose delegates who are to support
one of the candidates of their party

18. party caucus

- d. the proportion of people actually
voting

19. party platform

- e. an assembly of party members
and representatives relating to
nominations of party leaders and
selection of platform agendas

20. primaries

- f. attempt to become a president

The Keys:

I.

1. b	6. d	11. b	16. a
2. c	7. b	12. d	17. b
3. a	8. a	13. b	18. b
4. b	9. c.	14. c	19. d
5. c	10. c	15. d	20. a

II.

1. b	6. a	11. a	16. f
2. c	7. c	12. c	17. d
3. b	8. a	13. a	18. e
4. d	9. b	14. a	19. a
5. c	10. d	15. b	20. c

3.4. Учебно-методическое обеспечение дисциплины

Основная литература

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МЕТОДИЧЕСКИЕ УКАЗАНИЯ ПО ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Самостоятельная работа студента по заданию преподавателя, выполняемая во внеаудиторное время, должна быть организована таким образом, чтобы, с одной стороны, обеспечить достижение практических целей, зафиксированных в Программе, а с другой, – дать студенту возможность овладеть ее «тактикой», которая позволила бы ему по окончании первой ступени обучения не только поддерживать достигнутый уровень владения иностранным языком, но и совершенствовать его. Объем самостоятельной работы определяется уровнем, на котором студенты начинают обучение иностранному языку в 5 – 10 семестрах. Ведущую роль в самостоятельной работе студентов играют учебные материалы, которые, наряду с контролем ее результатов, выполняют в данном случае и функцию управления деятельностью студентов. Характер учебных материалов, предлагаемых для самостоятельной работы, находится в соответствии с ее назначением и определяет ее виды: внеаудиторное чтение, работа с аудио- и видеоматериалами, самостоятельное изучение коммуникативной грамматики английского языка с использованием специальных учебных пособий типа «self-reference books», занятия в компьютерных классах, просмотр программ спутникового телевидения. Внеаудиторное чтение является обязательным для студентов на протяжении всего курса обучения. Оно направлено на совершенствование навыков и умений данного вида речевой деятельности, служит расширению словарного запаса студентов, знакомит с образцами иноязычной художественной и научной литературы. Формой контроля внеаудиторного чтения является собеседование с преподавателем по содержанию прочитанных материалов, составление конспектов, аннотаций и рефератов, подготовка докладов и выступлений на студенческих научных конференциях, выполнение тестовых заданий.

Работа с аудиоматериалами является обязательной формой самостоятельной работы для студентов, она служит развитию навыков аудирования. Контроль осуществляется в форме собеседования по содержанию прослушанных материалов и выполнения тестовых заданий.

Эффективным средством развития устной речи и аудирования является также просмотр видеофильмов на английском языке. В качестве контроля может служить обсуждение содержания фильмов в группе.

Совершенствование языковых навыков студентов можно также успешно реализовать, используя компьютерные средства. Компьютерные обучающие программы являются удобным средством презентации информационного тренировочного и контролирующего материала. Мультимедийные компьютерные средства, использующие графику, звук и анимацию, позволяют не только изучать языковые явления, но и корректировать произношение, осваивать работу с текстами, развивать навыки разговорной речи и восприятия иноязычной речи на слух.

Контроль успешности занятий в компьютерном классе можно осуществить в форме собеседования по изучаемым материалам.

Приложения

Приложение 1

Модульно-рейтинговая система (МРС) обучения студентов 3 курс, ПУПР

	количество аудиторных часов на дисциплину	количество лекционных часов	количество часов на практические занятия	общее количество занятий	количество лекционных занятий	количество практических занятий	количество модулей	максимальное количество баллов за посещаемость	максимальное количество баллов за активность	максимальное количество баллов за рубежный контроль	максимальное количество баллов за экзамен/зачет	максимальное количество баллов	бонусы (реферат)	бонусы (научный доклад)	бонусы (публикация в печати)	бонусы (участие в работе научного кружка)
		0	108	54	0	54	3	30	30	10	30	100	1	2	4	4
Максимальное количество баллов за посещение одного занятия								0,6				30				
Максимальное количество баллов за активность на одном занятии								0,2				30				
Максимальное количество баллов за один рубежный контроль										3,33		10				
Максимальное количество баллов за один вопрос из четырех вопросов экзамена/зачета											7,5	30				
Бонусы (дополнительные баллы):																
реферат																
научный доклад																
публикация в печати																
участие в работе научного кружка																
Примерная шкала перевода рейтинговой суммы баллов в традиционную:	0 - 50 баллов - "неудовлетворительно"															
	51 - 69 баллов - "удовлетворительно"															
	70 - 85 баллов - "хорошо"															
	86 - 100 баллов - "отлично"															

Модульно-рейтинговая система (МРС) обучения студентов
4 курс, ПУПР

	количество аудиторных часов на дисциплину	количество лекционных часов	количество часов на практические занятия	общее количество занятий	количество лекционных занятий	количество практических занятий	количество модулей	максимальное количество баллов за посещаемость	максимальное количество баллов за активность	максимальное количество баллов за рубежный контроль	максимальное количество баллов за экзамен/зачет	максимальное количество баллов	бонусы (реферат)	бонусы (научный доклад)	бонусы (публикация в печати)	бонусы (участие в работе научного кружка)
		0	48	24	0	24	2	30	30	10	30	100	1	2	4	4
Максимальное количество баллов за посещение одного занятия								1,3				30				
Максимальное количество баллов за активность на одном занятии								0,4				30				
Максимальное количество баллов за один рубежный контроль									5			10				
Максимальное количество баллов за один вопрос из трех вопросов экзамена/зачета											10	30				
Бонусы (дополнительные баллы):																
реферат													1			
научный доклад														2		
публикация в печати															4	
участие в работе научного кружка																4
Примерная шкала перевода рейтинговой суммы баллов в традиционную:	0 - 50 баллов - "неудовлетворительно"															
	51 - 69 баллов - "удовлетворительно"															
	70 - 85 баллов - "хорошо"															
	86 - 100 баллов - "отлично"															

Примечание: Если количество набранных баллов до экзамена составляет менее 36, то студент не допускается к сдаче экзамена.

Балльно-рейтинговая карта успеваемости студентов

Практика устной и письменной речи (ПУПР)

Наименование предмета	Практика устной и письменной речи (ПУПР)																													
Преподаватель, кафедра																														
Курс	1																													
Группа																														
Наименование модуля	модуль №2																													
Дата сдачи ведомости Подпись преподавателя																														
Ф.И.О.	Модуль №1	Модуль №2	21 занятие	22 занятие	23 занятие	24 занятие	25 занятие	26 занятие	27 занятие	28 занятие	29 занятие	30 занятие	31 занятие	32 занятие	33 занятие	34 занятие	35 занятие	36 занятие	37 занятие	38 занятие	39 занятие	40 занятие	промеж. контроль	добор баллов	посещаемость	активность	доп. баллы	общая сумма баллов		
1																														
2																														
3																														
4																														
5																														
6																														
7																														
8																														
9																														
10																														
11																														
12																														
13																														
14																														
15																														

Приложение 5

**Балльно-рейтинговая карта успеваемости студентов
Практика устной и письменной речи (ПУПР)**

Наименование предмета	1																																	
Преподаватель, кафедра	1																																	
Курс	1																																	
Группа	1																																	
Наименование модуля	модуль №3																																	
Дата сдачи ведомости																																		
Подпись преподавателя																																		
Ф.И.О.	Модуль №1	Модуль №2	Модуль №3	41 занятие	42 занятие	43 занятие	44 занятие	45 занятие	46 занятие	47 занятие	48 занятие	49 занятие	50 занятие	51 занятие	52 занятие	53 занятие	54 занятие	55 занятие	56 занятие	57 занятие	58 занятие	59 занятие	60 занятие	промеж. контроль	добор баллов	посещаемость	активность	доп. баллы	Общая сумма баллов	зачет/экзамен	итоговая сумма			
1	0	0	0																												0	0	0	0
2	0	0	0																												0	0	0	0
3	0	0	0																												0	0	0	0
4	0	0	0																												0	0	0	0
5	0	0	0																												0	0	0	0
6	0	0	0																												0	0	0	0
7	0	0	0																												0	0	0	0
8	0	0	0																												0	0	0	0
9	0	0	0																												0	0	0	0
10	0	0	0																												0	0	0	0
11	0	0	0																												0	0	0	0
12	0	0	0																												0	0	0	0
13	0	0	0																												0	0	0	0
14	0	0	0																												0	0	0	0
15	0	0	0																												0	0	0	0

Памятка для студента ДГПУ

Наименование учебной дисциплины _____

Группа _____ Семестр _____ Учебный год _____

Преподаватель _____

В течение семестра, выполняя различные виды работ, **Вы** зарабатываете рейтинговые баллы. **Ваша** задача – набрать в течение семестра максимальное количество баллов (за посещаемость – 30 баллов, активность (текущий контроль и промежуточный контроль) – 40 баллов, экзамен – 30 баллов, дополнительные баллы – 20).

В табл. 1 представлен перечень видов работ на предстоящий семестр по указанной учебной дисциплине и их балльное выражение.

Таблица 1

№ п/п	Виды работ	Количество баллов
1	Посещаемость	
2	Активность	
...	Промежуточный контроль	
n	Добор баллов	
Общая сумма баллов		

Вы можете повысить свой рейтинг за счет выполнения дополнительных самостоятельных творческих видов деятельности, за которые предусмотрены дополнительные баллы. см. табл. 2.

Таблица 2

№ п/п	Виды деятельности	Количество баллов
1	Исследовательская работа ()	
2	Доклады на научно-практической конференции ()	
...	Участие в олимпиаде ()	
n	Получение патента ()	
Общая сумма баллов		

Вы допускаетесь к экзамену (зачету), если сумма начисленных баллов по текущему и промежуточному контролю не ниже 36.

Так как на изучение различных дисциплин отводится различное количество часов, и на каждый вид работ допускается начисление баллов на усмотрение преподавателя, то для получения указанных выше соотношений ($S_{\text{посещ}} + S_{\text{актив}} = 70$ баллов), количество баллов полученных вами

в ходе изучения дисциплины, необходимо умножить на соответствующие коэффициенты. Коэффициенты определяются следующим образом:

$$k_{\text{посещ}} = \frac{30}{N_{\text{посещ}}} = \quad , \quad k_{\text{актив}} = \frac{40}{N_{\text{актив}}} = \quad , \quad k_{\text{бонус}} = \frac{20}{N_{\text{бонус}}} = \quad , \quad \text{где } N_{\text{посещ}} - \text{максимальное}$$

количество баллов, которое может набрать студент в течение семестра за посещение аудиторных занятий, $N_{\text{актив}}$ - максимальное количество баллов, которое может набрать студент на практических, семинарских, лабораторных занятиях и промежуточных контролях в течение семестра, $N_{\text{бонус}}$ - максимальное количество дополнительных баллов, которое может набрать студент за семестр по данной дисциплине.

График проведения промежуточных контролей

В конце изучения дисциплины сумма рейтинговых баллов на основании специальной шкалы переводится в традиционную оценку.

Шкала перевода рейтинговой суммы баллов в традиционную систему оценок:

- от 86 до 100 баллов – «отлично»;
- от 70 до 85 баллов – «хорошо»;
- от 51 до 69 баллов – «удовлетворительно»;
- от 0 до 50 баллов – «неудов».

Желаем успехов!

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